

Unit 1: Getting started in the Theatre

Content Area: **Fine and Performing Arts**
Course(s): **Theater Arts I**
Time Period: **September**
Length: **4 weeks**
Status: **Published**

Unit Overview

Developing basic theatrical classroom/stage terminology. Develops personal resources that will allow students to be comfortable in the classroom and with their peers and teacher. Theatre safety, types of stages and procedures.

Essential Questions

- What is acting?
- What do you need to do to create a safe environment to prepare a performance and acting activities?
- Why is safety important?
- What does it mean to be honest on stage and in acting classroom?
- Why is honesty important?
- How is Theatre like life?
- How is life like Theatre?
- What is stage fright?
- How can we work towards reducing stage fright?
- What happens when something goes wrong or not as planned on stage or in an acting exercise?
- What background work does a performer in the preparation for a role do?
- How does a performer prepare for stepping onto the stage?
- How do you control stage fright through relaxation techniques?
- What careers are available in the dramatic arts and theatre?
- What role does theatre play in a community?
- What are some ways that people support the dramatic arts?
- What is the difference between fame and success?

Enduring Understandings

- Training in motion and communication is necessary for successful drama presentations.
- Knowledge of dramatic arts and theatre leads to a lifelong appreciation and active interest in the Arts.

Standards/Indicators

TH.6-8.1.4.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products. Theatre artists allow awareness of interrelationships between self and others to inform their work.
TH.6-8.1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
TH.6-8.1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.1.12.C.CS3	Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

Student Learning Objectives (SLOs)

TH.6-8.1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
TH.6-8.1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
TH.6-8.1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
TH.6-8.1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
TH.6-8.1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
VPA.1.1.8.C.CS2	Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
VPA.1.1.8.C.CS3	Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
VPA.1.1.8.C.CS4	A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices,

VPA.1.3.12.C.CS2

sustained vocal technique, and clearly motivated actions.

Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Lesson Titles

- Use of imagination (4 lessons)
- Parts of the stage (8 lessons)
- Stage terminology (6 lessons)
- Play structure (4 lessons)
- Theatre Safety (10 lessons)
- Culture in Drama (5 lessons)

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.

Inter-Disciplinary Connections

LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.9-12.3.3	All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.9-12.3.3.12 B	Questioning (Inquiry) and Contributing
LA.9-12.3.3.12 D	Oral Presentation
LA.9-12.3.4	All students will listen actively to information from a variety of sources in a variety of situations.
LA.9-12.3.4.12 B	Listening Comprehension
LA.9-12.3.5.12 B	Visual and Verbal Messages
LA.9-12.3.5.12 C	Living with Media
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Getting to know you name game
- Leading the blind/follow the leader activities
- Something special project and presentation
- Developing trust activities
- Viewo clips and teacher demo.
- Theatre rules, procedures and space usage.
- Model peer support of demo.
- Students will defend choices and evaluate areas of need in program and personal performance abilities.

Modifications

ELL Modifications

- 1:1 testing during Delsea One or study hall.
- Alternate assessment options....physical demonstration, nonverbal performances.
- Be flexible with time frames and deadlines using Delsea One, study halls, before and after school to help complete assignments.
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Group students with peers with greater grasp of content to assist.
- Offer alternate/or modify assessments with shorter length. For example: when completing a verbal presentation/performance allow part in their primary language and part in English.
- Repeat, reword, clarify for comprehension.
- Use manipulatives where possible to assist in comprehension.
- Use real objects when possible for demonstration purposes.

504 and IEP Accommodations and Modifications

Description

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Gifted and Talented

- Give independent work
- Have tutor peers
- No word bank

At Risk Modifications

- Breaking larger assignments/projects into shorter tasks with clear deadlines for each section.
- Co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side).
- Creating outlines for note taking and giving students option to take notes on paper or chromebook. Letting them choose whichever is more efficient for them.
- Modeling and showing lots of examples, including examples of what is good work/performances and what is not acceptable. Have students identify which is acceptable after review.
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching.)
- Providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides.
- Speaking to students privately when redirecting behaviors. Also giving signals to students when they need to be redirected, nonverbal cues.
- Teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities).

Gifted and Talented Modifications

- Demonstrate and modeling higher level of performance requirements.

- Inquiry based learning.
- Student led/directed discussions. For example: Student will research and prepare part of the the lesson with teacher and present as a team teaching unit to class.
- Student will take performances to the next level and schedule venue, prepare more of production needs for presentation in collaboration with instructor and/or theatre Professional.

Formative Assessment

Opinion Journals

List- group-label

Review reflection critiques

conference with between teacher and student

student feedback, Q & A

Summative Assessment

Performances

Self/peer/instructor Critiques

Projects

Written assessment

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Skills-based assessment- math practice

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Youtube clips

Sample videos, audio recording

Broadway.com

Dramatist

Theatre Development Fund videos and articles

Backstage Articles and videos

Theatre Wing videos

Theatre Educators Blog

Broadway Teacher Workshop Articles and videos
interactive smartboard activity

Student personal electronic devices within lesson

Technology

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.2.12.B.CS2	The effects of technology on the environment.