

Unit 2: Building Your Performance Skills

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

Unit Overview

Developing and enhancing performance abilities.

The Voice: vocal and oral interpretation skills

The Body: non-verbal communication, movement, and pantomime.

Characterization and Improvisation

Enduring Understandings

- Performers need to develop vocal and body control for communicating artistic expression and to communicate action and reaction.
- Role playing develops the mind, body and voice as a creative instrument
- Improvisation is important in the expression of higher level and divergent thinking and problem solving.

Essential Questions

- What is the value of our voices?
- What different types of voices are there?
- How do we use our voice effectively?
- How is your voice a tool?
- What do you do if you don't have a voice?
- What can you do express yourself without a voice?
- How does proper use of the vocal instrument improve and support a scene?
- How do movements, gestures, and expressions help improve and support a scene?
- How do performers prepare and use their voices and bodies for presentations?
- How does posture, breathing and voice control affect a performance?
- How are voice and movement used to develop a role?
- Why is it important to create a personality and a back ground for a character?
- What is the value of sign language, dance, mime?
- How do we incorporate nonverbal communication in our daily lives? In our performances? How do they enhance our performances?

Standards/Indicators

VPA.9-12.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.9-12.1.1.12.1	Theatre and the arts play a significant role in human history and culture.
VPA.9-12.1.1.12.2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.9-12.1.1.12.C	Theatre
VPA.9-12.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.9-12.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.9-12.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
VPA.9-12.1.3.12.1	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.9-12.1.3.12.2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.9-12.1.3.12.C	Theatre
VPA.9-12.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.9-12.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.9-12.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.9-12.1.4.12.1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
VPA.9-12.1.4.12.1	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.
VPA.9-12.1.4.12.2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.9-12.1.4.12.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.9-12.1.4.12.3	Art and art-making reflect and affect the role of technology in a global society.
VPA.9-12.1.4.12.A	Aesthetic Responses
VPA.9-12.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.9-12.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.9-12.1.4.12.B	Critique Methodologies

VPA.9-12.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.9-12.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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.

Student Learning Objectives (SLOs)

TH.6-8.1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
TH.6-8.1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
TH.6-8.1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
TH.6-8.1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
TH.6-8.1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
TH.6-8.1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
VPA.1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
VPA.1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
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.CS1	Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
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.CS1	Theatre and the arts play a significant role in human history and culture.
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.

Lesson Titles

- Voice/Speech (10 class periods)
- Movement/Body/Mime (8 class periods)
- Improvisation/role playing (4 class periods)

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.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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.2	Develop a plan that includes information about career 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.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
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.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Inter-Disciplinary Connections

LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
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.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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 Change Mandate

Holocaust Mandate

Amistad Mandate

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

Describe and identify vocal elements and use of voice.

Demonstrate proper use of the voice through vocal exercises and performances.

Defend peer's use of voice and professional vocalists/performers.

Tongue twister activities.

Oral interpretation of children's stories, poetry, short stories, etc.

Evaluating and discussing verbal cues.

Defining non-verbal communication and careers that use this.

Recognize and interpret non-verbal cues and mime

Develop and perform mime, movement, and dance pieces.

Critique various performance pieces, including peer performances.

Predict the ending of a non-verbal performance.

Compare and contrast performance pieces with and without sound.

Ex.Silent movies, mime, film with sound track and without, etc.

Dramatize a poem or children's story, non-verbally.

Develop improvisation skills through demonstrations and improv activities.

Evaluate and critique successful and unsuccessful improvisations.

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

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| 0x | • Breaking larger assignments/projects into shorter tasks with clear deadlines for each section. |
| 0x | • 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).

- 0x • 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.
- 0x • 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.
- 0x • Providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching.)
- 0x • Providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides.
- 0x • Speaking to students privately when redirecting behaviors. Also giving signals to students when they need to be redirected, nonverbal cues.
- 0x • 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).

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.
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- 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 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, reelection, repeat

Log Warm-up. Students answer daily performing arts related question on log form and share with class.

conference with between teacher and student

student feedback, Q & A

Summative Assessment

Performances

Self/peer/instructor Critiques

Projects

Written assessment

Benchmark Assessments

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 and Materials

Youtube clips, Broadway.com, BroadwayHD, Backstage magazine, Dramatics Magazine, Theatre Developent Fund videos and articles

PLaybill.com, Directors Magazine

Broadway Evolved workshops

Sample videos, audio recording

interactive smartboard activity

Student personal electronic devices within lesson

Technology

Use of Chromebooks

Review lessons on Google Classroom and complete assignments when absent on Classroom

