

Unit 4: Critique, Review and Etiquette of Performing Arts

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

Unit Overview

Developing constructive oral and written techniques to critique and review performing arts pieces. Self and peer critiques will be explored.

Enduring Understandings

- Comparing and contrasting various types of theatrical works can create diverse actors that are well rounded
- Critical analysis of character, plot, theme and technical aspects of the play are integral to the dramatic concept.
- Evaluation and self-evaluation is a critical component for improving and appreciating the aesthetics of a performance.

Essential Questions

What do you like about a performance? Why?

What makes a good performance?

Are there any bad performances?

How should we behave at a performance?

How should we behave before and after a performance?

What are some characteristics of comedies vs. tragedies?

How can an actor portray a comedy or a tragedy?

Why is it important for an actor to perform in various types of theatrical performances?

Why is it important to understand a character's motive?

Standards/Indicators

VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
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.9-12.1.4.12.3	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)

- 1 Compare and contrast conventions of ancient and contemporary world theatrical forms. 1.2.12.A.1
- 2 Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods. 1.2.12.A.1
- 3 Analyze how dramatic literature and theatre is used to sway public opinion and question social norms. 1.2.12.A.1
- 4 Examine the theatricality of rhetoric and public relations and its effect on public ethos. 1.2.12.A.1
- 5 Differentiate ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions up to and including 21st Century. 1.2.8.A.2
- 6 Analyze how the theatre experience has or has not changed across a spectrum of historical period. 1.2.12.A.2

Lesson Titles

Sensory Awareness (2 lessons)

Observations (2 lessons)

Point of View (2 lessons)

Evaluating performances (3 lessons)

Comparing theatre with other media (4 lessons)

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through

experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

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.
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.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

Inter-Disciplinary Connections

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.9-12.3.4.12 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.9-12.9.3.12	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.

Technology

Use of Chromebooks

Kahoot reviews

Complete assignments on Google Classroom

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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

Read, view and critique various art forms from Ancient Greece to Contemporary pieces.

Develop vocabulary for critiquing art work.

Evaluate peer and community performances.

View plays taped live and analyze.

Compare and contrast art forms and various forms of media.

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

- 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).

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.
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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 reflection critiques

conference with between teacher and student

student feedback, Q & A

Summative Assessment

Self/peer/instructor Critiques

Projects

Written assessment

Benchmark assessments

Performances of final pieces

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

Resources & Materials

Youtube clips

Sample videos, audio recording

interactive smartboard activity

Student personal electronic devices within lesson

Broadway.com

Dramatist

Theatre Developmet Fund videos and articles

Backstage Articles and videos

Theatre Wing videos

Theatre Educators Blog

Broadway Teacher Workshop Articles and videos
interactive smartboard activity