

Advanced Theatre- Unit 1- Setting the Stage 2023

Content Area: **Fine and Performing Arts**
Course(s): **Advanced Theater Arts**
Time Period:
Length: **8 weeks**
Status: **Published**

Enduring Understandings:

Training in motion and communication for the successful theatrical process and creation.

Knowledge of dramatic arts and theatre leads to lifelong appreciation and active interest in the arts.

Unit Overview:

Reviewing and developing basic theatrical terms and procedures to productively conduct a safe performance space. Students developing trust and relationships with teacher and peers to facilitate creative learning environment.

Essential Questions:

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?

How does this presentation/art form effect our school, culture, country, world, history?

Why is art always changing?

How can an audience enrich a performance?

Which is it crucial to behave appropriately at a performance?

How do the events of current times influence the understanding of a theatrical piece of work?

How can performers relate to each other on stage in order to influence audience's responses?

Why is it important for the audience to know how to respond to a performance?

What makes a group of people identify with a particular show?

How will being a part of a performance help you in your life?

How do cooperation, communication, self-esteem and sympathy apply in theatre and real life?

What must be considered when creating new art for an audience?

How can history of the theatre help us create successful performances?

How does setting and purpose of a performance influence the outcome of a performance?

What are the different types of performance styles and venues?

How have production aspects of the theatre evolved over history?

How has history and other world cultures affected the audience of today's theatre?

How does live art/performance change it's audience?

Does life imitate art or art imitate life?

How has the social climate of society effected the production?

Standards/Indicators/Student Learning Objectives (SLOs):

TH.9-12.1.4.12acc.Cr1	Generating and conceptualizing ideas.
TH.9-12.1.4.12acc.Cr2	Organizing and developing ideas.
TH.9-12.1.4.12acc.Cr3	Refining and completing products.
TH.9-12.1.4.12acc.Pr4	Selecting, analyzing, and interpreting work.
TH.9-12.1.4.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.9-12.1.4.12acc.Pr6	Conveying meaning through art.
TH.9-12.1.4.12acc.Re8	Interpreting intent and meaning.
TH.9-12.1.4.12acc.Re9	Applying criteria to evaluate products.
TH.9-12.1.4.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.9-12.1.4.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Lesson Titles:

- Artistic Discipline
- Collaboration with peers in evaluating
- Developing personal resources for adjudication of art/performances

- identifying superior skills in vocals, movement, costumes, sets, directing, special effects, in the arts
- Evaluating believable Movement and use of space in a production.
- Identify how improvisation, collaboration and peer comradory assists in the success of a production.

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Inter-Disciplinary Connections:

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.3.12.A.CS2	Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.

Equity Considerations

Amistad Mandate

Evaluate audiences response to productions starring minority performers vs. caucasian performers.

Identify color blind casting and how it is used on Broadway, in High Schools, in community theatres.

- Bias
- Bigotry

Holocaust Mandate

View and evaluate the musical Parade and how there were protests during the previews of the production on

Broadway due to the main character being Jewish.

Discuss and evaluate how this can help and hurt a production.

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Accepting all people in the arts and in life.

Materials Used: Current Events, Everyone's Talking About Jamie Movie.

Addresses the Following Component of the Mandate: Students accepting peers and lifting people up with the arts.

- Political
- Social

Climate Change

Broadway Green Alliance information and research. Discuss with students responsible sustainable uses of materials in the theatre. Will later deal with more in props, costumes and set units. <https://www.broadwaygreen.com/about-us>

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): The King and I

Materials Used: Script, video and news articles and debates about using color blind casting. Culturally appropriate casting.

Addresses the Following Component of the Mandate: When there is a show with Asian Americans, they must be portrayed by performers of that cultural background.

- Economic
- Political
- Social

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Performances
- Presentations

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Resources & Materials:

Youtube clips from Internet and Playbill.com. Broadway.com

Powerpoint presentations.

Current Events in the Arts links on line.

Smart Devices/Chromebooks

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

VPA.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.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.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.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.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.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.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.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments

- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Youtube clips from Internet and Playbill.com. Broadway.com

Powerpoint presentations.

Current Events in the Arts links on line.

Smart Devices/Chromebooks

Kahoot for review

TECH.8.1.12.A.CS1

Understand and use technology systems.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.DA.2

Store, copy, search, retrieve, modify, and delete data using a computing device.

CS.K-2.8.1.2.NI.1

Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

