

Advanced Theatre - Unit 3: Variety Performances Evaluation & Critique 2023

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

Unit Overview:

This unit includes musical theatre and other theatrical forms, including performance art, multimedia, puppet theatre, Children's Theatre, Readers Theatre, Character Entertainers. Exploring how plays become adapted for television and film. Elements and criticism are explored.

Essential Questions:

What art has value?

How does the audience react to different forms of performance art?

Understanding elements of Musical Theatre.

What can you tell about the costumes of various performers?

How do costumes enhance or inhibit a dance performance?

Compare and contrast traditional and nontraditional performances?

What makes a musical more complicated than a typical drama or comedy?

What elements of blocking create visual pictures in a scene?

How do you create a tableau?

What is the Gypsy Robe Ceremony?

How are performance pieces chosen?

What are the financial needs of a performance?

How do finances affect the success or demise of a performance piece?

How to keep your creative authenticity and integrity?

What is the artist trying to do? Was it worth doing? How well did they accomplish it?

Standards/Indicators/Student Learning Objectives (SLOs):

TH.9-12.1.4.12acc.Cr	Creating
TH.9-12.1.4.12acc.Cr1	Generating and conceptualizing ideas.
TH.9-12.1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
TH.9-12.1.4.12acc.Cr2	Organizing and developing ideas.
TH.9-12.1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
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.Re7	Perceiving and analyzing products.
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.Cn	Connecting
TH.9-12.1.4.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understandings:

- Performance art is a valuable recourse for people to explore their emotions, struggles, love and fear.
- Performance art is a means to express joy, teach lessons, inspire audiences.
- Making Art effective and purposeful.

Lesson Titles:

Musical Theatre Review and critique

How does improvisation improve a scene, show and productions.

Children's theatre evaluations and enhancements

Puppetry- view Avenue Q and evaluate a show with musical and puppets.

Variety performance view and evaluations, circ de sole, clowning, children's characters, circus acts.

Connections from life, theatre, film and television

Creating and connecting the value of each art form.

Career Readiness, Life Literacies, & Key Skills:

CRP.K-12.CRP3	Attend to personal health and financial well-being.
TECH.9.4.12.CI	Creativity and Innovation
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). With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

Inter-Disciplinary Connections:

MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
DA.K-2.1.1.2.Re8a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
DA.K-2.1.1.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.K-2.1.1.2.Cn11a	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Resources & Materials:

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

Powerpoint presentations.

Current Events in the Arts links on line.

Smart Devices/Chromebooks

Equity Considerations

Amistad Mandate

Not Applicable

Holocaust Mandate

Not Applicable

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Variety performers, Drag performances, nonbinary performers development in the theatre.

Materials Used: Playbill.com, youtube.

Addresses the Following Component of the Mandate: Expressing and exploring the LGBTQ communities influence and history in performance.

- Economic
- Political
- Social

Climate Change

Not Applicable

Asian American Pacific Islander Mandate

Not Applicable

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

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Bench Mark Assessments

Benchmark Assessments:
Skills-based assessment
Reading response
Writing prompt
Lab practical

Alternative Assesements

Here's what needs to be pasted in there:

Alternative assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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)
- Vary test formats

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
- Tiered assignments
- Tiered centers

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
- Extra visual and verbal cues and prompts
- 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
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Youtube, playbill.com, American theatre wing.com, backstage.com, Broadway.com

TECH.8.1.12.A.CS1

Understand and use technology systems.

Computer Science and Design Thinking Standards

CS.K-2.EC

Ethics & Culture

CS.K-2.ETW

Effects of Technology on the Natural World