

# INTRO Theatre Unit 3: Theatre Appreciation

Content Area: **Fine and Performing Arts**  
Course(s): **Theater Arts I**  
Time Period:  
Length: **5Weeks**  
Status: **Published**

## Unit Overview:

---

Construct meaning in devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations. Respond to what is seen, felt and heard in devised or scripted work to develop criteria for artistic choices. Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work. Relating artistic ideas and work within social, historical and cultural contexts to deepen understanding. Viewing theatrical work and identifying what it is, how it will be viewed by various audiences and how it can be expanded, converted to other forms of art.

## Essential Questions:

---

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

How, when, and why do theatre artists' choices change?

How do theatre artists fully prepare a performance or design?

How do theatre artists use tools and techniques to communicate ideas and feelings?

How, when, and why do theatre artists' choices change?

How do theatre artists transform and edit their initial ideas?

What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

How can the same work of art communicate different messages to different people?

## Enduring Understandings:

---

- Theatre artists rely on intuition, curiosity and critical inquiry.

Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to

explore the human experience.

As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Theatre artists allow awareness of interrelationships between self and others to inform their work.

Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

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

## **Standards/Indicators/Student Learning Objectives (SLOs):**

---

### **Standards**

---

TH.9-12.1.4.12acc.Cr2	Organizing and developing ideas.
TH.9-12.1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
TH.9-12.1.4.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

### **Lesson Titles:**

---

Read play analysis and discuss how could it be made into a musical.

Debate the value of the production.

Confirm it's validity as art form.

View productions of plays, musicals and stories and critique their social, historical and creative contributions to society and the theatre world.

### **Career Readiness, Life Literacies, & Key Skills:**

---

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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

## **Inter-Disciplinary Connections:**

---

LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.SL.9-10	Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.L.9-10	Language
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.

## **Equity Considerations**

---

### **Amistad Mandate**

---

Study of the following influential black playwrights and their work:

A Raisin in the Sun by Lorraine Hansberry.

August Wilson's Century Cycle.

### **Holocaust Mandate**

---

Topic: The Diary of Anne Frank

Materials Used: The script of the play "The Diary of Anne Frank"

Addresses the Following Component of the Mandate: Understanding the effects of the holocaust on children and families. How we must keep the true stories of the events of the holocaust know to all.. through theatre we can do that.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

### **LGBTQ and Disabilities Mandate**

---

Topic (Person and Contribution Addresses): The musicals Rent, Tic Tick Boom, and other contributions by artists in the LGBTQ community.

Materials Used: Scripts, articles from Broadway.com, Playbill.com and current arts events in the media.

Addresses the Following Component of the Mandate:

- Political
- Social

### **Climate Change**

---

Not Applicable

### **Asian American Pacific Islander Mandate**

---

Not applicable

- Social

### **Summative Assessment:**

---

- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Performances
- Self/peer/instructor critiques

## **Alternative Assessments**

---

Alternative assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

---

Benchmark Assessments:

Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Formative Assessment:**

---

- Anticipatory Set
- Closure
- conference with between teacher and student
- Opinion Journals
- Review reflection critiques
- Warm-Up

## **Resources & Materials:**

---

Youtube clips

Sample videos, audio recording

Broadway.com

Dramatist

Theatre Developmet Fund videos and articles

Backstage Articles and videos

Theatre Wing videos

Theatre Educators Blog

Broadway Teacher Workshop Articles and videosinteractive smartboard activity

Student personal electronic devices within lesson

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

---

- Read, evaluate, critique, discuss and selecting a piece for production.

Self-evaluation of play, post production.

Peer review and critique

Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.

Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.

Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

## **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**

---

TECH.8.1.12.F.CS1

Identify and define authentic problems and significant questions for investigation.

TECH.8.2.12.B

Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

## **Computer Science and Design Thinking Standards**

---

CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

CS.K-2.8.1.2.NI.2

Describe how the Internet enables individuals to connect with others worldwide.