

# INTRO THEATRE Unit 1: Getting Started in the Theatre

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

## Unit Overview:

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**Developing basic theatrical classroom/stage terminology. Develops personal resources that will allow students to be comfortable in the classroom and with their peers and teacher. Theatre safety, types of stages and procedures.**

## Essential Questions:

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- How do performers choose the methods of acting for a particular performance?
- What are the different methods of training in drama?
- What background work does a performer in the preparation for a role do?
- How does a performer prepare for stepping onto the stage?
- How do you control stage fright through relaxation techniques?
- What careers are available in the dramatic arts and theatre?
- What role does theatre play in a community?
- What are some ways that people support the dramatic arts?

## Enduring Understandings:

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- Training in motion and communication is necessary for successful drama presentations.
- Knowledge of dramatic arts and theatre leads to a lifelong appreciation and active interest in the Arts.

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

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|------------------------|--|
| TH.9-12.1.4.12acc.Cr1  | Generating and conceptualizing ideas.  |
| 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.Pr5  | Developing and refining techniques and models or steps needed to create products.                            |
| TH.9-12.1.4.12acc.Pr5a | Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work. |
| TH.9-12.1.4.12acc.Pr5b | Identify how essential text information, research from various sources, and the director's                   |

concept to influence character choices in a theatre work.

## Standards

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| 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:

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- Use of imagination (2 lessons)
- Parts of the stage (8 lessons)
- Stage terminology (8 lessons)
- Play structure (8 lessons)
- Theatre Safety (7 lessons)
- Culture in Drama (3 lessons)

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

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| TECH.9.4.12.Cl.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).   |
| TECH.9.4.12.Cl.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.Cl.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).   |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).<br><br>With a growth mindset, failure is an important part of success. |

## Inter-Disciplinary Connections:

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| 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<br><br>Comprehension and Collaboration<br><br>Presentation of Knowledge and Ideas   |
| LA.L.9-10    | Language   |

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|---------------|--|
| 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

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### Holocaust Mandate

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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

### Amistad Mandate

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Introduce students to various Minority Artists. View selections of Hamilton the musical. Discuss how this show changed things on Broadway for all cultures.

## **LGBTQ and Disabilities Mandate**

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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**

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Topic (Person and Contribution Addresses): The Broadway Green alliance and promotion of sustainability

Materials Used: <https://www.broadwaygreen.com/about-us>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Asian American Pacific Islander Mandate**

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Contributions of Asian American Pacific Islander artists in the theatre. Discuss famous designers and performers who have cultivated an appreciation and opportunity for other Asian artists. For example Leah Salonga from Les Miserable.

## **Summative Assessment:**

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

## **Alternative Assessment**

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Alternative assessments:

Performance tasks  
Project-based assignments  
Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Benchmark Assessments**

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

## **Formative Assessment:**

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

## **Resources & Materials:**

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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 videos  
interactive smartboard activity

Student personal electronic devices within lesson

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

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- Getting to know you name game
- Leading the blind/follow the leader activities
- Something special project and presentation
- Developing trust activities
- View clips and teacher demo.
- Theatre rules, procedures and space usage.
- Model peer support of demo.
- Students will defend choices and evaluate areas of need in program and personal performance abilities.

## **Modifications**

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### **IEP & 504 Modifications:**

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\*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

## **ELL Modifications:**

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- 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

## **G&T Modifications:**

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- 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**

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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**

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| 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**

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| 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.  |