

INTRO Theatre Unit 2: Building Performance Skills

Content Area: **Fine and Performing Arts**
Course(s): **Theater Arts I**
Time Period:
Length: **10 Weeks**
Status: **Published**

Unit Overview:

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:

- 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?
- What makes a monologue a good monologue for you?
- How can you adapt a monologue to fit your audition?
- Identify and prepare the various types of pieces you need for an audition.
- Explain and identify qualities of a successful cold reading at an audition.
- What are the successful skills used in an audition improvisation?
- How does your resume represent you in a positive way?
- What are the qualities of a good headshot?

Enduring Understandings:

- 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.
- Recognize a successful headshot and the various forms of getting your image out.
- Identify appropriate monologues that they should perform for an audition.
- Understand the skills needed to successfully complete a monologue for an audition.
- Perform improvisations with a beginning, middle and an end.
- Identify qualities and demonstrate what a good audition looks and sounds like.
- Develop a professional looking resume looks like.

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.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.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:

- Use of imagination
- Parts of the stage
- Stage terminology
- Play structure
- Culture in Drama
- Voice/Speech
- Movement/Body/Mime
- Improvisation/role playing

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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). With a growth mindset, failure is an important part of success.

Inter-Disciplinary Connections:

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.
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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.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

Not Applicable

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

Summative Assessment:

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

Benchmark Assessments

Benchmark Assessments:
Skills-based assessment
Reading response
Writing prompt

Lab practical

Alternative Assesements

Alternative assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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:

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.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
TH.9-12.1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
TH.9-12.1.4.12acc.Cr3c	Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
TH.9-12.1.4.12acc.Pr4	Selecting, analyzing, and interpreting work.
TH.9-12.1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
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.

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.