

# Production & Performance Unit- 3 Responding & Critiquing

Content Area: **Fine and Performing Arts**  
Course(s): **Production and Performance**  
Time Period:  
Length: **1**  
Status: **Published**

## Unit Overview:

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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:

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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:

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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.

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

TH.9-12.1.4.12acc.Pr4	Selecting, analyzing, and interpreting work.
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.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.

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### **Lesson Titles:**

Create performances.

Perform pre scripted plays.

Take short stories and poems and create performances out of them.

Share performances with elementary school students.

Create Theatre Etiquet plays. Share with student body.

Prepare performances, minimum of 1 per semester.

Create performances from script, auditions, production planning, technical needs, costumes, lights, sound, staging, props.

Present productions.

Evaluate audience reaction and success of performance.

Evaluate quality of peers performances and use this knowledge for casting next show.

Work on double casted show.

Students each take on one crew area for at least one production in the year.

Start each class with group vocal physical warm-up.

Current events in the arts weekly.

Debate the value of the production.

Assist with Middle School production needs for their musical.

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.

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

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.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.

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### **Inter-Disciplinary Connections:**

LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
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.CS1	Theatre and the arts play a significant role in human history and culture.

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### **Equity Considerations**

## **Amistad Mandate**

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Study of the following influential bl

Topic: "A Raisin in the Sun" Play written by Lorraine Hansberry

Materials Used: The script of the play and articles about various productions.

Addresses the Following Component of the Mandate by : Studying the work of influential black playwrights and their work

A Raisin in the Sun by Lorraine Hansberry.

August Wilson's Century Cycle.

- Contributions of African Americans to our Society

## **Holocaust Mandate**

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Topic: Schindlers's List

Materials Used: Viewing the film

Addresses the Following Component of the Mandate by: Discussing and viewing the of the use of imagery and the actors/directors portrayal of the Nazi's through out the story and how these events/tragedies need to be continued to be told and shared so we will never forget. Discussing though we can create a play based on this story.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Study of Rent the musical.

Materials Used: The script and the production recording.

Addresses the Following Component of the Mandate by: Studying the start of the Aids crisis and how art will teach and move people to action.

- Economic
- Political
- Social

## **Climate Change**

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Topic: Reuse and repurpose play production materials.

Materials Used: Videos, articles and website of Broadway Green Alliance.

Addresses the Following Component of the Mandate by: 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**

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Not Applicable

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment

## **Benchmark Assessments**

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Benchmark Assessments:  
Skills-based assessment  
Reading response  
Writing prompt

## Lab practical

### **Alternative Assessments**

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Alternative assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

### **Formative Assessment:**

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- Anticipatory Set
- Closure
- Critique
- Warm-Up

### **Resources & Materials:**

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Scripts, youtube clips, playbill.com, Theatre.com, Backstage.com, PBS.com, Theatrewing.com.

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

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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**

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### **ELL Modifications:**

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- Debating
- Journal keeping
- Read directions to the student
- Vary test formats

### **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
- 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 several ways to solve a problem if possible
- Use of concrete materials and objects (manipulatives)

### **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
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- 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
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

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

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CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
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CS.K-2.8.2.2.ETW.1	Classify products as resulting from nature or produced as a result of technology.
CS.K-2.8.2.2.ETW.2	Identify the natural resources needed to create a product.
CS.K-2.8.2.2.ETW.3	Describe or model the system used for recycling technology.
CS.K-2.8.2.2.ETW.4	Explain how the disposal of or reusing a product affects the local and global environment.