

Production & Performance Unit 2 -Creating - Performing2023

Content Area: **Fine and Performing Arts**
Course(s): **Production and Performance**
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Unit Overview:

Developing constructive oral and written techniques to critique and review performing arts pieces. Professional, self and peer critiques will be explored. The design and creation of a production makes a major contribution to the way an audience perceives, understands and enjoys a play. Students will learn how to create, organize and plan the technical aspects of a production as well as the importance of collaborating as a team. They will understand the hierarchy of roles in a production process. Students will create a performance piece for production using creative and collaborative skills in the process. They will develop critiquing and analyzing skills through out the play creation and production process.

Essential Questions:

- What are some characteristics of comedies vs. tragedies?
- How can an actor portray a comedy or a tragedy?
- Why is it important for an actor to perform in various types of theatrical performances?
- Why is it important to understand a character's motive?
- How does this presentation/art form effect our school, culture, country, world, history?
- Why is art always changing?
- How can an audience enrich a performance?
- Which is it crucial to behave appropriately at a performance?
- How do the events of current times influence the understanding of a theatrical piece of work?
- How can performers relate to each other on stage in order to influence audience's responses?
- Why is it important for the audience to know how to respond to a performance?
- What makes a group of people identify with a particular show?
- How will being a part of a performance help you in your life?
- How do cooperation, communication, self-esteem and sympathy apply in theatre and real life?
- What must be considered when creating new art for an audience?
- How can history of the theatre help us create successful performances?
- How does setting and purpose of a performance influence the outcome of a performance?
- What are the different types of performance styles and venues?
- How have production aspects of the theatre evolved over history?
- How has history and other world cultures affected the audience of today's theatre?
- How does live art/performance change it's audience?
- Does life imitate art or art imitate life?

How has the social climate of society effected the production?

Why is it important to work will together on a production?

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What can happen when people do not cooperate and work together?

What must be considered when selecting a play for production?

How is casting a production directly related to the success of a production?

How does setting and purpose of a performance influence choice of sets, costumes, and lights?

How are costumes created, gathered, altered, rented, and prepared for a production?

What affects a light plot for a production?

How are microphones used in a production?

How are hair and makeup designs used in a production on a large budget, limited budget, scholastic production verse a professional production?

What ways do sets, costumes, props, makeup directing, lighting, sound and performers interact together for an artistic impact on the audience?

How does live art/performance change it's audience?

Describe how the production process can change as the production schedule, rehearsals, creative meetings, etc. take place? Is change to be expected?

Explain how it is possible to have a successful performance on a low budget?

What are the crew jobs for play production and what are their responsibilities?

What are the responsibilities of the publicity crew?

Describe the function of a house manager in the theatre.

Explore the variety of publicity techniques in promoting a production.

What are the essential items included in a play program?

What are the details required on a publicity poster for a production?

Why are tickets needed for a production and what to they include on them?

How does the style and mood of the production determine who your target audience is for publicity?

How has the social climate of society effected the production?

Enduring Understandings:

- Comparing and contrasting various types of theatrical works can create diverse actors that are well rounded

Critical analysis of character, plot, theme and technical aspects of the play are integral to the dramatic concept.

Evaluation and self-evaluation is a critical component for improving and appreciating the aesthetics of a performance.

Social standards of theatre productions are learned by attending performances as well as participating in drama performances.

Performance expectations are culturally derived and vary according to thematic forms.

Performing can develop responsible behavior and social discipline, as well as a respect for the Arts.

Respect for various cultures performances.

Artistic productions require collaboration, interpreting and organizing the technical aspects of a performance, lighting, sets, props, makeup and costume design.

Students should be able to view different forms of performance/theatre works and see how they have influenced current art.

Students should understand and recognize that artists have their own style and culture and history can affect their work.

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. Plan, Construct
TH.9-12.1.4.12acc.Cr3	Refining and completing products. Evaluate, Clarify, Realize Choose, Rehearse
TH.9-12.1.4.12acc.Pr5	Developing and refining techniques and models or steps needed to create products. Establish, Analyze
TH.9-12.1.4.12acc.Pr6	Conveying meaning through art.
TH.9-12.1.4.12acc.Re	Responding
TH.9-12.1.4.12acc.Re7	Perceiving and analyzing products. Interpret
TH.9-12.1.4.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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.B.CS2	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
VPA.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Lesson Titles:

Types of audiences

Types of performances

Reading and evaluating reviews of performances

world culture today's effect on performances

how has history and world culture been infused into a performance piece

Film vs. theatre

Cultural effects on history

Play selection

Community outreach production

School service production- pre-prom play/Pirates Project/Story Pirates

Children's play

Selecting the Cast

Creating plays

Assembling and collaborating with staff for production

Assessing needs of production

Sets

Costumes

Hair and Makeup

Props

Sound

Lights

Special effects

Publicity and House Management

Tech week

Rehearsal

Dress Rehearsal/pre-production

Benchmark Assessments

Benchmark Assessments:

Skills-based assessment

Reading response

Writing prompt

Lab practical

Equity Considerations

Amistad Mandate

Topic: Breaking through Bias and discrimination by using the arts.

Materials Used: The scripts and articles.

Addresses the Following Component of the Mandate by: Reading various scenes and short stories from minority playwrights and choosing one to work on for scenes and monologues. Discussing racial discrimination themes in the arts and how the writers help shed light on the discrimination.

Holocaust Mandate

Topic: Performing a play based on true events.

Materials Used: The script of The Diary of Anne Frank

Addresses the Following Component of the Mandate: Students understanding the tragic results of the Holocaust.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Tony Kushner famous gay playwright.

Materials Used: Angels in America script and production.

Addresses the Following Component of the Mandate: Students will view and study Angels in America about the Aides Crisis and Tony Kushner who wrote it.

- Political
- Social

Climate Change

Topic (Person and Contribution Addresses): Sustainability in Broadway

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

Addresses the Following Component of the Mandate:

- Social

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Lea Salonga Asian American Actress and her contributions to theatre.

Materials Used: Script and performance of Miss Saigon the Musical.

Addresses the Following Component of the Mandate: Studying the musical Miss Saigon and what took place during war with women and American soldiers. Review Once on this Island the Musical and it's cultural demonstrations.

- Political
- Social

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI	Creativity and Innovation
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).

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Performances
- Presentations

Alternative Assessment

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

Resources & Materials:

Scripts, Playbill.com, Broadway.com, Youtube.com, documentaries about historical events that affect the arts.
Text: Drama Basics, The Stage and The School, Theatre Experience.

Viola Spolin ensemble work and improvisation. Uta Hagen's Respect for Acting. Meisner Text.

Inter-Disciplinary Connections:

LA.SL.9-10	Speaking and Listening
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

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

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

Develop casting requirement list, audition packet, hold auditions, callbacks and Cast show/piece.

Collaborating, evaluating, defending, prioritizing production needs and working with crew/cast and creative team.

Creating production and weekly rehearsal reports for piece.

Evaluating daily rehearsals and making adjustments for future rehearsals and final project.

Assembling and collaborating with staff for a production.

Developing set/costume/lighting/prop/makeup/hair/wig production needs.

Sketching, gathering photos, collaborating, creating portfolio of production designs.

Develop sewing skills, sewing hems, buttons, safety terms and usage.

Create costume.

Create a measurement costume plot for one of the characters in the show.

Identify various period pieces across the globe in costume history.

Identify and describe various stock costume pieces.

Identify hairstyles from various type periods and around the globe. Connect these to the appropriate show.

Develop specific prop list, table. Create a prop and present it to the class using recycled materials.

Identify various royalty free sound effects sites.

Develop a sound back round track for a performance piece.

Develop a lighting plan/plot for a production.

Identify basic lighting instruments and terminology

Define and identify various forms of special effects.

View various special effects presentations.

Defend and discuss the value of various special effects and their use in the production.

Determine safety protocols for various special effects uses.

Create a production Publicity package.

Prepare and develop house management rules and procedures.

Present "theatre etiquette skit" for class, video, critique and compare.

Develop a tech week schedule.

Prepare tech week handbook.

Prepare play for production/rehearsal and tech week.

Self-evaluation of play, post production.

Peer review and critique.

TH.9-12.1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
TH.9-12.1.4.12acc.Re8a	Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
TH.9-12.1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
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.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question

	personal beliefs.
TH.9-12.1.4.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
TH.9-12.1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

Formative Assessment:

- Anticipatory Set
- Closure
- Performances
- Projects/models/portfolios
- Warm-Up

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
- Vary test formats

IEP & 504 Modifications:

- 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

*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):

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

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
- 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
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Google Slides, Kahoot, Blooket. Websites: Playbill.com, Broadway.com, Backstage.com, PBS.com, NationalTheatre.com.

TECH.8.1.12.A.CS1

Understand and use technology systems.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.DA.1

Collect and present data, including climate change data, in various visual formats.

CS.K-2.8.1.2.NI.2

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

CS.K-2.IC

Impacts of Computing