Unit 5: Renaissance Theatre

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 21**
Length: **7 weeks**
Status: **Published**

Unit Overview

In this unit, students will explore theatre of the Middle Ages. Students will have the opportunity to research plays that were produced during this time period as well as how they were moved from inside churches to outdoors. Students will understand the impact that festivals and pageant wagons had on the development of the theatre of today. Students will engage in episodic play presentations as produced in the Middle Ages and be able to create a production space similar to one of the time period.

Standards

VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.CS1	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Essential Questions

- Does art define culture?
- Why is it important to understand the evolution of theatre throughout the ages?

Application of Knowledge: Students will know that...

- A gregorian chant is a single vocal line in free rhythm that has a restricted scale

- Pageant wagons are rolling wagons used as stages to produce cycle plays
- the basic layout of mansions in use of play productions.
- the result of separation of church and theater was theatre was no longer allowed in churches and commanded to be produced outdoors
- there are various types of Middle Age plays including liturgical, mystery and morality plays
- visual arts have a major impact on theater during the Renaissance as evidenced by architecture of stages, costuming and colors used

Application of Skills: Students will be able to...

- create and perform a Gregorian Chant
- define Mystery, Morality, Cycle plays
- design a pageant wagon
- identify parts of a theatrical mansion
- rehearse and perform excerpts of middle age plays
- research and identify period costumes and sets

Assessments

- Written test on theatre of Renaissance
- Performance of play excerpts
- Middle Age theatre project - pageant wagon, stained glass window, timelines
- Ticket to leave questions (plays, playwrights, staging)
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.

Suggested Activities

- Students participate on creating Gregorian chant
- Students participate in rehearsals of scenes from time period
- Students create a timeline in class
- Students complete handout diagrams on basic pageant wagons and Medieval staging
- Students research the types of plays during this time period- cycle, mystery, liturgical
- Students research costumes of time period

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments

- Content specific modifications may include:
    - Work with theatre buddy on performance project
    - Break down theatre project to one or two sections
    - Notes will be copied for student if lengthy

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
    - All written work will be accompanied by visuals
    - Work with theatre buddy on oral presentation
    - Break oral work down into smaller units

- Content specific vocabulary important for ELL students to understand include: pageant wagon, cycle play, mystery play, mansion

Differentiation to extend learning for gifted students may include:

- Creation of a theatre mansion in class
- Research and write a contemporary chant using historical structure

Integrated/Cross-Disciplinary Instruction

Art and Performing Arts can collaborate on how art was an imortant part of theatre at this time

Art and Performing Arts can collaborate on creation of stained glass window to tell a story

Music and Performing Arts can collaborate on uses and creation of a Gregorian chant

Resources

Teacher generated handouts/worksheets

Everything About Theatre, by Robert E Lee

The Curtain Rises Volume I: A History from its Origins in Greece and Rome through the English Restoration

TheatreHistory.com

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.