Unit 6: Elizabethan Theatre

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 28**
Length: **7 weeks**
Status: **Published**

Unit Overview

In this unit students will explore Elizabethan Theatre. Students will research and study great playwrights of the time as well as be able to read and perform excerpts from most well known plays. Students will investigate the building of the first real theatre spaces and understand how the government at the time heavily influenced production. Students will also be able to identify period costuming and staging.

Standards

VPA.1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
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.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
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.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
VPA.1.3.5.D.CS2	Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.

Essential Questions

- Why are we still reading and watching Shakespeare's plays?
- How have the plays of the Elizabethan period influenced todays language?

Application of Knowledge: Students will know that...

- basic costuming of the Elizabethan era was more intricate and detailed than previous eras and included: corsets, petti coats, leggings and button shoes
- contributions various playwrights had to the theatre at this time were creating well written plots, well developed characters and historical scenes

- important works were written during this time period include Romeo and Juliet, The Spanish Tragedy
- key components of Shakespeare's biography
- permanent theatre structures that were established during this era
- the Queen was in charge of all theatre guilds and productions
- the structure and format of a Shakespearean Sonnet is in iambic pentameter
- theatre unions were developed during this era

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

- break down a Shakespearean Sonnet
- identify characteristics of Shakespearean plays that have carried over to today's theatre
- identify elements of a union and acting company in Shakespeare's time
- identify modern musicals and movies that are based on Shakespeare
- identify period costuming
- perform excerpts of plays using language of period
- research and identify major works of Playwrights of Elizabethan Era
- research and identify playwrights of Elizabethan Era

Assessments

- Performance of excerpts of Elizabethan plays
- Written quiz on playwrights of Elizabethan era
- Presentation of Shakespearean Sonnet
- Project of the Period- costume design, Shakespeare biography, recreation/diagram of one of the major theatres
- Tickets to leave- acting unions, Queen's role
- 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

- Reading and rehearsal of scenes from period plays
- Research and discussion of playwrights
- Reading of sonnets
- Defining iambic pentameter in sonnets
- Shakespearean insult game
- Viewing of excerpts of both period and modern performances

- Period costume plotting
- Diagramming globe theatre

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:
    - Breaking down period project into one or two elements
    - Work with theatre buddy on research of playwrights
    - Shorten length of performance pieces

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: sonnet, iambic pentameter, Elizabethan

Differentiation to extend learning for gifted students may include:

- Create an original modern sonnet

Integrated/Cross-Disciplinary Instruction

Art and Performing Arts can collaborate on Time Period Costume Project

Social Studies and Performing Arts can collaborate on Government and Theatre of the Time - Under the Queen's Rule

Language Arts and Performing Arts can collaborate on Poetry of The Sonnet

Resources

The Curtain Rises Volume II: A History of European Theatre from The Eighteenth Century to the Present, by Paula Gaj Sitarz

Everything About Theatre, by Robert L. Lee

TheatreHistory.com

Teacher generated handouts/worksheets

Shakespeare, by Teacher Created Materials Inc.

Romeo and Juliet, by W. Shakespeare

Midsummer Nights Dream, by W. Shakespeare

Spanish Tragedy, by T. Kyd

Doctor Faustus, by C. Marlowe

Volpone, by B. Jonson

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.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.