Unit 8: Theatre Games to Grow on

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 40**
Length: **5**
Status: **Published**

Unit Overview

In this unit students will develop as individual artists and as an ensemble through the understanding and use of basic theatre games. Students will discover how theatre games are an integral part of creating basic characters as well as the foundation for many scenes which lead to plays.

Standards

VPA.1.1.5.C.2	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
VPA.1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
VPA.1.1.5.C.CS2	The actor's physicality and vocal techniques have a direct relationship to character development.
VPA.1.3.5.C.CS2	Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

Essential Questions

- How do you "become" a character?
- How do actor's choices influence what we see on stage?

Application of Knowledge: Students will know that...

- collaborating with other actors can create the best form of theatre game
- every theatre game has a goal and objective
- timing is an important element to acting
- utilizing body and voice in various ways can change a scene

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

- create cool down games with class
- create original acting games
- execute theatre games in an appropriate manner
- use active listening skill and apply to group activity

Assessments

- Performance of acting games
- Written quiz on acting games
- Group creation and demonstration of cool down activity
- 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

- Teacher lead discussion introducing games to actors "Why do we use them?"
- Participation in basic acting games
- Creation of original acting games in class
- Participation in classroom cool down activity

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 Game Creation Project
    - Break down quiz into smaller parts

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: cool down, active listening

Differentiation to extend learning for gifted students may include:

- Create cool down game for class and act as leader to instruct
- Create an advanced acting game to share with another grade level

Integrated/Cross-Disciplinary Instruction

Performing Arts can work with Physical Education by teaching class one of their physical acting games that work on focus and listening

Resources

Teacher generated handouts/worksheets

Everything About Theatre, by Robert L. Lee

Theatre Games for the Classroom, by Viola Spolin

thedramateacher.com

21st Century Skills

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.