Unit 4: Greeks and Romans

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 14**
Length: **7**
Status: **Published**

Unit Overview

In this unit, students will explore and understand how the Greeks and Romans were influential to theatre history. They will research various playwrights and plays of the times and learn about the contributions that were made both written as well as in staging and scenery to the theatre world today. Students will be able to put their knowledge to practical use through presentations both visual and oral.

Standards

SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.CS3	The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
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.CS3	Time, place, mood, and theme are enhanced through use of the technical theatrical elements.
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.1.2.5.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.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions

- How have the Greeks and Romans influenced theatre of today?
- How is theatre universal?

Application of Knowledge: Students will know that...

- Ensemble is a group of musicians, actors or dancers who perform together
- Festival is a day of celebration, typically a religious commemoration
- Greek and Roman contributions to technical theatre include: arena staging, backdrops and dressing rooms
- Greek and Roman playwrights include: Aristophanies, Seneca, Euripides
- Religion affected theater throughout the ages, exerting its influence in various ways including subject content of plays and characters

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

- function as an ensemble
- identify and create basic Greek/Roman theatre innovations
- identify Greek/Roman playwrights and their works
- present excerpts from Greek/Roman Plays

Assessments

- Written test of Greek and Roman playwrights
- Project on Greek and Roman innovations of theatre
- Performance of excerpts of Greek or Roman plays
- Student reflections in journals
- 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

- Rehearsal of Greek and Roman scenes
- Completion of handouts on Greek and Roman Playwrights
- Teacher and class discussion on time periods relating to theatre.
- Diagram of theatre innovations by Greeks and Romans
- Costume design for Greek and Roman 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:
    - Work with theatre buddy on projects
    - Cut scenes into small workable portions for the student

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
    - Reduce lines in scenes for student accessability

- Content specific vocabulary important for ELL students to understand include: ensemble, festival

Differentiation to extend learning for gifted students may include:

- Report on a Greek or Roman playwright
- Design costumes for a Greek or Roman play

Integrated/Cross-Disciplinary Instruction

Social Studies and Performing Arts can create a lesson about life in the arts of Greek and Roman time period

Resources

- Teacher generated handouts/worksheets
- The Curtain Rises Volume I- A History of Theatre from its Origins in Greece and Rome Through Early English Restoration, by Paula Gaj Sitarz
- Everything About Theatre, by Robert L. Lee
- Antigone, by Sophoclese
- The Frogs, by Aristophanes
- Manaechmi, by Plautus

21st Century Skills

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.