Unit 05: The Role of The Ensemble

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 12**
Length: **2 weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the history of ensemble and what it means. Students will discover how and why an ensemble is used today and how they make up the backbone of a performance.

Standards

VPA.1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
VPA.1.1.8.C.CS2	Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

Essential Questions

- How is working in an ensemble like working on a team?
- How do people connect?

Application of Knowledge: Students will know that...

- an ensemble is an important part of a theatric performance because it is the backbone and helps with structure of play/musical
- ensemble is routed in Greek history
- functioning as an ensemble means working in unison as a group

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

- act as an ensemble in class activities
- define ensemble

- identify roles of an ensemble throughout theatre history

Assessments

- Written definition of theatrical ensemble as an exit ticket
- Performance of a theatrical piece as member of an ensemble (Modern Major General, Poem, Aesop Fable)
- 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

- Handouts on historical ensemble references
- Rehearsal of ensemble pieces in groups
- Define differences of ensemble in theatre, dance, music

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:
    - Reduce writing assignment
    - Work with Theatre buddy on ensemble piece

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: ensemble, unison

Differentiation to extend learning for gifted students may include:

- Present an ensemble piece used in Greek History

Integrated/Cross-Disciplinary Instruction

Performing Arts can develop an ensemble piece with Music to present together

Performing Arts can develop a team activity with Physical Education

Resources

Everything About The Theatre, by Robert L. Lee

Six Ensemble Plays for Young Actors: By Fin Kennedy, Kevin Fegan, Mike Barlett, John Retallack, Usif Jalu

Teacher generated handouts/worksheets

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.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.