Unit 03: Advanced Stage Exploration

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 7**
Length: **3 weeks**
Status: **Published**

Unit Overview

In this unit, students will go beyond the Prosceneum Stage and discover other types of theatrical layouts. Students will explore other areas to the theatre that are needed by the actor and how and why they are utilized. Students will learn specific pieces to light and sound related to the actor and discover why it is important for an actor to have technical knowledge.

Standards

VPA.1.1.8.C.CS4	A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
VPA.1.3.8	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

Essential Questions

- How do technical elements influence actors?
- Does a stage have boundaries?

Application of Knowledge: Students will know that...

- basic parts of a Prosceneum Stage; apron, wing, fly, crosswalk
- different angles of light have different effects on the actor such as; mood, tone, action and character choice
- different types of microphones; condenser, choir, lapel, floor
- the four types of stages are; Prosceneum, Round, 3/4 Thrust and Free Form

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

- describe and identify angles of light an actor needs on stage
- identify and define all four stage types
- identify and define types of microphones
- identify and label parts of a Prosceneum Stage

Assessments

- Diagram of 4 stage types
- Written quiz on parts of a proscenium stage
- Written quiz on lighting angles
- Report on a style of microphone and how it is used
- 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

- Diagram posters of types of stage (proscenium,free form,3/4 thrust,round)
- Walking tour of theatre to discover elements of a proscenium stage
- Handouts on microphones used in a theatre
- Teacher discussion/demonstration on lighting angles and how they relate to actor

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 diagramming

- Reduce length of oral report

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: proscenium, round, thrust, free form, condenser, lapel, choir mic, floor mic, angle

Differentiation to extend learning for gifted students may include:

- Creating a power point on lighting angles for classroom use

Integrated/Cross-Disciplinary Instruction

Performing Arts can work with technology to develop blue print of our stage space

Resources

Introduction to Stage Lighting, by Charles I. Swift

The Complete Play Production Handbook, by Charles Allensworth

Teacher generated handouts/worksheets

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.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.