Unit 01: Review: Basics of Theatre

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 1**
Length: **2 classes**
Status: **Published**

Unit Overview

In this unit, students will engage in a brief review and reflection of basic theatre concepts discussed and learned in The World of Theatre course and The American Theatre Experience course. Students will participate in oral and written review to prepare to build on past knowledge.

Standards

VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
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.1.1.8.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.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

Essential Questions

- What is theatre?
- How do people communicate through theatre?

Application of Knowledge: Students will know that...

- basic concepts of theatre are; actor, character, stage, ensemble, and trust
- theater is a building or area where live performances take place
- theatre can enhance many other disciplines, such as; English, Music, History, and Art
- theatre can help build a sense of self
- theatre is universal

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

- define the word theatre
- execute trust exercises with class
- identify and define: actor, character, stage, ensemble, trust
- label and identify basic parts of a theatre

Assessments

- Written pre-test to identify level of knowledge of theatre
- Written post-test after review
- demonstration of trust exercises
- labeling of theatre diagram
- 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

- Group definition of theatre
- Labeling of stage diagram
- Review and demonstration of trust exercises
- Teacher lead discussion on basic theatre terms

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 diagram of theatre

- provide a copy of basic term notes to student

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: actor, character, theatre, ensemble, trust

Differentiation to extend learning for gifted students may include:

- creating a powerpoint review for the class

Integrated/Cross-Disciplinary Instruction

Performing Arts can use Technology to create a computer based review and diagram for the class

Resources

Everything About Theatre, by Robert L. Lee

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.