Unit 1: Review: Basic Theatre Terminology

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 reflect on theatre terminology taught in the World of Theatre and the American Theatre experience courses. Students will participate in an oral and written review to build on past knowledge and incorporate into this course's concepts.

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.1.2.8.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?

Application of Knowledge: Students will know that...

- basic concepts of theatre are; actor, character, stage, ensemble, trust
- parts of the stage are; apron, wings, crosswalk, pit, center stage, right stage, left stage
- theater is a building or area where live performances take place

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

- define the word theatre
- identify and define; actor, character, stage, ensemble, trust
- label and identify basic parts of the stage

Assessments

- written pre-test to identify knowledge of theatre
- written post-test after review
- 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

- create a class definition of Theatre
- diagram of the acting stage
- teacher lead discussion on basic acting 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 stage
    - simplify notes for review

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, stage, ensemble, trust

Differentiation to extend learning for gifted students may include:

- create a review for lower level Performing Arts classes

Integrated/Cross-Disciplinary Instruction

Performing Arts can team with Technology class to create a computer based review lesson and diagram of the stage

Resources

- *Everything About Theatre,* by Robert L. Lee
- teacher generated handouts/worksheets

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.