Unit 2: History of the Arts and Culture

Content Area: **Art**
Course(s): **Sample Course, Musical Theatre**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 2 : History of the Arts and Culture

Belleville Board of Education

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Unit Overview

Upon completing of this unit, students will understand the social influences upon theater. Students will also be analyze how theater influences life.

Enduring Understanding

- Theater and life influence each other over time.

- Original theater is present in all modern drama.

- Works of art are a reflection of the time in which they were produced.

Essential Questions

- How does theatre influence life and life influence theatre over time?

- In what ways do we see the origins of theatre still present in more modern drama?

- How does theatre influence Society?

- How does society influence theatre?

- How do past and contemporary works differ in the ideas and events they represent?

Exit Skills

- Create an original work of art reflecting today's social issues.

- Discuss and analyze existing works of art and the times in which they were created.

- Understand cultural and social background as it applies to creation of art.

- Understand and apply new terms.

New Jersey Student Learning Standards (NJSLS-S)

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.1.2.8.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.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Interdisciplinary Connections

ELA:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Objectives

- Articulate the cultural, historical and social context of their original work, and a clear statement of theme.

- Identify major movements and periods in history, recognizing that theatre reflects the society and culture of its time.

- Describe and discuss a written text or live performance in terms it social, historical and cultural context

- Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors.

- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or

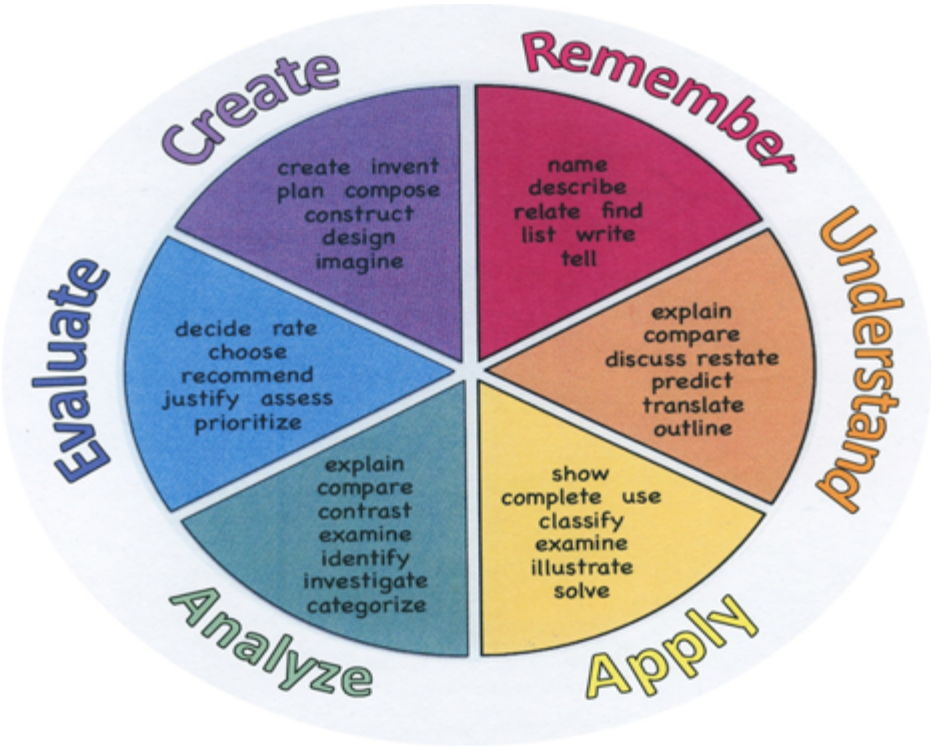
values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.

- Categorize historical innovations in Western and non-Western theatre history up to and including the early 20st century that stemmed from the creation of new technologies.

- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.

- Apply characteristics of various Western and non-Western theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the 21th Century.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Contrast and compare one major Western and one non-Western type of theater, recognizing similarities in intended purpose and performance style), such as an ancient Greek arena and Vietnamese water puppets.

- Compare and contrast early theatrical texts to contemporary performances

- Use online and video resources to research and guide the creation of a project that examines Greek, Roman or early nonWestern theatre

- Research and write a profile of a NYC theatre, including the performance history, architecture, and the historical, social and political context of when the theatre was built

- The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.

- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

- Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell'Arte). - Collaborate to write a short play based on a historical or current event.

Assessment Evidence - Checking for Understanding (CFU)

- Performance (Formative/Summative)
- Portfolio (Benchmark)
- Written Assessment (Alternative)
- Peer Reviews (Formative)
- Create PowerPoint presentations on actors who greatly impacted theatre (Summative).
- Evaluate written reflections on theatre principles, including reports and journal responses, using a studentcreated rubric. (Summative)
- Analyze primary source documents on the history of theatre and the cultures of origin. (Formative)
- Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research. (Summative)
- Use technology to create a presentation on the impact of theatre on specific groups of people and historical events. (Summative)

- Sample Portfolio Components: "Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance 'notes.'"
- Sample Assessments: "Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics."

In addition to the assessments listed above, the following assessments can be used to track progress:

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities

- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- A Cultural History of Theatre by Jack Watson and Grant McKernie

- History of the Theatre by Oscar Gross Brockett and Franklin J Hildy

- Crash Course: What is Theater? https://www.youtube.com/watch?v=sNWrOuwzax8

Ancillary Resources

N/A

- Must be approved by an administrator prior to being used as a class resource.

Technology Infusion

- Create and share presentations with the class.

- Make your own IMovie to present of an assigned play.

- Use Google resources for classroom activities.

- Utilize Twitter to share work.



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology.

	synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

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.
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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Differentiation

- Split students for assignments using interest groups.

- Provide study guides for assessments.

- Utilize small group instruction.

- Give extra time to complete assignments when needed.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments

- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

● Use sentence/paragraph frames to assist with writing reports.

● Create a world wall with cultural theatre names/vocabulary.

● Utilize graphic responses in journals.

● Provide extended time for written responses and reports.

- printed copy of board work/notes provided
- additional time for skill mastery

- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

● Use sentence/paragraph frames to assist with writing reports.

● Create a world wall with cultural theatre names/vocabulary.

● Work with a partner to develop written reports and journal entries.

● Provide extended time for written responses and reports.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

● Invite parents/guardians to participate in sharing cultural plays.

● Provide an outline for journal entries and study guides.

● Provide extended time for written responses and reports.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

● Create an original play based on the cultural themes and theatre elements of a particular style.

● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

See Unit 1.