The Theatrical Space

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Quarter**
Status: **Published**

Brief Summary of Unit

In this unit, students will discover theater through play, acting out favorite stories and learning basic vocabulary from theater

Revised: June 2023

Essential Questions

- What is an actor?
- What terms are associated with theater?
- How is acting out a story different than hearing it read aloud?

Enduring Understandings

- An actor is a person who pretends to be someone else while telling a story
- Some terms associated with theater are stage, prop, costume, set, and script
- Theater can make a story more meaningful and impactful to an audience than only hearing the story read aloud

Students Will Know/ Students Will be Skilled At

Students will know:

- The definition of terms such as stage, play, line, costume, set, and prop
- Differences between read aloud and theater
- Similarities between read aloud and theater

Students will be able to:

- Utilize vocabulary accurately
- Act out a role in a story
- Talk about performances after they occur

Learning Plan

- Discuss essential questions
- Establish vocabulary (stage, actor, costume, set, prop etc.)
- Read aloud an age-appropriate ELA story
- As a class, adapt the story to a live performance
- Perform this skit with students sharing parts
- Discuss the performance and compare it to the experience of having the story read aloud

Evidence/ Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Discussion of essential questions
- Observation of understanding through discussion
- Discussion and demonstration of theatrical elements
- Turn and talk
- Discussion of the differences between hearing a story and performing a story
- Student explanation of what happened
- Presentations of the skit
- Independence assessed by grade level

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- Notebook
- ELA book

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

P.4	Demonstrate creativity and innovation.
9.4.2.CT	Critical Thinking and Problem-solving
1.4.2.Cr1a	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1b	Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
LA.RI.2	Reading Informational Text
	Key Ideas and Details
1.4.2.Cr3a	With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
9.4.2.GCA	Global and Cultural Awareness
	Integration of Knowledge and Ideas
1.4.2.Pr6a	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
1.4.2.Re7a	Express emotional responses to characters to recall and recognize when artistic choices

	are made in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8c	Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re9b	With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
LA.SL.2	Speaking and Listening
1.4.2.Re9c	Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).
	Vocabulary Acquisition and Use

Suggested Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications