Theater through Culture

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

Brief Summary of Unit

In this unit, students will explore diverse stories and brainstorm innovative ways to adapt those stories

Essential Questions

- How can silence enhance a story?
- Are different stories best told through different methods?
- How can a narrator enhance a story?

Enduring Understandings

- Silence is a powerful tool in theater as pantomime can convey a number of concepts
- Some stories may benefit from more pantomime, more narration, or more characters
- Narrators can convey important information to the audience, particularly things the characters do not know

Students Will Know/ Students Will be Skilled At

Students will know:

- What pantomime is and how it can be used
- What a narrators are and how they can be used

Students will be skilled at:

- Using pantomime to convey invisible objects and emotions

- Narrating a scene and identify information characters know and don’t know

Learning Plan

- Discuss essential questions
- Have students stand in a circle and pass a large, soft ball around - ensure students make eye contact before tossing to the next person
    - Remove the ball and have students pantomime tossing the ball - note aloud mix-ups and certainty as to who has the invisible ball and discuss
    - Offer new invisible objects to toss around - a boomerang, a frisbee, a tennis ball, a glass cup - note aloud how the handling of invisible objects changes
- Choose a familiar setting, such as an art room, a kitchen, a playground. Have students pantomime an activity that would be done in that space and have other students guess what their classmate is doing
- Have students work in larger groups to pantomime many activities within that space, such as a playground
- Read aloud a story from their ELA unit
    - Draw students attention to the narrator - the words between what characters say
    - As a class, adapt this story but include a narrator to fill in these gaps
    - Perform this skit for an informal audience
    - Afterwards, pull lines from the narrator and ask the students if the characters knew that information or not

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 and process

- Participation in the game and specificity of pantomime
- Clarity of pantomimed task in a specific space
- Diversity of pantomime in the group skit
- Identification of information the narrator had
- Student explanation of what happened
- 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

- Journal
- Large soft ball
- 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.

	Brainstorming can create new, innovative ideas.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
1.4.2.Cr2a	Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Individuals from different cultures may have different points of view and experiences.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
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.Re8b	Identify and use props and costumes that might be used 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.Re9a	With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
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).
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).
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
1.4.2.Cn11b	Collaborate on the creation of a short scene based on personal perspectives and understandings.

Suggested Modifications

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

Performing Arts Accommodations & Modifications