Theatrical Content and Forms

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

Brief Summary of Unit

In this unit, students will understand elements found in storytelling such as plot, setting, characters, and theme.

Revision Date: June 2023

Essential Questions

- What comprises a story?
- What do stories, both general and specific, teach us?
- Who are the main characters in a story?

Enduring Understandings

- Stories comprise of a plot, characters, setting, and typically have a theme
- Themes are a way to convey a message to an audience
- Stories often have a main character, one whom the whole plot is structured around

Students Will Know/ Students Will be Skilled At

Students will know:

- Vocabulary such as plot, character, setting, and theme
- Themes of specific books they are familiar with
- Ways to identify a main character from a secondary character

Students will be skilled at:

- Listing and explaining the elements of storytelling
- Identifying a theme from a familiar story
- Identifying the main character of a familiar story

Learning Plan

- Discuss essential questions
- Read aloud an ELA book and introduce/review concepts such as plot, character, setting, theme
- Discuss these concepts in relation to popular movies the students have seen
- Discuss different types of character, good guy/bad guy for example
- As a class, create a story together. Allow the students to make decisions about which elements to establish first (plot driven, character driven, theme driven) but ensure all elements are present
- In their skits from other units, discuss these elements - who are the characters, where does it take place?
- Determine how the audience will know this information - could sets or costumes help or perhaps the narrator introduces them?

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 application of concepts to familiar movies
- Understanding of concepts through original story creation
- Understanding of concepts through application to their skit and adjustments made to it
- Turn and talk
- 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
- 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.

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).
1.4.2.Cr3b	Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr4b	Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
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.Re8a	With prompting and support, actively engage and build on others' ideas in dramatic play or 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.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.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