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 the proscenium arch theater and learn basic staging directions as they pertain to this most common theatrical space.

Revised: June 2023

Essential Questions

- What is staging?
- What is meant by the “fourth wall”?
- How can an actor maximize their stage presence?

Enduring Understandings

- Staging is everything an actor does onstage - where they are, where they go, when they go, what they do when they get there
- The “fourth wall” is an invisible wall along the proscenium through which an audience views theater
- Upstage center is the most powerful position onstage; the downstage corners are often the least noticed

Students Will Know/ Students Will be Skilled At

Students will know:

- Stage directions such as upstage, downstage, stage left, and stage right
- What the “fourth wall” is and what breaking it looks like
- Where audiences tend to look onstage

Students will be skilled at:

- Demonstrating prescribed staging
- “Cheating out” to ensure best chance of being seen and heard
- Correctly identifying cues for entrances and exits
- Arranging themselves onstage to maximize how many students can be seen

Learning Plan

- Discuss essential questions
- Establish stage directions (upstage, stage left, etc)
- Demonstrate these positions upon request
- Discuss proscenium arch theater
- Experience examples of media including film and television where the fourth wall is broken
- Discuss the importance of the audience seeing an actors’ face
- Practice delivering a short scene on the same plane while cheating out
- Rehearse and practice a group scene
- Perform staging prescribed within the scene
- Practice entrances and exits to improve pacing
- Discuss “windows” in theater
- Practice arranging students into windows
- Split the class in half and have half the class arrange themselves onstage and then have the other examine it and discuss where their eye is drawn and why

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 staging exercises
- Discussion and demonstration of stage directions
- Demonstration of cheating out
- Turn and talk
- Self-assessment
- Student explanation of what they see and feel
- Presentations of staging arrangements
- 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
- Scenes from last year's play/musical

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.
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P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
1.4.5.Cr1b	Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
P.9	Work productively in teams while using cultural/global competence.
1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
1.4.5.Re8c	Evaluate and analyze how a character’s choices and character's circumstances impact an audience’s perspective in a drama/theatre work.
1.4.5.Re9b	Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Suggested Modifications

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

Performing Arts Accommodations & Modifications