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 the historical and cultural contexts theater has developed from and discuss these impacts on contemporary theater.

Revised: June 2023

Essential Questions

- How did theater begin?
- What do contemporary audiences expect theater to look like?
- How did today's theatrical conventions develop?

Enduring Understandings

- Theater began through religious practice and as a way to honor mythological gods.
- Contemporary theater is typically realistic, one or two acts, performed in a proscenium arch, and tells a linear story.
- Theater has, over time, become more accessible to the masses and therefore more reflective of the common experience.

Students Will Know/ Students Will be Skilled At

Students will know:

- Touchstones of contemporary theatre including realism, plot structure, and the use of space
- The origins of theater and how theatre was used to honor gods

- The overall arc of theater history, from the Ancient Greeks to theater of today

Students will be skilled at:

- Recognizing touchstones of today's theater
- Recognizing elements of theater that have existed since the beginning
- Recognizing elements of theater that developed in later decades

Learning Plan

- Discuss essential questions
- Discuss mythology and ancient approaches to religion and ceremony
- Discuss theater the students have seen and what they expect when they're seeing a play/musical
- In small groups, create a checklist of what students expect from theater, then compare across groups to find commonalities and create a universal checklist
- Discuss and experience examples of unity of time, place, and plot.
- Discuss and experience examples where unity of time, place, and/or plot are not adhered to.
- Discuss realism and what makes a play/musical realistic
- Present an arc of theater history beginning with the Greeks and Romans focusing on gods, Shakespeare's focus on royalty and nobility, Ibsen's focus on landowners, to the modern approach where anyone can be a protagonist
- Write and present a skit that adheres to two of the three unities

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
- Discussion and demonstration of unities in their skit
- Presentation of their skit and ability to recognize unities in others
- Turn and talk
- Self-assessment
- Student explanation of what they see and feel
- 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

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.3	Consider the environmental, social and economic impacts of decisions.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.8	Use technology to enhance productivity increase collaboration and communicate

	effectively.
P.9	Work productively in teams while using cultural/global competence.
1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
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.Re8b	Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
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.Re9a	Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
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.
1.4.5.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.
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