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 study technical elements of theater and identify the different members of the production team and their jobs.

Revised: June 2023

Essential Questions

- What are the different elements that can be designed in theater?
- What jobs exist in theater outside of that of an actor?
- How does a production team work together to create a theatrical experience?

Enduring Understandings

- There are many realms of theatrical design such as scenic, lighting, costume, sound, and projections
- Each of the aforementioned elements require a designer on the production team
- Production teams can also include directors, stage managers, choreographers, and/or music directors
- Teams of people execute the designs throughout the rehearsal process and carry out tasks during the performance

Students Will Know/ Students Will be Skilled At

Students will know:

- The different theatrical elements that are handled by designers
- The roles of the people on a production team

- The offstage tasks that are achieved during a production

Students will be skilled at:

- Listing and explaining the technical elements that are designed
- Collaborating with a group and contributing to a fictional production
- Carrying out basic offstage tasks such as moving set pieces, calling cues, and managing props

Learning Plan

- Discuss essential questions
- Discuss elements of design
- Experience examples of design in media such as film and television
- Discuss the role of a director, stage manager, choreographer, and music director
- Discuss what makes a person a good leader
- Assign production teams and roles within the teams and have them collaborate to create a concept for a stage adaptation of a popular movie such as Encanto or Spider-Man
- Demonstrate the use of spike tape
- Assign teams to set up furniture pieces, competing for accuracy, efficiency, and stealth
- Discuss lighting cues
- Split the class in half; have half read from a script while half listen for an assigned cue to call go on

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 collaboration through the concepts they create
- Competition of setting up the furniture
- Accuracy of calling cues
- Turn and talk
- Self-assessment
- Student explanation of what students think 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
- Spike tape
- Furniture pieces such as chairs and tables

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.

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.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.Cr3b	Use and adapt sounds and movements in a guided drama experience.
1.4.5.Pr4b	Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
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.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.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