The Theatrical Space

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

Brief Summary of Unit

In this unit, students will elaborate upon previously developed skills as they pertain to the space in which theater occurs. Students will expand their understanding of theatrical staging to include thrust and round theatrical settings.

Revision: June 2023

Essential Questions

- What is theater?
- Where does theater occur?
- How does the position of the audience impact the overall experience?

Enduring Understandings

- Theater is a performance
- Theater can occur in many places, including on a stage.
- The audience is an essential part of the theatrical experience.

Students Will Know/ Students Will be Skilled At

Students will know:

- Stage directions such as upstage, downstage, stage left, and stage right
- How sight lines impact the audience's experience
- The different versions of stages that exist

- How different stages impact the performance
- Why certain stages may work better for particular performances

Students will be skilled at:

- Demonstrating prescribed staging
- Adjusting staging in real time as they recognize compromised sight lines
- Being prepared for entrances without being seen in the wing
- Rehearsing scenes and practicing staging
- Staging simple scenes for a proscenium arch scene
- Creating theater for a found space

Learning Plan

- Discuss essential questions
- Establish stage directions (upstage, stage left, etc)
- Demonstrate these positions upon request
- Establish sight lines
- Practice individual and group entrances while avoiding sight lines
- Rehearse and practice a scene with a partner
- Perform staging prescribed within the scene
- Discuss the staging and methods to memorizing staging
- Create a skit with a partner for a specific space
- Rehearse that scene outside of the specific space
- Adjust staging to the space
- Present the skit
- Discuss the challenges and opportunities presented by the space.

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 and sight line exercises
- Discussion and demonstration of stage directions
- Turn and talk
- Self-assessment
- Student explanation of thought process
- Presentations of both original and established skit
- 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
- 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.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
P.7	Plan education and career paths aligned to personal goals.
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience.
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Suggested Strategies of Modifications

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

Performing Arts Accommodations & Modifications