

# Critique: Responding to Theatrical Performance

Content Area: **Visual and Performing Arts**  
Course(s): **Acting III**  
Time Period: **Generic Time Period**  
Length: **Integrated into each unit**  
Status: **Published**

## Unit Overview

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In this unit, advanced students will continue to structure and justify their personal responses to various theatrical performances. They will practice effective communication skills and use informed and supportive response and critique methods to revise personal work and interpret the work of others.

TH.9-12.1.4.12adv.Re7	Perceiving and analyzing products.
TH.9-12.1.4.12adv.Re8	Interpreting intent and meaning.
TH.9-12.1.4.12adv.Re9	Applying criteria to evaluate products.
TH.9-12.1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
TH.9-12.1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
TH.9-12.1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
TH.9-12.1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
TH.9-12.1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
TH.9-12.1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
TH.9-12.1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
TH.9-12.1.4.12adv.Re9c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

## Transfer

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Students will be able to independently use their learning to...

1. Find validity in multiple critiques of the same work.
2. Revise theatrical performances.
3. Research the historical and cultural context of a theatrical performance.
4. Form an informed personal response of theatrical performance.
5. Be a productive member of a safe, informed and supportive environment for growth.

## **Understandings**

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### **Students will understand that...**

1. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.
2. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
3. Theatre artists reflect to understand the impact of drama processes and theatre experiences.
4. The drama classroom should be a safe and supportive environment for the skill growth of all students.
5. Constructive criticism is a communication life skill that is essential for growth.

## **Essential Questions**

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### **Students will keep considering...**

1. How do theatre artists comprehend the essence of drama processes and theatre experiences?
2. How can the same work of art communicate different messages to different people?
3. How does someone's culture or beliefs influence their artistic opinion?
4. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
5. Why is observation so important for personal growth?
6. How does practicing critique prepare you for a career?
7. Outside of the classroom where else will you use critique?
8. As an advanced actor how have your critique skills developed?

## **Application of Knowledge and Skill**

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### **Students will know how to...**

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1. Validate multiple critiques of the same work.
2. Explain how to apply critique to revise theatrical performances.
3. Research the historical and cultural context of a theatrical performance.
4. Apply research to form a personal response of theatrical performance.
5. Effectively communicate their critique based on personal preference.
6. Be a productive member of a safe, informed and supportive environment for growth.
7. Participate in the discussion of the effectiveness of artistic choices and relevance of a performance.
8. Apply response and critique to revision of performance.
9. Write a formal critique.

## **Students will be skilled at...**

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1. Researching cultural and historical relevance.
2. Articulating and receiving supportive and informed constructive criticism.
3. Participating in productive discussion and effectively communicating personal opinions and preferences.
4. Identifying impact and importance of theatrical performances.
5. Applying revisions to performances.
6. Writing and verbally articulating response and critique to a theatrical work.

## **Academic Vocabulary**

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- Actor
- Theatrical Performance
- Play
- Musical
- Audience
- Critique
- Feedback
- Constructive criticism
- Aesthetic
- Analysis
- Synthesis
- Interpretation
- Evaluation
- Revision

## **Learning Goals**

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1. Recognize multiple interpretations of artistic criteria and describe how they might be used to influence future artistic choices.
2. Respond to theatrical performances based on personal preference in aesthetics and beliefs.
3. Analyze and evaluate the effectiveness of production elements.
4. Compare and discuss the relevance and impact of theatrical performances.
5. Research and identify the historical and cultural context of a theatrical performance to structure and justify personal responses.
6. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others.

## **Target 1 (Level 1 and 2)**

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Recognize multiple interpretations of artistic criteria and describe how they might be used to influence future artistic choices.

TH.9-12.1.4.12adv.Re7a

Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.

### **Target 2 (Level 3)**

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Respond to theatrical performances based on personal preference in aesthetics and beliefs.

TH.9-12.1.4.12adv.Re9c

Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

### **Target 3 (Level 3 and 4)**

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Analyze and evaluate the effectiveness of production elements.

TH.9-12.1.4.12adv.Re8b

Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.

### **Target 4 (Level 3)**

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Compare and discuss the relevance and impact of theatrical performances.

TH.9-12.1.4.12adv.Re8a

Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.

TH.9-12.1.4.12adv.Re8c

Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

TH.9-12.1.4.12adv.Re9c

Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

### **Target 5 (Level 1 and 2)**

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Research and identify the historical and cultural context of a theatrical performance to structure and justify personal responses.

TH.9-12.1.4.12adv.Re7b

Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

TH.9-12.1.4.12adv.Re8a

Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.

TH.9-12.1.4.12adv.Re9b

Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.

### **Target 6 (Level 4)**

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Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others.

TH.9-12.1.4.12adv.Re9a

Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre

work.

## Interdisciplinary Connections

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### English Language Arts

- Self & Peer Critique after every performance both written and verbal.
- Mainstage production written and verbal critique.
- Written and verbal reflection on creative process and performance process.
- Participation in collaborative discussions and debates.
- Evaluate a speaker's point of view.

### Social Studies

- Researching the historical and cultural context of the theatrical performance.
- Utilizing research to formulate educated opinions.
- Gather relevant information from multiple sources with a range of views.
- Presenting information with supporting evidence.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and

audience.

## **Unit Resources**

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- Performance Recordings
- Professional performances
- Assessment Rubrics
- Informal peer grading rubrics
- Peer Critique Sheets
- Self Critique Sheet
- Written Critique Assignments
- Google Classroom Discussion Boards
- YouTube
- Flipgrid
- ZOOM
- Streaming services

## **Formative Assessments**

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- Informal self/peer critique assignments
- Participation in discussions

## **Summative Assessments**

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- Formal self/peer critique assignments
- Written critique assignments
- Self reflection assignments

## **Standard 9: Career Readiness, Life Literacies, and Key Skills**

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### **Creativity and Innovation**

With a growth mindset, failure is an important part of success.

-9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

### **Critical Thinking and Problem-solving**

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

-9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

-9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

-9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### **Global and Cultural Awareness**

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

-9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

### **LGBTQ Inclusive Curriculum Law**

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- Theatrical production content (characters, relationships, plot lines, etc.) that represents the LGBTQ community will be discussed in a safe and inclusive environment.