

# Unit 5: Performance and Production

Content Area: **Performing Arts**  
Course(s):  
Time Period: **Full Year**  
Length: **35 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Performance and Production

---

### Standards

---

DA.9-12.1.1.12adv.Pr4	Selecting, analyzing, and interpreting work.
DA.9-12.1.1.12adv.Pr4a	Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
DA.9-12.1.1.12adv.Pr4b	Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.
DA.9-12.1.1.12adv.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
DA.9-12.1.1.12adv.Pr6	Conveying meaning through art.
DA.9-12.1.1.12adv.Pr6a	Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.
DA.9-12.1.1.12adv.Pr6b	Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.
DA.9-12.1.1.12adv.Pr6c	Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.
DA.9-12.1.1.812adv.Pr6d	Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

### Learning Objectives

---

- Students will continue to learn for a better understanding about costuming and make – up and its importance in a production and its importance in connecting to the choreography.
- Students will continue to perfect their performance abilities.
- Students will develop the skill of making playbills.
- Students will acquire the knowledge of the costs of a production.
- Students will begin to learn the procedures for the week of a performance as well as the day of a performance.
- Students will continue to acquire the knowledge needed to be a successful performer in a successful production.
- Students will continue to learn about basic theatre tech, backstage knowledge(behind the scenes: lighting, sound, stage crew/hand)
- Students will continue to learn and grow a deeper understanding about set design and theatre crafts and its importance for the aesthetics of a production.
- Students will continue to piece together all the aspects that go into a production and see how they connect and support each other and create a full production.
- Students will develop a deeper understanding and gain a deeper knowledge of the aesthetics of a performance.
- Students will develop knowledge to put on their own production.
- Students will grow to more fully understand the rehearsal process and importance of it prior to a performance.

## **Instructional Tasks/Activities**

---

- The students will dance in the annual holiday and spring showcases.
- The students will engage in hands on activities involving building sets and props etc.
- The students will engage in hands on activities involving lights, sound and basic tech.
- The students will engage in tech and dress rehearsals, developing their knowledge of the procedures the week of a performance as well as the day of a performance.
- The students will learn choreography and rehearse it daily for perfection two months prior to a performance.
- The students will perform in a classroom setting for their peers
- The students will take notes about basic theatre tech.
- The students will take notes about costuming and make-up and participate in classroom activities to strengthen their knowledge of these two major aspects of a production.
- The students will take notes on basic set design.

## **Assessment Procedure**

---

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now

- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

---

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

---

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

---

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

---

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

---

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

---

## **Resources**

---

- Books
- Experience
- Practice