

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

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N/A	N/A

Performance and Production

Learning Objectives

- 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 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 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 develop the skill of making playbills.
- Students will grow to more fully understand the rehearsal process and importance of it prior to a performance.

Essential Skills

- Essential Skill 1 - Copy and paste

- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Standards

DA.9-12.1.1.12acc.Pr4	Selecting, analyzing, and interpreting work.
DA.9-12.1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
DA.9-12.1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
DA.9-12.1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
DA.9-12.1.1.12acc.Pr6	Conveying meaning through art.
DA.9-12.1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
DA.9-12.1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
DA.9-12.1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
DA.9-12.1.1.812acc.Pr6d	Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

Instructional Tasks/Activities

- Project (written): cost of theatre/rent, costumes, PR, dancers, stage crew(lightning technician, sound technician, stage manager)
- 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 for the first time 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.
- 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