

# 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

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## Learning Objectives

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- Students will begin to develop an understanding and gain knowledge of the aesthetics of a performance.
- Students will acquire the knowledge needed to be a successful performer in a successful production.
- Students will be introduced to the skills needed to be a good performer: constant rehearsal, meditate/breathe before rehearsal and performances, warm up body (muscles) doing a ballet barre.
- Students will begin to grasp the rehearsal process and importance of it prior to a performance.
- Students will begin to learn about the “stage”, the markings, center stage, upstage, downstage, and quarter marks etc.(raked stages)
- Students will begin to learn the procedures for the week of a performance as well as the day of a performance: tech rehearsal (space, lights, sound), dress rehearsal(full costume and make-up/full performance full out).

## Essential Skills

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- 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

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|--------------------------|---|
| DA.9-12.1.1.12prof.Pr4   | Selecting, analyzing, and interpreting work.  |
| DA.9-12.1.1.12prof.Pr4a  | Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.   |
| DA.9-12.1.1.12prof.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.9-12.1.1.12prof.Pr4c  | Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).   |
| DA.9-12.1.1.12prof.Pr6   | Conveying meaning through art.  |
| DA.9-12.1.1.12prof.Pr6b  | Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.  |
| DA.9-12.1.1.12prof.Pr6c  | Adapt movements to performance area. Demonstrate 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.9-12.1.1.812prof.Pr6d | Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.  |

## Instructional Tasks/Activities

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- The students will dance in the annual holiday and spring showcases.
- 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

## Assessment Procedure

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- 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**

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- 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**

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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**

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- Compare & Contrast

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

## **Instruction/Materials**

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- 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**

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- 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**

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## **Resources**

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- Books
- Experience
- Practice
- Videos