| ***Advanced Theatre***  ***Unit 1: Ensemble Building***  ***Timeline: 2 Weeks*** | | | | | |
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| **Targeted Standards**  **Connecting**  Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | | | | | |
| **Rationale and Transfer Goals** :  Demonstrating theatrical classroom awareness and personal resources that will allow students to be comfortable in the classroom with peers and the teacher. Reviewing and implementing theatre safety in regards to space: personal/others’, respecting each other, and stage/classroom safety. Mastering performance abilities within one's own body and voice. Participation of Theatre in everyday life and communities near and far, with demonstration and understanding of how one can become involved and/or an advocate. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Theatre artists (Students) allow awareness of interrelationships between self and others to influence and inform their work.  Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?  What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Students will know how to work as part of a group.  Students will know how to speak and introduce themselves to a group.  Students will know how their actions can affect the actions of the group.  Students will know peer support and communication skills.  Students will know proper voice and body exercises to warm-up and prepare | Students will be able to work together towards a common goal.  Students will be able to introduce themselves to the group.  Students will understand how important they are as an individual to the workings of a group.  Students will set Theatre rules, procedures, and space usage.  Students will understand the plethora of theatre jobs and ways they can become involved and/or support the Theatre community | | Create a safe space together, with rules suggested by everyone.  Trust Exercises (One on One)  Group Exercises  Tongue Twisters & Body Stretches  Teacher Lead instruction, followed by student demonstrations. | | Participation in the group activities  Performance of their individual self.  Performance with their partner. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Connecting and establishing relations with each other, school, and the classroom space.  Learning how to interact with each other respectfully and learning cooperatively.  Defining what it means to be a part of a group.  How are you as an individual important to the group as a whole? | | Intro to Theatre Unit 1 | | Finding your voice  Introduction of yourself to the class    Creating a working relationship with the group | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).  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). | | | | | |
| **Key resources:**  Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999 | | | | | |
| **Interdisciplinary Connections:**  ELA: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas  Physical Education: 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships  Social Studies: 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.  6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. | | | | | |
| **Intersections of History:**  How did a Theatre community develop as theatre continued through history?  **Black:** Audra McDonald, James Monroe Iglehart, Viola Davis, Phylicia Rashad, Ben Vereen, Renée Elise Goldsberry, Leslie Odom Jr., Brian Stokes Mitchell, James Earl Jones, Courtney B. Vance, Patina Miller, Juanita Hall, etc.  **Hispanic:** Lin Manuel-Miranda, Lindsay Mendez, Rita Moreno, Sara Ramirez, Karen Olivo, Priscila Lopez and Chita Rivera  **Women:** Patti LuPone, Kristin Chenoweth, Bernadette Peters, Idina Menzel, Sutton Foster, Kelli O'Hara, Angela Lansbury, Lea Salonga\*, Liza Minnelli, Julie Andrews, Laura Osnes, Elaine Stritch, Phillipa Soo, Jessie Mueller, Ethel Merman, Sierra Boggess, Betty Buckley, Christine Ebersole, Carol Channing. \* - AAPI  **LGBTQ:**  Billy Porter, Wilson Cruz, Alan Cumming, Harvey Fierstein, Cheyenne Jackson, Jonathan Groff, Joel Grey, Barry Manilow | | | | | |
| **Important Vocabulary:**  Theatre, Ensemble, Collaboration, Teamwork, Accepting. | | | | | |