Unit 5 - Performing

Content Area:
Course(s):
Time Period: **September**
Length: **2 Weeks**
Status: **Published**

Targeted Standards

VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.1.12.C.CS3	Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Rationale & Transfer Goals

Applying Acting and Production skills and techniques to an actual performance. This unit is all about the rehearsal process and performance of a fully produced piece of theatre. Focusing on application of all skills and techniques learned throughout the Theatre Arts class. This includes post production critique and analyzing how successful the process and production were as a whole.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Theatre artists rely on intuition, curiosity, and critical inquiry.
Theatre artists work to discover different ways of communicating meaning.
Theatre artists refine their work and practice their craft through rehearsal.
Theatre artists make strong choices to effectively convey meaning.
Theatre artist develop personal processes and skills for a performance or design
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Theatre artists 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 in this unit? Essential Questions should be thought starters toward the enduring understandings.

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

How, when, and why do theatre artist's choices change?

How do theatre artists transform and edit their initial ideas?

Why are strong choices essential to interpreting a drama or theatre piece?

What can I do to fully prepare a performance or technical design?

What happens when theatre artists and audiences share a creative experience?

How do theatre artists comprehend the essence of drama processes and theatre experiences?

How can the same work of art communicate different messages to different people?

How are the theatre artist's processes and the audience's perspective impacted by analysis and synthesis?

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

Content - What students will know

Students will know how to rehearse a script for performance.

Students will know how to perform in and behind the scenes of a produced production.

Skills - What students will be able to do

Students will be able to Produce and perform a production.

Students will be able to Work all tasks required to perform a show.

Students will be able to Collectively work together using all prior theatre knowledge to perform and work on a performance of a theatre piece.

Instructional Activites

Activities/Strategies - How we teach content and skills

Teacher Lead instruction, followed by student demonstrations.

Group Work

Individual work

Presentations of ideas and peer critiques

Read, Evaluate, Research, Critique, and Discuss

Developing ideas

Collaborating

Script Analysis

Performances

Warm-ups/Preparation

Evidence (Assessments) - How we know students have learned

Script Analysis

Character Analysis

Observation of student rehearsal

Performance

Student critiques

Warm-ups/Preparation

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Application of all skills and techniques learned throughout the Theatre Arts class to rehearse and perform a fully produced piece of theatre. This includes post production critique and analyzing how successful the process and production were as a whole.

Spiral Focus from Previous Unit

Intro to Theatre Unit 4

Instructional Activity

Script selection, analysis, interpretation.

Script rehearsal and memorization.

Performance

Critique

Career Readiness, Life Literacies & 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

Devised Scripts/scenes

Interdisciplinary Connections - How does this content impact the following groups

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.

RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
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.

LGBTQ

Billy Porter, Wilson Cruz, Alan Cumming, Harvey Fierstein, Cheyenne Jackson, Jonathan Groff, Joel Grey,

Barry Manilow

Hispanic

Lin Manuel-Miranda, Lindsay Mendez, Rita Moreno, Sara Ramirez, Karen Olivo, Priscila Lopez and Chita Rivera

African American

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.

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