Intro to Theatre - Unit 1 - Ensemble Building

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

Targeted Standards

VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
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.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

Rationale & Transfer Goals

Students are learning what it means to work together. Students will develop bonds and a sense of community within the classroom to create a safe space to perform. Using empathy and communication skills students will bond making the environment conducive to being free and allowing a respectful non judgmental climate.

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 in this unit? Essential Questions should 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

Content - What students will know

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.

Skills - What students will be able to do

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.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Participation in the group activities

Performance of their individual self.

Performance with their partner.

Activities/Strategies - How we teach content and skills

Different Circles of Introduction

People Patterns

Stranded on an island

People Bingo

Partner interviews and Introductions

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

Content or Skill for this Unit

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?

Spiral Focus from Previous Unit

This is the first step in building that foundation. No previous units or experiences exist within our school district.

Instructional Activity

Finding your voice

Introduction of yourself to the class

Creating a working relationship with the group

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.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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 - How does this content impact the following

groups

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