| ***Set Design & Construction***  ***Unit 1: Ensemble Building***  ***Timeline: 2 Weeks*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **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** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  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 judgemental 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 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 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. | | Different Circles of Introduction  People Patterns  Stranded on an island  People Bingo  Partner interviews and Introductions | | 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? | | This is the first step in building that foundation. No previous units or experiences exist within our school district. | | Finding your voice  Introduction of yourself to the class    Creating a working relationship with the group | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.  9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.  9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.  9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. | | | | | |
| **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:** Where and why did theatre start…?  **Black:**  **Hispanic:**  **Women:**  **LGBTQ:**  Introducing the contributions of LGBTQ members of the theater community | | | | | |
| **Important Vocabulary:**  Theatre, Ensemble, Collaboration, Teamwork, Accepting. | | | | | |