

# Ensemble Building

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

## Targeted Standards

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VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
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.

## Rationale & Transfer Goals

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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?

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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.

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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**

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### **Content - What students will know**

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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.

## **Instructional Activities**

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### **Evidence (Assessments) - How we know students have learned**

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Participation in the group activities

Performance of their individual self.

Performance with their partner.

### **Activities/Strategies - How we teach content and skills**

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Different Circles of Introduction

People Patterns

Stranded on an island

People Bingo

Partner interviews and Introductions

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

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**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?

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**Key Resources**

Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999

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**Interdisciplinary Connections - How does this content impact the following groups**

## **LGBTQ**

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Introducing the contributions of LGBTQ members of the theater community