

# Mastering your craft

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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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?

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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.

### **Skills - What students will be able to do**

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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 Activities**

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

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Participation in 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

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

### **Content or Skill for this Unit**

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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.

### **Spiral Focus from Previous Unit**

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This continuation is from Advanced Theatre. All new classes must learn who they are as a group and how to work together.

## **Instructional Activity**

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Finding your voice

Introduction of yourself to the class

Creating a working relationship with the group

## **21st Century Skills - What are the 21st Century Skills that are a part of this unit?**

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TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## **Key Resources**

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

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

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### **LGBTQ**

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

## **Hispanic**

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

## **African American**

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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**

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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