Unit 3 - Spring Musical

Content Area: **Theater**
Course(s):
Time Period:
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.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.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
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.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

Mastering production skills: choosing a musical, budgeting, dramaturgy, designing- sets, costumes, props, special effects, make-up, hair, lights, and sound. The focus of this unit is for students to get real world practice for what it is like to take a musical from an idea or conception and turn it into a performance and know the jobs available in the process. Students will be entrusted to produce all aspects of a production with teacher guidance and/or instruction. Student's responsibility includes, but is not limited to selecting or creating a piece, researching/dramaturgy, publicity, management, and all technical production elements.

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 reflect to understand the impact of drama processes and theater 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.
Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work

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 explorations and inquiry?
How, when, and why do theatre artists' choices change?
How do theatre artists transform and edit their initial ideas?
How do theatre artists comprehend the essence of drama processes and theatre experience?
How can the same work of art communicate different messages to different people?
How are the theatre artists' processes and the audiences perspectives 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?
In what ways can research into theatre histories, theories, literature, and performance alter the way a drama proceeds or production is understood?

Content/Objectives

Content - What students will know

Students will assemble and collaborate with a production team.

Students will Read, evaluate, critique, discuss and select or create a piece for production.

Students will Develop casting requirement list, audition packet, hold auditions, callbacks and Cast show/piece.

Students will learn what it's like to Collaborate , evaluate, defend, prioritize production needs and work with crew/cast and creative team.

Students will Develop a production calendar and create a production and weekly rehearsal reports.

Students will Evaluate daily rehearsals and making adjustments for future rehearsals and final performance is important.

Students What it means to Research/Dramaturgy a production.

Why developing a set/costume/ lighting/sound/special effects/
prop/makeup/hair/etc. plots and production needs are crucial to a production.

What it's like to build a costume, prop, scenery, etc.

How to create a production Publicity package and develop house management rules and procedures.

Why it is important to prepare tech week/load in/build/load out and a production/rehearsal and tech week schedule

How important self and production evaluation and post production discussion is to the success of a production.

What Theatre Career options are available to them.

Skills - What students will be able to do

Assemble and collaborate with a production team.

Read, evaluate, critique, discuss and select or create a piece for production.

Develop casting requirement list, audition packet, hold auditions, callbacks and Cast show/piece.

Collaborating, evaluating, defending, prioritizing production needs and working with crew/cast and creative team.

Develop a production calendar and create a production and weekly rehearsal report.

Evaluating daily rehearsals and making adjustments for future rehearsals and final performance.
Research/Dramaturgy of production.

Developing set/costume/ lighting/sound/special effects/
prop/makeup/hair/etc. plots and production needs.

Build a costume, prop, scenery, etc.

Create a production Publicity package.

Prepare and develop house management rules and procedures.

Prepare tech week/load in/build/load out schedule.

Prepare play for production/rehearsal and tech week.

Self and production evaluation and post production discussion.

Successfully make a career out of any facet in Theatre.

Work in any of the jobs available to them in the Theatre Arts.

Instructional Activites

Activities/Strategies - How we teach content and skills

Teacher guided instruction, followed by student demonstrations.

Active Learning, Student Centered

Group Work

Individual Research

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

Teacher observation

Peer critiques/Collaboration

Self analysis and evaluation

Research/Dramaturgy Presentation

Career Readiness, Life Literacies & Key Skills

Content or Skill for this Unit

To allow students the opportunity to take a play from an idea or conception and turn it into a performance.

Students will be entrusted to produce all aspects of a production.

Develop an understanding of all jobs and Career options available in the world of Theatre.

Spiral Focus from Previous Unit

Theater Production Unit 2

Instructional Activity

Read, Evaluate, Research, Critique, and Discuss
Developing ideas
Collaborating
Script Analysis
Performances
Warm-ups/Preparation

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

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).

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