

01_Welcome: Objectives, Terminology and Etiquette

Copied from: The Appreciation of Artistic Performance, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Semester**
Length: **1 week**
Status: **Published**

General Overview, Course Description or Course Philosophy

Appreciation of Artistic Performance allows students to synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- artistic performance develops one's skill in language and all expressive mechanisms, including voice and bodily expression.
- artistic performance develops through psychological, moral, physical and socio-economic analysis of character.
- artistic performance is enhanced through elements of stagecraft and production.
- artistic performance uses specific terminology in its analysis of performance.

CONTENT AREA STANDARDS

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The

content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purpose.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- artistic performance will involve voice as well as bodily expression.
- character analysis is critical toward understanding character motivation.
- specific terminology, such as mood, rhetoric, stage directions, etc. will direct the actor and guide the performance.

Procedural Knowledge

Students will be able to:

- practice telling a story using movement, voice, and facial expression.
- utilize terminology correctly to analyze stage movement.
- identify the components of a stage or setting.
- assess a live performance character's point of view and identify how the specific use of rhetoric enhances the mood.
- adapt speech to a variety of contexts and tasks.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

EVIDENCE OF LEARNING

Alternate Assessments

- FlipGrids
- Dramatizations
- Multimedia Presentations
- Screencastify

Formative Assessments

- graphic organizers
- note-taking
- exit tickets

Summative Assessments

- quizzes
- journal
- performance (i.e. Live, Flipgrid, Google Meet Recording, Screencast-O-Matic, Screencastify, etc.)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- short plays- <https://www.yourstagepartners.com/collections/plays-for-high-schools>
- short plays- https://www.theatermania.com/broadway/news/the-7-best-plays-for-high-schools_84980.html
- key terminology- <http://images.pcmac.org/SiSFiles/Schools/NJ/PitmanPublic/PitmanHigh/Uploads/Forms/TheatreTerms.pdf>

INTERDISCIPLINARY CONNECTIONS

- English - narrative writing
- Technology - media literacy
- Social studies - social justice, ethics

- Career readiness - art

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.