

Unit # 1: Intro to Theatre: Performance And Production**Unit Focus**

Appreciation for and active participation in the arts forms a beginning understanding of the creative process.

Suggested Duration: Ongoing throughout the year

Stage 1 - Desired Outcomes**Established Goals****Virginia Standards of Learning**

- TI.1 The student will explore theatre as an ensemble art through group interaction by
1. developing communication strategies;
 2. proposing and selecting alternatives to solve problems while building consensus;
 3. collaborating to implement personal artistic choices; and
 4. respecting the ideas and viewpoints of others.
- TI.2 The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and group dramatizations, portrayals of characters in conflict, experiments in rhythm and imagery, pantomimes, playwriting experiments).
- TI.3 The student will demonstrate the skills necessary to perform theatrical works by
1. creating and maintaining an imagined reality;
 2. using the body and voice as expressive tools; and
 3. employing diction and projection so words can be heard and understood by an audience.
- TI.4 The student will apply the creative process in storytelling, playwriting, and acting by
1. creating and writing a monologue and/or scene;
 2. analyzing the physical, emotional, and social dimensions of characters;
 3. employing voice, body, and imagination in role playing;
 4. presenting a memorized monologue and/or scene from a published work; and
 5. investigating and applying audition techniques.
- TI.5 The student will demonstrate theatrical direction, including blocking and staging a scene.
- TI.6 The student will apply principles of technical theatre by
1. differentiating among the components of technical theatre;
 2. identifying the responsibilities of designers and technicians;

Established Goals *(continued)*

- 3. demonstrating theatre safety practices; and
- 4. practicing ethical use of available technology and other resources (e.g., music, visuals, media materials).

TI.7 The student will examine and explain the principles of theatre management.

WIDA English Language Development Standard

Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1.c (Grade 9–10): Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U1 Theatre functions as an ensemble art form</p> <p>U2 The Actor’s essential toolbox includes voice, body, and imagination.</p> <p>U3 The structure of dramatic literature.</p> <p>U4 The principles of technical theatre and design.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>Q2 What is theatre and why should we care?</p> <p>Q3 How do we create a strong theatre company? Why is it important to do so?</p> <p>Q4 How do actors and directors determine whether a particular direction in their work is effective?</p> <p>Q5 What tools does an actor have to create a strong character?</p> <p>Q6 Can a production be successful without proper management?</p> <p>Q7 How do the technical elements of a production influence our perception of a theatrical performance?</p> <p>Q8 How does knowing the contexts, histories, and traditions of art forms help to create theatrical works?</p> <p>Q9 How does collaboration expand the creative process in the management, administration and production of theatre?</p>

Knowledge	Skills
<p>Students will know...</p> <p>K1 Improvisational techniques</p> <p>K2 How to stage a multi-person scene</p> <p>K3 Script analysis is essential to development of character.</p> <p>Key vocabulary: Elements of Theatre (character, idea or theme, language, music or rhythm, plot, spectacle), script, act, antagonist, antecedent action, aside, climax, comic relief, dialogue, dramatic irony, duologue, epilogue, exposition, expressionism, French scene, intermission, monologue, overture, prologue, protagonist, soliloquy, Curtains (act curtain, teaser, tormentor, traveler), Lights (dimmer, gel, gel frame, get-in, get-out, glow tape, gobo, lamp, lighting tree, light board, light plot, worklights), Scenery (ground plan, book flat, border, box set, hanging, marking out, mask, paper tech, patch, platform, preproduction, preset, props, set dressing, set, slapstick, spike mark, spill, strike, traps), The Theatre (acting area, aisle, types of stages, apron, auditorium, backstage, center line/center stage, black box, cyclorama/Cyc, dark, dressing room, ellipsoidal, end on, fire curtain, first electric, flat, followspot, found space, fresnel, front of house, green room, house, house lights, instrument, in the round, LED lights, leko light, legs, matinee, offstage, onstage, PAR Cans, prompt corner, prop table, proscenium arch, raked stage, rear of house, scoops, special, types of stages, tabs, wings, Acting Terms (ad lib, akimbo, audition, beats, beginners, call cast, casting, chorus, classical acting, clearance, company, concentration, costumes, cue, cue to cue, curtain call, dress rehearsal, dry tech, emotional recall, ensemble, exaggeration, focus, half-hour, hand props, hand off, hit your mark, improvisation, make-up, motivation, notes, objective, obstacle, off book, places, prompt, prompt script, quick change, read-through, rehearsal, run, sensory recall or memory, stage left/right, stand-by, stumble-through, technical rehearsal, typecast, through line, timing, upstaging, visual cue, wet tech, Voice & Diction (articulation, building, cut-off, dialect, emphasis, inflection, pick-up, pitch, projection, subordination, tone, undercutting, Movement (centering, resistance), Blocking (aesthetic distance, cross, down, grid,</p>	<p>The student will be able to...</p> <p>S1 Use body and voice to create three-dimensional character</p> <p>S2 Collaborate to create theatrical work</p> <p>S3 Understand the process of script analysis</p> <p>S4 Demonstrate effective theatre safety practices.</p>

Key vocabulary: (Continued)

grouping, hot spot, layering, sightlines, stage balance, stage picture, taking/giving, traverse, upstage, visibility), Theatre Jargon (cattle call, royalty, stock characters, thespian, break a leg, chewing the scenery, fourth wall, grease paint, ham)

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
P1 improvisation games with reflection	O1 student critique of vocal variation
P2 classroom discussions	O2 written general characterization including physical and vocal aspects
P3 written self-evaluation	O3 group trust building activities with discussion
P4 peer evaluation group scene work	O4 improvisation games with reflection
P5 solo and group characterizations	O5 creation of audition portfolio and individual/group exploration/discussion/critique of a variety of theatrical genres
P6 theatre games and improvisations	
P7 portrayals of characters in conflict	
P8 Script analysis, Written/verbal character exploration and development based on script analysis. A dialogue exploring dramatic and comedic roles	
P9 stage movement reflection	

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Theatre Basics: Warm Ups, Observation, Pantomime, Improvisation
- L2** Elements of Acting: Movement, Stage Directions, Voice Production and Articulation, Ensemble Work
- L3** Creating a Character: Character Analysis, Character Development, Dramatic Roles, Comic Roles
- L4** Technical Theatre: Set Design and Construction, Lighting, Sound, Costumes, Make up, Props, Theatre Management
- L5** Monologues and Scenes

- L6** Subtasks for struggling learners
- L7** One-on-one instruction and coaching
- L8** Bilingual dictionary access
- L9** Temporary or scaled modification and/or simplification of theatrical elements
- L10** Rote processes
- L11** Oral prompts and assessments
- L12** Gestures and movement

Peer-Reviewed Instructional Resources

*Note: This list of resources is intended to provide support for teachers in planning their instruction.
Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

- R1** Educational Theatre Association <https://www.schooltheatre.org/home>
- R2** Virginia Theatre Association <http://www.vtasite.org>

Additional Supporting Resources

The following resources are available on EL Program [Staff Communities page](#).

Scaffolding tools <i>(EL Tools)</i>	Academic Literacy Tools <i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i>	Differentiation Tools <i>(cooperative learning, co-teaching)</i>
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PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
 Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc
 Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
 Resource: WIDA Consortium, [2012 Amplification of the English Language Development Standards Kindergarten – Grade 12](#);
 Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.