

Unit 2: Cultural Context and Theatre History

Unit Focus

Culture and the arts are codependent.

Suggested Duration: Ongoing throughout the year

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

- TI.8 The student will identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
- TI.9 The student will make connections between theatre and other fields of knowledge.
- TI.10 The student will explore theatre in various historical times and various cultures by
1. researching historical and cultural information about theatre in other times and places;
 2. examining non-Western traditions in drama; and
 3. identifying theatrical activity in the community and the commonwealth.

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

Students will understand that...

- U1** Theatre reflects the culture in which it was created.
- U2** Theatre relates to other fields of knowledge.

Essential Questions

Students will keep considering...

- Q1** How does the presenting and sharing of theatrical works influence and shape ideas, beliefs, and experiences?
- Q2** How do people contribute to awareness and understanding of their lives and the lives of their communities through acting?
- Q3** How do dramatic works collected, preserved, or presented, cultivate appreciation and understanding?

	Essential Questions <i>(continued)</i> Students will keep considering... Q4 How are similar themes in theatre expressed and explored in different eras?
Knowledge	Skills
<i>Students will know...</i> K1 That history and culture influence theatrical decisions. K2 That theatre has cross-curricular applications. Key vocabulary Elements of Theatre (character, ideas or theme, language, music or rhythm, plot, spectacle), Acting styles (farce, genre, mime, pantomime, realistic, slapstick), The Script (script analysis), Theatre Careers (actor, ASM, FHM, director, animator, amateur, DSM, equity, fight director, professional, running crew, tech, walk-on, Constatin Stanislavsky	<i>The student will be able to...</i> S1 Complete individual research S2 Make connections between theatre, film, and other media. S3 Utilize prior and acquired knowledge regarding historical time periods to understand the cultural impact of theatre.

Stage 2 – Evidence	
Performance Assessment Task(s)	Other Evidence
P1 Written reflections and analyses P2 Oral and written comparisons of similarities and differences between genres, art forms and cultures P3 Projects linking common themes in theatre and other content area P4 Discussion and debate about theatre in multiple cultural and historical contexts P5 Research papers, projects and/or presentations about theatrical opportunities in the community and commonwealth	O1 Theatre History review games O2 Improvisations O3 Collaborative assignments

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Early Man- Unit of Study Topic
- L2** Ancient Greece- Unit of Study Topic
- L3** Commedia Dell' Arte- Unit of Study Topic
- L4** Renaissance (English/ French) - Unit of Study Topic
- L5** Restoration- Unit of Study Topic
- L6** Modern Theatre- Unit of Study Topic
- L7** Subtasks for struggling learners
- L8** One-on-one instruction and coaching
- L9** Bilingual dictionary access
- L10** Temporary or scaled modification and/or simplification of theatrical elements
- L11** Rote processes
- L12** Oral prompts and assessments
- L13** 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 08.05.1