

Unit 3: Analysis, Evaluation, and Critique

Unit Focus

Analysis, evaluation, and critique are fundamental to developing competency in all areas of theatrical production.

Suggested Duration: Ongoing throughout the year.

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

- TI.11 The student will give, receive, and utilize constructive criticism by
1. making observations about theatrical performances, projects, and plans, using theatre arts vocabulary; and
 2. applying evaluative criteria to these observations.
- TI.12 The student will analyze selected works of dramatic literature by
1. identifying the elements of character, conflict, setting, plot, theme, and dialogue;
 2. examining the purpose and meaning of each element; and
 3. developing and applying evaluative criteria.
- TI.13 The student will analyze live performances by
1. identifying the elements of production—acting, directing, and design; and
 2. describing, analyzing, and evaluating artistic choices.
- TI.14 The student will use self-evaluation as a tool for growth as a theatre artist.

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 ...

- U1** That participation in constructive critique is fundamental to growth.
- U2** The difference between subjective and objective.
- U3** The application of critique to performance choices.

Essential Questions

Students will keep considering...

- Q1** Who determines the meaning of a theatrical production?
- Q2** What makes a “great” actor?
- Q3** What makes a “great” theatrical production?

	<p>Essential Questions <i>(continued)</i> Students will keep considering... Q4 Is one element of production better than another for communicating particular ideas and emotions? Q5 To what extent does my work as an actor change me? Q6 How do I become accomplished as an actor?</p>
Knowledge	Skills
<p>Students will know... K1 How to apply appropriate critical vocabulary. K2 The elements and purpose of dramatic literature. K3 How to apply individual evaluative criteria to artistic choices.</p> <p>Key vocabulary Elements of Theatre (character, idea or theme, language, music or rhythm, plot, spectacle), Stage Directions (upstage/downstage, center stage, stage left/right, onstage, backstage, wings), Acting/Theatre Styles (method acting), the script, acting terms,/vocabulary, voice & diction, movement, blocking, aesthetic distance</p>	<p>The student will be able to... S1 Provide verbal and written peer critique. S2 Analyze live performance. S3 Utilize self-evaluation as a tool for growth.</p>

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 Critiques of live and recorded theatre performances P2 Written and oral analyses of dramatic literature using standards-based evaluation rubrics P3 Essays and analyses P4 Personal reflections, discussions and presentations</p>	<p>O1 Small group activities O2 Vocabulary Assessment</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Active participation in peer critique
- L2** Self-analysis/Written assessment
- L3** Formal written critique of live performance
- L4** Subtasks for struggling learners
- L5** One-on-one instruction and coaching
- L6** Bilingual dictionary access
- L7** Temporary or scaled modification and/or simplification of theatrical elements
- L8** Rote processes
- L9** Oral prompts and assessments
- L10** 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.