

Unit # 4: Aesthetics

Unit Focus

Aesthetic knowledge stimulates judgment and empowering students to interpret, appreciate, and extract meaning from the arts.

Suggested Duration: Ongoing throughout the year

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

- TI.15 The student will define *theatre* and support that definition, using theatre arts vocabulary.
- TI.16 The student will describe how theatrical presentations can entertain, inform, and interpret the human experience.
- TI.17 The student will describe a personal response to a theatrical experience, using theatre arts vocabulary.
- TI.18 The student will explain how personal experience, culture, and current events shape personal aesthetic opinions and criteria.

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** Aesthetic choices are personal and subjective.
- U2** Technological advances continue to impact theatrical productions.
- U3** Theatre is both a social and emotional experience.

Essential Questions

Students will keep considering...

- Q1** What can theatrical work tell us about a society?
- Q2** Do actors have a responsibility to their audience? To society?
- Q3** Who determines the meaning of a theatrical work?
- Q4** In what ways have technological changes influenced artistic expression?

Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 That society influences art.</p> <p>K2 Technology influences art.</p> <p>K3 Art influences society.</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><i>The student will be able to...</i></p> <p>S1 Define Theatre and support that definition.</p> <p>S2 Describe how theatrical presentations can entertain, inform, and interpret the human experience.</p> <p>S3 Explain how personal experience, culture, and current events shape personal aesthetic opinions and criteria.</p>

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 Vocabulary assessments</p> <p>P2 Essays and analyses</p> <p>P3 Personal reflections, discussions and presentations</p>	<p>O1 Written evaluation</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

<p>L1 Classroom Performances</p> <p>L2 Community and Professional Performances</p> <p>L3 Recorded Live Performances and Evaluation</p> <p>L4 Subtasks for struggling learners</p> <p>L5 One-on-one instruction and coaching</p>
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- 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](#).

<p>Scaffolding tools (<i>EL Tools</i>)</p>	<p>Academic Literacy Tools (<i>vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing</i>)</p>	<p>Differentiation Tools (<i>cooperative learning, co-teaching</i>)</p>
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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