

## Unit # 1: Explorations in Theatre Performance: Performance and Production

### Unit Focus

Active participation in the arts leads to comprehensive understanding of the creative process.

**Suggested Duration: Ongoing throughout the year.**

### Stage 1 - Desired Outcomes

#### Established Goals

#### Virginia Standards of Learning

- TII.1 The student will create theatre projects and productions through collaboration by
1. assuming shared responsibility for group work;
  2. practicing courtesy and respecting the ideas and points of view of others; and
  3. engaging all members of the group.
- TII.2 The student will create and strengthen trust through participation in theatre games and improvisations that
1. demonstrate characterization and justify motivations;
  2. develop a narrative that expresses dramatic conflict;
  3. incorporate dialogue and listening skills to express character relationships;
  4. integrate personal experience into the exercises; and
  5. refine concentration, observation, imagination, and sensory memory.
- TII.3 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- TII.4 The student will demonstrate acting skills and techniques in solo and group performances by
1. using movement, staging (blocking), pacing, and stage business;
  2. refining vocal projection and diction;
  3. choosing vocal and physical expressions that enhance characterization, conflict, and production style;
  4. refining research skills and audition techniques for characterization and script/text interpretation;
  5. incorporating psychological, historical, and social dynamics derived from information suggested by the script;
  6. incorporating suggestions from the director; and
  7. performing a fully rehearsed and memorized role.
- TII.5 The student will apply principles of directing by
1. selecting scenes and participating in script analysis, casting, staging, and rehearsing;
  2. communicating directorial choices, including pacing, mood, concept, and style; and

**Established Goals (continued):**

- 3. employing ethical standards in script selection, revision/adaptation, and presentation.

- TII.6 The student will demonstrate skills and principles of technical theatre by
- 1. applying safety procedures;
  - 2. utilizing the elements of technical theatre, such as lighting, scenery, costumes, makeup, properties, and sound;
  - 3. making a three-dimensional model from design drawings;
  - 4. offering solutions to technical theatre problems;
  - 5. interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and
  - 6. evaluating technical choices made in formal and informal presentations.

- TII.7 The student will examine the development of technical theatre by
- 1. explaining the effects of technological advancements on theatre production; and
  - 2. analyzing a variety of dramatic texts to determine their production requirements.

- TII.8 The student will demonstrate principles of theatre management/administration and the production process by
- 1. applying theatre-management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets; and
  - 2. developing a schedule and organizational plan for a selected area of theatre operation.

- TII.9 The student will participate in a variety of theatrical experiences by
- 1. attending live theatre performances (amateur and/or professional); and
  - 2. fulfilling various roles and responsibilities in class presentations and performances.

**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.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <p><b>U1</b> Great art requires imagination, skill, and discipline to create a quality product.</p> <p><b>U2</b> The artistic process, with appropriate risks, can lead to unforeseen outcomes</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> How important is collaboration in producing quality theatrical work?</p> <p><b>Q2</b> How does collaboratively reflecting on a work help us experience it more fully and develop it more completely?</p> <p><b>Q3</b> What challenges are presented when directing peers?</p>

	<p><b>Essential Questions</b> <i>(continued)</i>  <b>Students will keep considering...</b></p> <p><b>Q4</b> What role does persistence play in revising, refining, and developing theatrical work?</p> <p><b>Q5</b> What makes a three dimensional character, and how does a performer succeed in creating one?</p> <p><b>Q6</b> What evidence of directorial choices are apparent to audience members when viewing live theatre?</p> <p><b>Q7</b> How do technical elements enhance the perceived reality of a theatrical performance?</p> <p><b>Q8</b> In what ways have technological changes influenced artistic expression?</p> <p><b>Q9</b> How does live theatre differ from film? From opera? From dance?</p> <p><b>Q10</b> How do the arts preserve aspects of life?</p> <p><b>Q11</b> How are the arts used to impact the views of society?</p> <p><b>Q12</b> How do the arts help us understand the lives of people of different times, places, and cultures?</p>
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>Students will know...</b></p> <p><b>K1</b> Improvisational techniques and their application to rehearsal technique</p> <p><b>K2</b> How to conceptualize and stage a multi-person scene from script to performance.</p> <p><b>K3</b> Script analysis is essential to development of character.</p> <p><b>Key vocabulary:</b>  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,</p>	<p><b>The student will be able to...</b></p> <p><b>S1</b> Use body, voice, and imagination to create multi-dimensional character</p> <p><b>S2</b> Collaborate to create quality theatrical work for an audience</p> <p><b>S3</b> Understand the process of in-depth script analysis</p> <p><b>S4</b> Demonstrate effective theatre safety practices.</p>

**Key vocabulary: (continued)**

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, 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
<b>P1</b> Individual and group performances	<b>O1</b> Theatre games
<b>P2</b> Class discussions	<b>O2</b> Improvisations
<b>P3</b> Verbal peer evaluation	<b>O3</b> Collaborative assignments
<b>P4</b> Written self-assessment	
<b>P5</b> Written character/script analysis	
<b>P6</b> Individual design projects	
<b>P7</b> Creation of audition portfolio-variety of theatrical genres.	

## Stage 3 - Learning Plan

### Recommended Learning Experiences

- L1** Fundamentals for the Experienced Actor: Warm-ups and Focus, Improvisation, Physical Indication
- 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** Advanced 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**  
(*EL Tools*)

**Academic Literacy Tools**  
(*vocabulary, graphic organizers, K-2 literacy,  
3-12 reading, 3-12 writing*)

**Differentiation Tools**  
(*cooperative learning, co-teaching*)

#### 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](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.