

## Unit # 2: Explorations In Theatre Performance: Cultural Context and Theatre History

### Unit Focus

The relationship of the arts, and culture is mutually dependent: culture effects arts and the arts reflect and preserve culture

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

### Stage 1 - Desired Outcomes

#### Established Goals

#### Virginia Standards of Learning

SOL.TII.10 The student will compare and contrast the purposes of theatre in selected historical periods.

SOL.TII.11 The student will identify major theatrical styles, including classical, Renaissance, modern, contemporary, and non-Western, including • identifying universal characters, situations, themes, and ideas in theatre; • identifying the use of symbolism and cultural and historical clues in dramatic texts; and • describing historical production designs, techniques, and performance practices.

SOL.TII.12 The student will research current theatrical productions in the commonwealth and the nation.

SOL.TII.13 The student will explain the impact of theatre, television, film, and/or contemporary media on the culture in which they exist.

SOL.TII.14 The student will examine how advancements in technology impact theatre, television, film, and contemporary media.

#### 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 that...</i></p> <p><b>U1</b> Culture affects self-expression.</p> <p><b>U2</b> Every artist has a style; every artistic period has a style.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> Does art define culture or does culture define art?</p> <p><b>Q2</b> How important is understanding a given society to understanding their art?</p> <p><b>Q3</b> How important are “new” or “revolutionary” ideas in producing quality pieces?</p> <p><b>Q4</b> What direct connections exist between theatre and other fields of knowledge?</p> <p><b>Q5</b> How do people value objects, artifacts, and artworks, and select them for presentation or preservation in a theatre production?</p> <p><b>Q6</b> What can we learn from our responses to the arts?</p> <p><b>Q7</b> How does engaging in creating theatrical works of art enrich people’s lives?</p> <p><b>Q8</b> How do people contribute to awareness and understanding of their lives and the lives of their communities through acting?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p><b>K1</b> That history and culture influence theatrical decisions.</p> <p><b>K2</b> That theatre has cross-curricular applications.</p> <p><b>K3</b> How to read and analyze elevated text.</p> <p><b>Key vocabulary:</b>  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, Constantin Stanislavsky</p>	<p><i>The student will be able to...</i></p> <p><b>S1</b> Complete group and individual research, apply to performance projects.</p> <p><b>S2</b> Make connections between theatre, film, and other media.</p> <p><b>S3</b> Utilize prior and acquired knowledge regarding historical time periods to understand the cultural impact of theatre.</p>

## Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<b>P1</b> Group and individual performances of historically relevant texts with character and scene study.	<b>O1</b> Theatre History review games
<b>P2</b> Theatre history research project	<b>O2</b> Improvisations
<b>P3</b> Student research work; written and/or oral	<b>O3</b> Collaborative assignments
<b>P4</b> Oral presentation	<b>O4</b> Verbal peer critique
<b>P5</b> Student reflection	<b>O5</b> Written self-assessment
<b>P6</b> Thinking maps	<b>O6</b> Written live performance critique

## Stage 3 - Learning Plan

### Recommended Learning Experiences

- L1** Play Reading- Script Selection of historically relevant for Reading and Performance
- L2** Audition Unit- Two contrasting pieces (classical and contemporary)
- L3** Provide visuals and real-life objects to model content specific vocabulary.
- L4** Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content. Repeat and review processes and project expectations.
- L5** Provide partner and small group opportunities to use content vocabulary orally.
- L6** Character Maps
- L7** Journals
- L8** Graphic organizers
- L9** Modified Project Timeline
- L10** Adapted Text
- L11** Modified Rubric Criteria
- L12** Partner and Small Group Activities
- L13** Subtasks for struggling learners

- L14** One-on-one instruction and coaching
- L15** Bilingual dictionary access
- L16** Temporary or scaled modification and/or simplification of theatrical elements
- L17** Rote processes
- L18** Oral prompts and assessments
- L19** 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><b>Scaffolding tools</b> (<i>EL Tools</i>)</p>	<p><b>Academic Literacy Tools</b> (<i>vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing</i>)</p>	<p><b>Differentiation Tools</b> (<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](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.

