

Unit #3: Explorations In Theatre Performance: Analysis, Evaluation and Critique/Vocabulary**Unit Focus**

Through the critical process, students formulate judgments regarding artistic and aesthetic merits of theatrical pieces

Suggested Duration: Ongoing throughout the year.

Stage 1 - Desired Outcomes**Established Goals****Virginia Standards of Learning**

- TII.15 The student will give, receive, and utilize constructive criticism by
1. critiquing theatrical performances, projects, plans, and ideas objectively;
 2. evaluating the artistic choices made in informal and formal productions;
 3. evaluating reviews and critiques of dramatic works; and
 4. critiquing theatrical performances outside of the school environment.
- TII.16 The student will analyze selected works of dramatic literature by
1. summarizing the playwright's intentions and message;
 2. identifying the elements of genre, style, structure, mood, language, and symbolism;
 3. demonstrating responses visually, orally, kinesthetically, or in writing, using theatre arts vocabulary; and
 4. relating dramatic themes to personal experience or current events.
- TII.17 The student will analyze how theatre is similar to and different from other literary genres and other art forms by
1. comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts;
 2. comparing how common themes are expressed in the other literary genres and art forms;
 3. comparing the interpretive and emotional nature of other literary genres and art forms in specific cultures and/or periods; and
 4. describing ways in which dance, music, and the visual arts enhance theatrical presentations.
- TII.18 The student will apply 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 | Essential Questions |
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| <p><i>Students will understand that...</i></p> <p>U1 The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgment regarding merit of artistic work.</p> | <p><i>Students will keep considering...</i></p> <p>Q1 What makes critical feedback valuable?</p> <p>Q2 When is art criticism valid?</p> |
| Knowledge | Skills |
| <p><i>Students will know...</i></p> <p>K1 Critique is necessary for artistic growth.</p> <p>K2 Appropriate standards for offering peer critique.</p> <p>K3 How to effectively analyze live performance.</p> <p>Key vocabulary: Elements of Theatre (character, ideas or theme, language, music or rhythm, plot, spectacle), Theatre Jargon (royalty, angel), Acting/Theatre Styles</p> | <p><i>The student will be able to...</i></p> <p>S1 Contribute thoughtful, articulate critique to peers regarding their work.</p> <p>S2 Apply criticism to as a tool for artistic growth.</p> <p>S3 Write effective critique of live performance: including acting, directing, and design.</p> |

Stage 2 – Evidence

| Performance Assessment Task(s) | Other Evidence |
|---|---|
| <p>P1 Verbal peer critique</p> <p>P2 Written self-assessment</p> <p>P3 Written live performance critique</p> | <p>O1 Class Discussion</p> <p>O2 Video Critique</p> |

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Active Participation in Verbal Critique of Peer Performances
- L2** Written Self-Evaluation
- L3** Live Performance Attendance and Formal Written Critique

- 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 mathematics 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](#).

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| <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.

