

## 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

TII.19 The student will define *aesthetics* in the context of theatre arts.

TII.20 The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.

TII.21 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.

## 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** 1. Aesthetics foster artistic appreciation, interpretation, significance, and value.
- U2** The point of studying art is to foster meaning, forge deeper emotional responses, and make more inventive artistic decisions.
- U3** Experts can and do disagree on the value, power, and source of art.

## Essential Questions

*Students will keep considering...*

- Q1** Why should I care about the arts?
- Q2** What is the difference between a thoughtful and thoughtless artistic argument?

## Knowledge

*Students will know...*

- K1** That quality is subjective
- K2** Art is intended to elicit emotional and psychological response

## Skills

*The student will be able to...*

- S1** Defend personal artistic choices
- S2** Identify various artistic movements and theories
- S3** Complete regarding various playwrights and theatrical traditions

**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

### Stage 2 – Evidence

**Performance Assessment Task(s)**

- P1** Define various aesthetics
- P2** Written comparison between artistic works
- P3** Verbal and written defense of personal aesthetics

**Other Evidence**

- O1** Class Discussions
- O2** Journaling

### Stage 3 - Learning Plan

**Recommended Learning Experiences**

- L1** Classroom Performances
- L2** Community and Professional Performances
- L3** Recoded Live Performances and Evaluation
- 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 musical 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

*(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.