

Unit # 1: 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

- TIII.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- TIII.2 The student will exhibit independence, self-discipline, and commitment to the theatre process through work on assigned projects and productions.
- TIII.3 The student will integrate acting skills and techniques involving voice, movement, and analysis into the rehearsal process and performance by
1. initiating artistic choices to enhance performance;
 2. listening to other actors and responding internally as well as externally;
 3. creating and sustaining multidimensional characters;
 4. enhancing characterizations, dialogue, and action;
 5. demonstrating self-confidence and self-expression; and
 6. making artistic decisions to achieve an ensemble.
- TIII.4 The student will demonstrate the audition process by
1. researching and selecting contrasting monologues by established playwrights;
 2. developing an understanding, interpretation, and portrayal of a character; and
 3. presenting memorized selections for critique.
- TIII.5 The student will demonstrate playwriting by
1. conceiving a theme to convey a message;
 2. constructing a dramatic plot structure;
 3. developing a central conflict;
 4. developing an idea through action; and

5. portraying unique, multidimensional characters.

TIII.6 The student will demonstrate the application of theatre design by

1. following safety procedures;
2. rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production;
3. making a two-dimensional drawing of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and/or properties;
4. building a scale model of a setting for a stage or contemporary media production;
5. implementing solutions to technical problems; and
6. analyzing and justifying design choices.

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>U1 Great art requires imagination, skill, and discipline to create a quality product.</p> <p>U2 The artistic process, with appropriate risks, can lead to unforeseen outcomes</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How important is collaboration in producing quality theatrical work?</p> <p>Q2 How important is collaboration in producing quality theatrical work?</p> <p>Q3 How do actors determine whether a particular direction in their work is effective?</p> <p>Q4 How do actors learn from trial and error?</p> <p>Q5 How do actors become accomplished in their field?</p> <p>Q6 What makes a three dimensional character, and how does a performer succeed in creating one?</p> <p>Q7 How do technical elements enhance the perceived reality of a theatrical performance?</p> <p>Q8 What challenges are presented when directing peers?</p>

	<p>Essential Questions <i>(continued)</i> Students will keep considering... Q9 What evidence of directorial choices are apparent to audience members when viewing live theatre? Q10 How do technical elements enhance the perceived reality of a theatrical performance? Q11 How does live theatre differ from film? From opera? From dance?</p>
<p>Knowledge</p>	<p>Skills</p>
<p>Students will know... K1 That discipline and risk are necessary for professional growth as an artist. K2 Individual artistic strength is necessary to build ensemble effect. Key vocabulary: 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, 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,</p>	<p>The student will be able to... S1 Build and perform a three to four piece professional audition repertoire; including a resume and headshot. S2 Create multi-dimensional characters through written dialogue S3 Utilize a text to justify design choices.</p>

Key vocabulary:

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)

- P1** individual and group performances
- P2** written self-assessment
- P3** written character/script analysis
- P4** individual design projects
- P5** creation of audition portfolio- variety of theatrical genres

Other Evidence

- O1** Peer Critique
- O2** Class discussion

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Collegiate/ Professional Audition Activities(Classical/ Contemporary/Musical/ Resume)
- L2** Monologues and Scenes (Published and Student written)
- L3** Subtasks for struggling learners

- L4** One-on-one instruction and coaching
- L5** Bilingual dictionary access
- L6** Temporary or scaled modification and/or simplification of theatrical elements
- L7** Rote processes
- L8** Oral prompts and assessments
- L9** 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 <i>(EL Tools)</i>	Academic Literacy Tools <i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i>	Differentiation Tools <i>(cooperative learning, co-teaching)</i>
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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.