

Unit # 2: Theatre History and Cultural Context

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

- TIII.7 The student will analyze how theatre can be a reflection of major movements/events (e.g., social, political) in historical eras.
- TIII.8 The student will research acting styles from a variety of historical periods by comparing and contrasting decorum, environments, manners, and portrayals of characters and situations.
- TIII.9 The student will trace the development of theatre design and performance by
1. explaining the use and effects of technology; and
 2. analyzing a variety of dramatic texts with reference to their historical and cultural contexts in order to determine their original production requirements.
- TIII.10 The student will investigate contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.
- TIII.11 The student will compare and contrast live performance to contemporary media performance by
1. analyzing the production methods of each; and
 2. describing the use of contemporary media and theatre in a changing world.

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 Culture affects self-expression.</p> <p>U2 Every artist has a style; every artistic period has a style.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 Does art define culture or does culture define art?</p> <p>Q2 How important is understanding a given society to understanding their art?</p> <p>Q3 How important are “new” or “revolutionary” ideas in producing quality pieces?</p> <p>Q4 What direct connections exist between theatre and other fields of knowledge?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 The relationship between societal circumstances and artistic trends.</p> <p>K2 That art functions as a social mouthpiece.</p> <p>Key vocabulary: 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, Constatin Stanislavsky</p>	<p><i>The student will be able to...</i></p> <p>S1 Determine production requirements through script analysis.</p> <p>S2 Prepare multi-person, historically relevant scene, with appropriate movement and vocal choices.</p> <p>S3 Discuss political and social commentary reflected in historically important text.</p>

Stage 2 – Evidence	
Performance Assessment Task(s)	Other Evidence
<p>P1 group and individual performances of historically relevant texts with character and scene study</p> <p>P2 theatre history research project</p>	<p>O1 verbal peer critique</p> <p>O2 written self-assessment</p> <p>O3 written live performance critique</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Script Reading and Scene work from historically relevant text
- L2** Individual Theatre History project.
- 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.