

Unit # 3: Analysis, Evaluation, and Critique

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

- TIII.12 The student will critique acting styles by
1. assessing projects, plans, or ideas;
 2. incorporating personal artistic choices into informal and formal productions; and
 3. critiquing acting styles of professional theatrical productions, using theatre arts vocabulary.
- TIII.13 The student will apply a critical methodology to playwriting by
1. comparing the components of the works of established playwrights to those found in student works;
 2. revising original student scripts; and
 3. explaining why there will be a variety of responses by audience members.
- TIII.14 The student will critique theatrical designs by
1. evaluating projects, plans, or ideas; and
 2. incorporating personal artistic choices into informal and formal productions.

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** The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgment regarding merit of artistic work.

Essential Questions

Students will keep considering...

- Q1** What makes critical feedback valuable?
- Q2** When is art criticism valid?
- Q3** Why are critiques important?

Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 Appropriate Theatre vocabulary for critique.</p> <p>K2 Appropriate etiquette for critique.</p> <p>K3 How to complete the revision process for dramatic literature.</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 Offer valuable critique to peers for performances.</p> <p>S2 Critique original written dramatic literature.</p> <p>S3 Apply criticism from peers and professionals to performances and original written work for personal artistic growth.</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 Small group work</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

<p>L1 Students will actively participate in verbal peer critique of all in class performances.</p> <p>L2 Formal written critique of select peer performance and professional</p> <p>L3 Formal written self-assessment</p> <p>L4 Evaluation of original scripts</p> <p>L5 Subtasks for struggling learners</p> <p>L6 One-on-one instruction and coaching</p> <p>L7 Bilingual dictionary access</p>
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- L8** Temporary or scaled modification and/or simplification of theatrical elements
- L9** Rote processes
- L10** Oral prompts and assessments
- L11** 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.