

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

- TIII.15 The student will justify personal choices regarding characterizations within the acting process.
- TIII.16 The student will compare and contrast the aesthetic ideals of two or more playwrights.
- TIII.17 The student will justify personal aesthetic criteria in response to theatrical and contemporary media performances.
- TIII.18 The student will develop personal aesthetic criteria in response to theatre design.
- TIII.19 The student will justify multiple points of view regarding the interpretation of theatrical works.

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** 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	Skills
<p>Students will know...</p> <p>K1 There are multiple points of view regarding the interpretation of theatrical works.</p> <p>K2 Aesthetic opinions must be supported with evidence.</p> <p>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</p>	<p>The student will be able to...</p> <p>S1 Justify personal choices regarding characterizations within the acting process.</p> <p>S2 Defend personal aesthetic criteria in response to theatrical and contemporary media performances.</p> <p>S3 Compare and contrast the aesthetic ideals of two or more playwrights.</p>

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 Define various aesthetics</p> <p>P2 Written comparison between artistic works</p> <p>P3 Verbal and written defense of personal aesthetics</p>	<p>O1 Class discussion</p> <p>O2 Small group work</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Live performance attendance and formal defense of aesthetic impression.
- L2** Script analysis between two works
- 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.

