

Unit 1: Theater 101

Dance Grades 7 and 8

14 Class Meetings

Created May 2021, Updated May 2022

Essential Questions

- What are the different elements of theater?

Enduring Understandings with Unit Goals

EU 1: Theater has many different components such as acting, stagecraft, and playwriting.

- Build a warm-up routine that focuses on getting our bodies and brains ready for theater class.
- Connect and put into practice theater vocabulary through theater games and scaffolded exercises.

EU 2: The process of theater making involves teamwork (ensemble) and community.

- Empower students to take ownership of different roles in theater.
- Create community through group work theater activities and performance.

Standards

National Core Arts Standards:

Theatre

TH:Cr1.1.8 a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

TH:Cr1.1.8 b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

TH:Cr1.1.8 c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

TH:Cr2.1.8 a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

TH:Cr2.1.8 b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

TH:Cr3.1.8 a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.

TH:Cr3.1.8 b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

Unit 1: Theater 101

Dance Grades 7 and 8

14 Class Meetings

Created May 2021, Updated May 2022

TH:Cr3.1.8 c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

TH:Pr4.1.8 a. Explore different pacing to better communicate the story in a drama/theatre work.

TH:Pr4.1.8 b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

TH:Pr5.1.8 a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

TH:Pr5.1.8 b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

TH:Pr6.1.8 a. Perform a rehearsed drama/theatre work for an audience.

TH:Re7.1.8 a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

TH:Re8.1.8 a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

TH:Re8.1.8 c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

TH:Re9.1.8 a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

TH:Re9.1.8 b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

TH:Cn11.1.8 a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

TH:Cn11.2.8 b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit 1: Theater 101

Dance Grades 7 and 8

14 Class Meetings

Created May 2021, Updated May 2022

Unit Content Overview

1. Fairy Tale Tableau.

- Act the beginning, middle, and end of a story through frozen pictures.
- **Key Terms and Vocabulary:**
 - Warm-up
 - Cue
 - Stage Directions
 - Tableau
 - Sequence
 - Plot
 - Collaborate
 - Ensembleactor's toolbox: voice, body, imagination

2. Layer theatrical elements to the tableau to help tell the story.

- **Key Terms and Vocabulary:**
 - Script
 - Pantomime
 - Rehearsal
 - Ensemble
 - Thought Tracking
 - Improvisation
 - Costumes
 - Lighting
 - Sound Effects
 - Setting
 - Body
 - Energy
 - Space
 - Time
 - Levels
 - Playwriting
 - Storytelling

3. Perform the fairy tale for another class.

- **Key Terms and Vocabulary:**
- 4 A's of Audience Engagement: attend, allow, appreciate, applaud

Unit 1: Theater 101

Dance Grades 7 and 8

14 Class Meetings

Created May 2021, Updated May 2022

Interdisciplinary Connection:

Music: Rhythm, music styles, tempo

Math (Geometry): Lines, shapes, angles in physicality

ELA: character, setting, plot sequence, storytelling

Art: Visual pictures and costumes for storytelling

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Apply theater vocabulary and stage directions to their actions.
 - *Gallery Walk looking at pictures of theater. Write observations down in theater notebook.*
- Investigate how theater tells a story.
 - *Write in your theater journal what part of the theater are you most looking forward to learning more about?*
- Connect storytelling and plot sequence to tableau.
 - *Review the beginning, middle and end of your fairytale.*
- Apply pantomime to storytelling.
 - *Practice your tableau with your group.*
- Devise lines for their characters through improvisation and thought tracking.
 - *Write 3 interesting things about their character in your theater journal.*
- Synthesize dialogue and storytelling to write the script. **
- Synthesize costume pieces to create a costume for their character.
 - *Create a color palette for your character/ scene in your theater journal.*
- Design lighting choices for the setting of their scene.
 - *Finish this sentence starter: How can lighting convey the meaning of a scene?*
- Connect music and sound effects to the theme, characters and setting of their scene.
 - *Listen to this song and write down descriptive words to convey how it makes you feel.*
- Rehearse and revise your fairytale scenes with all the theatrical elements using the performance checklist.*
 - *Put your copy of the performance checklist in your theater journal.*
- Perform the full fairy tale with all the theatrical elements. Complete a self-reflection and share out about the process with positive feedback using accountable talk.
 - *Write in your theater journal using the sentence starter, I had a growth mindset in theater class during this unit because I...*

Unit 1: Theater 101

Dance Grades 7 and 8

14 Class Meetings

Created May 2021, Updated May 2022

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on theater skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Word walls with visuals of theater vocabulary
- Small group instruction
- Virtual tools: Online example of scenes
- Conferencing
- Theater Journals
 - Performance Checklist Scoring Guide

EL Differentiated Instruction

- Word walls with visuals of theater vocabulary.
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment

Unit 1: Theater 101

Dance Grades 7 and 8

14 Class Meetings

Created May 2021, Updated May 2022

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Theater Journal Entries
- Accountable Talk Discussions
- Plot Sequence Worksheet (EU 1)
- Stage Direction Quiz
- Lighting and Costume Color Palettes (EU 1)
- Group work Dialogue Script (EU 1 and EU 2)
- Warm-up participation (EU 1)
- Music cue and sound effect activity (EU 1)
- Successful completion of employing each theatrical element
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Theater Vocabulary Quiz (EU 1)
- Assembling the scenes by adding theatrical elements each class (EU 1 and EU 2)
- Warm-up Participation (EU 1)
- Group work final script (EU 1 and EU 2))
- Performance Task- "Once Upon a Theater!" (EU 1 and EU 2)

Unit Task

Unit Task Name: Performance Task- "Once Upon a Theater!"

Description: Students perform a fairytale as a class. The retelling of this well-known story will be devised by their group. It will contain many theatrical elements: character, setting, plot, dialogue, pantomime, basic costumes, basic lighting, recorded music and sound effects. The completion of this project will require writing a script with the technical cues and stage directions written in properly. The scenes will be performed for each other and students will engage in giving constructive feedback using accountable talk. They will reflect on what it feels like to perform for peers as well as what it feels like to work as an ensemble to create a short piece of theater. (EU 1 and EU 2))

Evaluation: Summative Assessment and Responsibility Rubric.

Unit 1: Theater 101

Dance Grades 7 and 8

14 Class Meetings

Created May 2021, Updated May 2022

Unit Resources

- Video Resources of Online scenes
- Theater Images to post for gallery walk
- Laptops
- Visual vocabulary cards
- Smart Board
- Google Slides/ Power Point Presentations
- Music
- Speakers
- Paper
- Pencils/ Pens
- Crayons or colored pencils
- Fabric swatches
- Theater Journals
- Cards with Fairytale summaries
- Costume Box with various costume pieces
- Lighting ideas (small white lights, LED candles, Flashlights, Gels)
- Sticky notes
- Mirror Markers
- Chart Paper
- Tape