



Grade 6 Theatre Arts - Unit 3 - Intro to the Playoffs

Unit Focus

Ready, set, ACT! It's competition time! In this final unit, students will compete in the 10 minute PlayOff. They will rehearse and perform a teacher-directed 10 minute play for their peers. If they make the final round, they compete against other grade levels and finalists before a panel of judges. May the best performance win!

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Theatre: 6 <ul style="list-style-type: none"> Identify possible solutions to staging challenges in a drama/theatre work. (TH:Cr1.1.6.a) Identify solutions to design challenges in a drama/theatre work. (TH:Cr1.1.6.b) Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. (TH:Cr2.1.6.b) Adapt a drama/theatre work and present it informally for an audience. (TH:Pr6.1.6.a) Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work. (TH:Cr1.1.6.c) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	<i>Students will be able to independently use their learning to...</i> T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T2 Create works of art to personally engage in the artistic process and/or communicate meaning T3 Develop and refine techniques and skills through purposeful practice and application to become more fluent	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 theater performance is a collaborative process. U2 rehearsals are a process of constant revision. U3 collaboration is the exchange and evaluation of ideas between theater artists U4 performance is a culmination of planning, experimenting and revising	<i>Students will keep considering...</i> Q1 How much freedom do I have to be creative and also work within established criteria? Q2 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next? Q3 How is what I'm/we're doing in real time impact the audience? What changes might we need to make (if any) to keep or create the feeling/emotional response? Q4 How do I use what I visualize/ imagine and make it come to life?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 how to collaborate with their peers. K2 the expectations of performance. K3 the following vocabulary: articulating, improvisation.	<i>Students will be skilled at...</i> S1 projecting their voice. S2 articulating (spoken word). S3 implementing the initial steps of the rehearsal process. S4 applying technical acting skills to a performance.