

Introduction to Theater Unit Two: the scene study or “merely players”

ESTABLISHED GOALS:	Transfer	
<u>Competencies:</u>	<i>Students will be able to independently use their learning about interpreting and analyzing situations in order to work effectively in a group setting.</i>	
<ul style="list-style-type: none"> ● <i>Students will utilize the creative process in order to complete artistic work.</i> ● <i>Students will demonstrate the ability to analyze and critically evaluate dramaturgy in order to determine its impact and effectiveness on different audiences.</i> ● <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> ● <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> ● <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> 	Meaning	
<u>Content Standards:</u>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work ● Theatre Anchor Standard 2: Organize and develop artistic ideas and work. ● Theatre Anchor Standard 9: Apply criteria to evaluate artistic work. ● Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. ● Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● theatre artists rely on intuition, curiosity, and critical inquiry. ● theatre artists work to discover different ways of communicating meaning. ● theatre artists apply criteria to investigate, explore, and assess drama and theatre work. ● theatre artists allow awareness of interrelationships between self and others to influence and inform their work. ● theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 	<ul style="list-style-type: none"> ● Are theatrical productions seen by a live audience the most effective and important performing art? ● Is theatre necessary in an age of digital screens?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● that interpreting a scene or play is open to interpretation but the author generally gives enough clues is one reads carefully and with an open mind. ● that knowing a play’s historical context through research helps in the process of interpreting a scene in a play. ● that researching an author’s life can help a performer understand the context of a play: for instance, the fact that “The Glass Menagerie” is Tennessee Williams’ autobiographical de profundis will help a student understand the context and subtext of Tom Wingfield’s character and the fact that he 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● reading a scene and play in a group and individual context and understand the text, context, and subtext in the scene or play. ● conducting authorial, historical and interpretation research of the play through online resources. ● analyzing and critiquing other performers both through youtube research and watching fellow students perform in class. ● understanding how blocking a scene changes with more people on stage. ● knowing the fundamental blocking differences among a monologue, two character scene, three character scene, and multiple character

is trying to hide his homosexuality from his mother and sister.

- that practice and rehearsal are vital to creating an effective play for performance.
- that they need to collaborate fully with their scene partners to present a scene/play that is cohesive and tell the same message.
- that timing and delivery as well as coordinated pauses help the audience experience the scene/play most effectively.
- that a theatrical presentation is 80% visual—performers must address that the audience sees, and what they see must enhance the through line and the text, context and subtext of the scene/play.
- that a play is like a living thing: it has a persona and it can change over time based upon how each age interprets it.
- that historical research is vital to understanding important theatrical productions.
- that functioning group dynamics are important to acknowledge and nurture in order to have a successfully presented play.
- that in a group, there needs to be a clearly delineated leader who organized and makes final decisions.
- that practice is an important step to an effective scene study.
- that a scene's success depends on the strength of the least prepared member of the group.
- that it is helpful to research how other theatrical groups interpreted, cast and created a set for the play being studied.

Vocabulary: reinforce the vocabulary from the first unit as well as emotional through line, body language, plot structure, act and scene, stage directions, director notes, playwright notes, practice vs. rehearsal, climax, denouement, transformation.

scene.

- changing their body language to transform on stage to fit the personality type of the character they are portraying.
- directing a scene and being in charge of other student performers.
- reading theatrical scenes, one act plays and full plays and interpreting them, not only for textual, contextual and sub textual evidence, but also with the intent of performing them onstage in front of an audience.
- justifying their theatrical choices after a presentation.
- using a variety of acting strategies employing body and voice to perform establish and published theatrical works.
- speaking purposefully and emotionally to portray complex characters from world drama.
- evaluating through verbal and written critiques their own performances, the performances of others.

Content Area Literacy Standards	21st Century Skills
<ul style="list-style-type: none"> ● WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). ● RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. ● RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. ● RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 	<ul style="list-style-type: none"> ● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>solve problems</i> ● <i>think creatively</i> ● <i>work creatively with others</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>access and evaluate information</i> ● <i>use and manage information</i> ● <i>analyze media</i> ● <i>adapt to change</i> ● <i>be flexible</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i> ● <i>interact effectively with others</i>

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
Science Integration	College, Career, and Civic Life Integration	Technology Integration

<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>