EAST PENN SCHOOL DISTRICT

THEATER 1

Approved 10/19
Effective 8/20

Unit 1: Performance Elements

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

TH:Cn10.1.I.a.
Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
ity, and cultural perspectives.

TH:Cn11.1.I.a.
Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

TH:Cn11.2.I.
• a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
• b. Use basic theatre research methods to better understand the social and cultural</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to create and maintain believable and engaging performances using the basic elements of acting, improvisation, and characterization.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: The basics of acting(staging, focus/concentration, character & scene development, listening & responding truthfully, playing actions, making choices, using senses & emotions
U2: The basics of improvisation (making strong choices, creativity & spontaneity)
U3: Voice & movement for the actor (articulation & projection, vocal choices, mime, physicality & characterization)</td><td>ESSENTIAL QUESTIONS
EQ1: How do we use the basics of acting, improvisation, and voice and movement to create believable and engaging performances?
EQ3: How do conflicts increase the interest of a performance?
EQ4: Why is it important to create & maintain high stakes throughout a performance?
EQ5: How does your background or point of view influences the way your character deals with conflict?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...</td><td>Students will be skilled at...
S1: Analyzing complex events and specific individuals over the course of a text</td></tr>
</table>

background of a drama/theatre work. TH: Re7.1.I.a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices. TH:Re8.1.I. ● a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work. ● b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. ● c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. TH:Re9.1.I. ● a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. ● b. Consider the aesthetics of the production elements in a drama/theatre work. TH:Cr1.1.I. ● a. Apply basic research to construct ideas about the visual composition of a drama/theatre	K1: How to use basic acting knowledge to create believable and engaging performances K2: The function of the basics of acting in guiding the creation and preparation of a performance	S2: Using general academic language S3: Clarifying the meaning of unknown words S4: Analyzing the relationship between two or more characters S5: Citing relevant textual evidence S6: Evaluating how words and phrases shape meaning and tone S7: Writing and revising with an awareness of :style, conventions, and organization S8: Participating effectively in a range of collaborative discussions S9: Adapting speech to a variety of contexts and tasks

work. ● b. Explore the impact of technology on design choices in a drama/theatre work. ● c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work. TH:Cr2.1.I. ● a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. ● b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. TH:Cr3.1.I. ● a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. ● b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. ● c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/		

theatre work. TH:Pr4.1.I. ● a. Examine how character relationships assist in telling the story of a drama/theatre work. ● b. Shape character choices using given circumstances in a drama/theatre work. TH:Pr5.1.I. ● a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. ● b. Use researched technical elements to increase the impact of design for a drama/theatre production. TH:Pr6.1.I.a. Perform a scripted drama/theatre work for a specific audience. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.K		

Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T 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. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing		

products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		

Unit 2: Design Elements

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

TH:Cn10.1.I.a.
Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

TH:Cn11.1.I.a.
Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

TH:Cn11.2.I.

- a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
- b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

TH: Re7.1.I. a.
Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:Re8.1.I.

- a. Develop detailed supporting evidence and criteria to

Transfer

Students will be able to independently use their learning to create and maintain believable and engaging performances using the basic elements of design.

Meaning

UNDERSTANDINGS
U1: The basics of stagecraft/ scenic design
U2: The basics of lighting design
U3: The basics of sound design
U4: The basics of costume design

ESSENTIAL QUESTIONS
EQ1: How do we use the basic elements of design to create believable and engaging works of theater?
EQ2: How do design choices influence the overall quality of a production?

Acquisition

Students will know...
K1: How to use basic design knowledge to create believable and engaging performances
K2: The function of the basics of design in guiding the creation and preparation of a performance

Students will be skilled at...
S1: Analyzing complex events and specific individuals over the course of a text
S2: Using text/script analysis and research to inform design choices
S3: Using general academic language
S4: Clarifying the meaning of unknown words
S5: Citing relevant textual evidence
S6: Evaluating how words and phrases shape meaning and tone
S7: Writing and revising with an awareness of :style, conventions, and organization
S8: Participating effectively in a range of collaborative discussions
S9: Adapting speech to a variety of contexts and tasks

reinforce artistic choices, when participating in or observing a drama/theatre work. ● b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. ● c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. TH:Re9.1.I. ● a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. ● b. Consider the aesthetics of the production elements in a drama/theatre work. TH:Cr1.1.I. ● a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. ● b. Explore the impact of technology on design choices in a drama/theatre work. ● c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work. TH:Cr2.1.I.		

● a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. ● b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. TH:Cr3.1.I. ● a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. ● b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. ● c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work. TH:Pr4.1.I. ● a. Examine how character relationships assist in telling the story of a drama/theatre work. ● b. Shape character choices using given circumstances in a drama/theatre work.		

TH:Pr5.1.I. ● a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. ● b. Use researched technical elements to increase the impact of design for a drama/theatre production. TH:Pr6.1.I.a. Perform a scripted drama/theatre work for a specific audience. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual		

evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.		

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T 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. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,		

purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		

Unit 3: Theater History & Development

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

TH:Cn10.1.I.a.
Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

TH:Cn11.1.I.a.
Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

TH:Cn11.2.I.

- a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
- b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

TH: Re7.1.I.a.
Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:Re8.1.I.

- a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a

Transfer

Students will be able to independently use their learning to use their knowledge of theater history and development to aid in performance, design, and critical evaluation.

Meaning

UNDERSTANDINGS
U1: How cultural perspectives impacted the development of the theater throughout history
U2: The basic timeline of theater history
U3: The development of the Shakespearean theatre
U4: The basic elements of theater
U5: The basic genres of theater

ESSENTIAL QUESTIONS
EQ1: How does theater reflect the culture of its time?
EQ2: How do we use our knowledge of theater history to inform our design choices?
EQ3: How can our knowledge of theater elements and genres influence the overall quality of a production?

Acquisition

Students will know...
K1: How to create believable and engaging performances that are informed by their understanding of the elements of theater
K2: The function of the creative process in guiding the creation and preparation of a performance
K3: How to make informed, cohesive and aesthetically pleasing creative choices

Students will be skilled at...
S1: Analyzing complex events and specific individuals over the course of a text
S2: Using text/script analysis and research to inform design choices
S3: Using general academic language
S4: Clarifying the meaning of unknown words
S5: Citing relevant textual evidence
S6: Evaluating how words and phrases shape meaning and tone
S7: Writing and revising with an awareness of :style, conventions, and organization
S8: Participating effectively in a range of collaborative discussions
S9: Adapting speech to a variety of contexts and tasks

drama/theatre work. ● b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. ● c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. TH:Re9.1.I. ● a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. ● b. Consider the aesthetics of the production elements in a drama/theatre work. TH:Cr1.1.I. ● a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. ● b. Explore the impact of technology on design choices in a drama/theatre work. ● c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work. TH:Cr2.1.I. ● a. Explore the function of history and culture in the		

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