

Course: Creative Drama Unit #/ Unit Name: Unit 1/Elements of Performance Art	Year of Implementation: 2019-2020
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: 21st Century Themes (www.21stcenturyskills.org) <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy 21st Century Skills Learning and Innovation Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration Information, Media and Technology Skills: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy Life and Career Skills: <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility	
Unit Standards: <p style="text-align: center;">2014 National Coalition for Core Arts Standard(s), Strand(s)/CPI # (http://www.nationalartsstandards.org/)</p> <ul style="list-style-type: none"> ● TH: CR 1-1-II: Use personal experiences and knowledge to develop a character that is believable and authentic in a drama / theater work. 	

- TH: CR 2-I: Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama / theater work.
- TH: CR 3-1-II: Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
- TH: PR 4.1.II: Discover how unique choices shape believable and sustainable drama/ theatre work.
- TH: RE 7.1.II: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

2017 New Jersey Student Learning Standards (NJSLS)

[\(http://www.nj.gov/education/cccs/2016/ela/\)](http://www.nj.gov/education/cccs/2016/ela/)

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Transfer Goal(s): Students will be able to independently use their learning to...

Students will be able to independently use their learning to identify, analyze, and evaluate the elements of Performance Arts in a variety of forums.

Enduring Understandings

Students will understand that. . .

EU 1: Performance art is a compilation of several elements.

EU 2: Characters' motivations and relationships assist in telling the story of a work.

EU 3: Performance techniques affect audience perception.

Essential Questions

EU 1

- How are the elements of performance art utilized?
- How do the basic elements of plot build a story?

EU 2

- How do actors express character motivations and relationships?
- How do characters' motivations and relationships develop the plot?

EU 3

- How can factors influence artistic

	<p>expression?</p> <ul style="list-style-type: none"> • How does music enhance mood? • How can costuming help establish character? • How does changing the spectacle enhance the audience's experience?
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<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1:</i></p> <ul style="list-style-type: none"> • The elements of performance arts (including, but not limited to: set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development). <p><i>EU 2:</i></p> <ul style="list-style-type: none"> • The elements of characters' motivations. • The dynamics of characters' relationships. <p><i>EU 3:</i></p> <ul style="list-style-type: none"> • The effects of set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development on audience perception. 	<p><u>Skills</u> Students will be able to . .</p> <p><i>EU 1:</i></p> <ul style="list-style-type: none"> • Evaluate set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development. • Identify the basic elements of plot. • Identify the parts of a stage and stage directions. <p><i>EU2:</i></p> <ul style="list-style-type: none"> • Identify and analyze what motivates people's actions and reactions and their impact on story development. • Identify and analyze the levels and depths of relationships and their impact on story development. <p><i>EU 3:</i></p> <ul style="list-style-type: none"> • Analyze and evaluate the effects of set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development on audience perception in filmed or live performances.
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Stage Two - Assessment

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Other Evidence:

- Find a song where the lyrics, the style, and/or the sound portrays characters' motivations and/or relationships, and then create an original music video to accompany the song and express the motivation and/or relationship.
- Design and create a puppet and its performance piece to develop character, story, and elements of performance arts. Then, perform the piece for the class.
- Self-Assess a completed Performance Task for elements of Performance Art. Then, reflect on your findings in no more than a one page typed document.

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Identify a variety of theatre terms (A; EU 1).
- Identify and evaluate costumes throughout various time periods (A; EU 1).
- Review the parts of a stage (A; EU 1).
- Review the elements of plot: introduction, rising action (conflict), climax, falling action, resolution (A; EU 1).
- **View and analyze *The Wizard of Oz* for set design, costume design, musical accompaniment, lighting design, prop selection, and/or character development (M; EU 1).**
- Perform a skit focused on the utilization of three random props (M; EU 1).
- Write a self-analysis in order to connect to characters in works viewed, read, or discussed in class (M; EU 2).
- **View *The Odd Couple* movie for characters' motivations and relationships (M; EU 2).**
- **Explain and analyze how music enhances mood (M; EU 3).**
- **View and evaluate the use of music in the opening scene of *Up* (M; EU 3).**
- Compare/contrast different versions of the same scene based on the elements of Performance Art (M; EU 3).
- Analyze how an audience's perspectives influence the theater experience (M; EU 3).
- **Engage in a variety of theatre games to help develop the elements of Performance Art (M; EU 1-3).**
- Attend a live performance and evaluate for the elements of Performance Art (M; EU 1-3).
- Create and justify a soundtrack for a presentation or performance (T; EU 3).
- Discuss a variety of real world situations where Performance Art elements are used (T; EU 1).
- Research pop culture figures who mirror characters in a given play/scene (T; EU 3).
- Discuss how Performance Art mimics life (T; EU 1-3).

