

LESSON 1: STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT THAT VOCAB (Lesson one; one day)

Established Goals:

Students will learn the meaning behind various obscure theatrical terms.
Students will conduct structured independent research to define various theater terminology.

Understandings: *Students will understand that...*

- Students will understand that there are multiple parts that make up a theater

Essential Questions:

- What are the parts of a theater?
- What purpose does each part serve?
- How are these parts related to one another?

Students will know that:

- Various parts of the theater are connected
- Different parts of the theater are home to different groups of theater artists/employees

Students will be able to:

- Conduct independent research in small groups
- Define parts of a theater
- Work collaboratively towards an end goal

Social Emotional Learning Skills:

- Social Awareness:
 - Respect for others
- Relationship skills:
 - Teamwork
 - Communication
- Self-management
 - Organizational skills

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

- Research
- Create definitions

Other Evidence:

- Discuss and reflect
- Interpret meaning

Key Criteria:**TH:Cr2.1.6**

- a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices.

STAGE 3 – LEARNING PLAN**Warmup:**

- Students will make guesses on the meaning being the phrase “break a leg”
- We will discuss explanations behind the use of this phrase
- Students will be prompted to name various parts of a theater from their own experiences and prior knowledge and to discuss with a partner

Body:

- Students will be divided into groups for small group research
- Students will be given a worksheet with a scrambled list of theater terms and their definitions/functions
- In small groups, students will be instructed to conduct a “scavenger hunt” on their Chromebooks using selected websites (theatre crafts.com) in order to match the term with the correct definition
- Students will document the matching on their worksheets and will turn them in for assessment. Sheets will be returned to them next class for their reference.
- Students will be informally assessed on the completion of their worksheets

LESSON 2: STAGE 1 – DESIRED RESULTS**Unit Title: IT’S ALL ABOUT THAT VOCAB (Lesson Two; one day)****Established Goals:**

Students will create a map of a theater on large chart paper as a class.

Students will use their knowledge from the scavenger hunt to create a visual representation.

Students will participate in a collaborative class project.

Understandings: *Students will understand that...*

- Parts of the theater are connected
 - Each part of a theater functions independently and interdependently
 - Each part of the theater is used by a specific group of people who work in the theater

Essential Questions:

- Where is each part of the theater located?

Students will know that:

- Each part of the theater serves a specific purpose
- Each part of the theater is important in relation to the other parts

Students will be able to:

- Locate parts of the theater
- Create a map of a theater as a class
- Participate in a full class discussion

Social Emotional Learning Skills:

- Self Management
 - Impulse control
- Relationship skills
 - Social engagement

STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks: <ul style="list-style-type: none"> • Draw a map • Apply knowledge from previous lesson • Speak in turn 	Other Evidence: <ul style="list-style-type: none"> • Interpret definitions • Reflect on research
Key Criteria: 6th TH:Cr2.1.6 a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices.	

STAGE 3 – LEARNING PLAN
<p>Warmup: Students will review worksheets from theater term scavenger hunt with a partner.</p> <p>Body:</p> <ul style="list-style-type: none"> • Students will create a map of a theater on large chart paper as a whole class • Students will be prompted to name a theater term and define its purpose/location • Students will be called on to come up to the chart paper and draw a part of the theater on the map • This will continue until all terms from the worksheet are represented on the map • The map will be color coded to represent who uses the space: cast, crew, or theater staff

LESSON 3: STAGE 1 – DESIRED RESULTS

Unit Title: IT'S ALL ABOUT THAT VOCAB (Lesson Three, one day)

Established Goals:

Students will be able to define personification and create examples of it.
Students will be able to practice class discussion skills.
Students will be able to work cooperatively in a large group.
Provide opportunity for interdisciplinary learning with ELA terms.
Students will be able to build a character.

Understandings: *Students will understand that...*

- Personification is the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.
 - Personification can apply to locations

Essential Questions:

- What is personification?
- How can we apply personification to locations?
- How can we use what we have learned in ELA class, in drama class?

Students will know that:

- Personification can bring inanimate objects and locations to life
- Parts of the theater can be personified
- Learning is connected

Students will be able to:

- Apply knowledge from ELA into drama
- Attribute characteristics to parts of the theater
- Recognize connections
- Create a project collaboratively as a large group

Social Emotional Learning Skills:

- Self Management
 - Impulse control
- Relationship skills
 - Social engagement
- Social Awareness
 - Perspective-taking

STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks: <ul style="list-style-type: none"> • Create a personified profile • List characteristics • Develop a visual representation of ideas • Apply knowledge from other subjects • Engage in a class discussion 	Other Evidence: <ul style="list-style-type: none"> • Analyze • Reflect • Interpret
Key Criteria: 6th TH:Cn11.1.6 a. Identify universal themes or common social issues and express them through a drama or theater work. 6th TH:Cr3.1.6: b. Identify effective physical and vocal traits of characters.	

STAGE 3 – LEARNING PLAN
<p>Warmup:</p> <ul style="list-style-type: none"> • Students will review the map of the theater • Students will review knowledge of personification from ELA class • Students will define personification <p>Body:</p> <ul style="list-style-type: none"> • As a class, we will vote on a part of the theater to make a “social media profile” for • We will then list character traits on the board of traits we think this theater term exemplifies • A large version of a social media profile structure will be on the board • Categories will include: Name, bio, 3 photos, mutual friends, clothing/accessories • As a class, we will fill in this sample profile for the chosen term • Students will be called on to make suggestions for the profile • The sample will be on display for when they repeat the exercise in small groups

LESSON 4: STAGE 1 – DESIRED RESULTS

Unit Title: IT'S ALL ABOUT THAT VOCAB (Lesson four, two days)

Established Goals:

Students will apply their knowledge of personification to their knowledge of theatre terminology.
Students will work cooperatively in small groups.
Students will create artistic works on paper with art supplies.
Students will create their own characters through the personified version of their theater term.
Students will reflect on the terms from their own personal point of view.

Understandings: *Students will understand that...*

- Personification is the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.
 - Personification can apply to locations

Essential Questions:

- What is personification?
- How can we apply personification to locations?
- How can we use what we have learned in ELA class, in drama class?

Students will know that:

- Personification can bring inanimate objects and locations to life
- Parts of the theater can be personified
- Learning is connected

Students will be able to:

- Apply knowledge from ELA into drama
- Attribute characteristics to parts of the theater
- Recognize connections
- Create a project collaboratively as a large group

Social Emotional Learning Skills:

- Social Awareness
 - Respect for others
- Relationship skills
 - Teamwork
- Responsible decision-making
 - Reflecting

STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks: <ul style="list-style-type: none"> • Create a personified profile • List characteristics • Develop a visual representation of ideas • Apply knowledge from other subjects • Engage in a class discussion 	Other Evidence: <ul style="list-style-type: none"> • Analyze • Reflect • Interpret
Key Criteria: 6th TH:Cn11.1.6 a. Identify universal themes or common social issues and express them through a drama or theater work. 6th TH:Cr3.1.6 b. Identify effective physical and vocal traits of characters.	

STAGE 3 – LEARNING PLAN
<p>Warmup: We will review the sample profile created as a class</p> <p>Body:</p> <ul style="list-style-type: none"> • Students will be split into small groups (groups of 4 students) • Each group will pick the name of a theater term out of a hat • They will then repeat the “design a profile” exercise in their small groups, with their randomly selected term • This will be done on chart paper, with one piece provided per group • The profiles should mimic a popular social media platform, such as Instagram or Facebook • The chart papers will be collected and graded for meeting the criteria in the rubric (formal assessment) • At the end of the lesson, we will reflect as a class on the connections between ELA and drama • Students will be asked the question: “What is your favorite part of the theater?” • In a circle, students will toss a ball and say their answers to reinforce knowledge of the terms

LESSON 5: STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT THAT VOCAB (Lesson five; one day)

Established Goals:

Students will take a tour of our school’s theater and backstage facility in order to apply their knowledge in a real life setting.

Understandings: *Students will understand that...*

- Students will understand that their knowledge of theater structures can be applied in real life settings when working in a theater

Essential Questions:

- What are the parts of a theater?
- What purpose does each part serve?
- Where is each part located?
- How are these parts related to one another?

Students will know that:

- Our very own theater has many of the structures we have studied

Students will be able to:

- Locate each theater structure
- See a real-life representation of their research
- Have a hands-on experience

Social Emotional Learning Skills:

- Responsible decision-making
 - Analyzing situations
- Relationship skills:
 - Social engagement
- Self-management
 - Self-discipline

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

- Presenting work
- Following directions

Other Evidence:

- Discuss and reflect
- Apply knowledge

Key Criteria:

6th TH:Re9.1.6

b. Consider technical elements used to assess aesthetic choices.

STAGE 3 – LEARNING PLAN

- Students will take a tour of our school's theater
- Students will be lead to each structure where they will be prompted to name and describe the function of each
- Students will have the opportunity to present their social media profiles when we arrive at each of their chosen structures

Theater Terms:

1. Apron / The section of the stage floor which projects towards or into the auditorium. In proscenium theatres, the part of the stage in front of the house tabs, or in front of the proscenium arch, above the orchestra pit.
2. Control Booth / Room at the rear of the auditorium where lighting and sometimes sound is operated from
3. Deck / The stage Floor
4. Fly Loft / the upper part of the stage house where scenery, drapery, and equipment can be suspended out of the view of the audience
5. Fly Rail / a railing at which stage rigging, usually counterweight rigging, is operated
6. House / the seating area or audience chamber of a performance space; auditorium
7. Catwalk / An access walkway to equipment
8. Front of House / Every part of the theatre in front of the proscenium arch. Includes foyer areas open to the general public
9. Orchestra pit / a depressed floor area immediately downstage of) the apron, where the orchestra plays during performances
10. Proscenium Arch / The opening in the wall which stands between stage and auditorium in some theatres; the picture frame through which the audience sees the play.
11. The Fourth Wall / Another name for Proscenium Arch
12. Wings / the sides of the stage offstage left and offstage right used for scenery, performer preparation and circulation, and the operation of theatre equipment
13. Backstage / The part of the stage and theatre which is out of the sight of the audience. The service areas of the theatre, behind, beside or underneath the stage
14. Cyclorama / curved plain cloth or plastered wall filling the rear of the stage or TV studio. Often used as a sky backing to a traditional set. Lights are sometimes projected onto it to change the color
15. Dressing Rooms / Rooms containing clothes rails and mirrors (often surrounded with lights) in which actors change into their costumes and apply make-up
16. Grand Curtain / The main house tabs in a venue. Normally a variation of blue or red in colour, although a more neutral grey is often better for scenes played in front of it, or for taking colours and gobos as tab warmers.
17. Grid / The support structure close to the top of the fly tower on which the pulleys of the flying system are supported
18. Scene Shop / Section of the theatre where scenery is constructed
19. Box Office / Part of the theatre front of house area where audience members can buy tickets
20. Green Room / Room close to the stage (i.e. the green) for the actors to meet and relax before or after going on stage.

References:

“Theatrecrafts.com.” *Theatrecraftscom*,
www.theatrecrafts.com/pages/home/topics/stage-management/theatre-building/.

[LESSON 5]

Unit: “Theater Terms Personified: Social Media Profiles”

Using the art supplies, your group will create a “social media profile” for the theater term you have randomly chosen. Your character will be created through personification of the theater term.

YOUR SOCIAL MEDIA PROFILE MUST INCLUDE:

1. The name of your term [1 point]
2. A short biography of your term [1 point]
3. “Mutual followers” [1 point]
4. At least 3 “posts” or “photos” [2 points]
5. At least 3 pieces of clothing/accessories in your “profile picture” [2 points]

YOU WILL ALSO BE GRADED ON:

1. Your participation/teamwork within your group
2. Neatness
3. Use of colors/other supplies

Grade: /10

Group Member Name	Task Completed