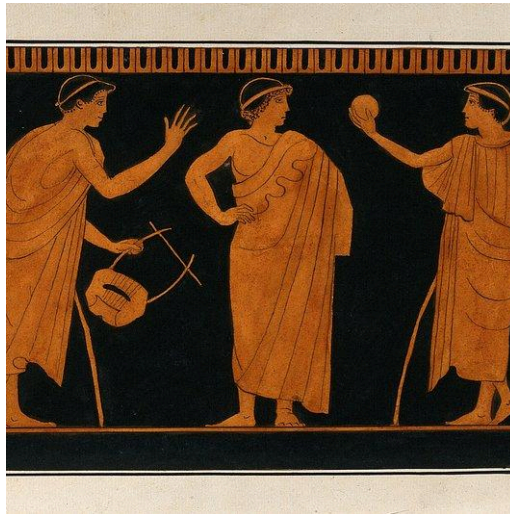


Instruction Plan:

6th Grade Theatre

Origins of Theatre

By: Wyatt King



School: BASIS Independent Manhattan Upper School

| Institutional Report | |
|-------------------------------|--|
| Type: | Upper School 6-12 BASIS Independent Private School |
| Location: | Manhattan, Chelsea 556 W 22nd St New York, NY 10011 United States |
| Annual Arts Report: | N/A |
| School Quality Report: | N/A |

Classroom: Auditorium

| Classroom Logistics | |
|---|---|
| Length & Frequency of Drama Instruction: | 45 mins everyday |
| Resources: | <ul style="list-style-type: none">• White Board Walls• Projector• Chairs |
| Restrictions: | <ul style="list-style-type: none">• Small room• No windows• No auditorium |

Students: Period 8

| Student Demographics | | |
|---------------------------------------|------------------------|---|
| Grade Level: | 6 | |
| Class Size: | 15 | |
| Other: | Creative Arts Elective | |
| Students with IEPs/504 Plans | | |
| IEPs/504 Plans | Number of Students | Supports, Accommodations, Modifications, Pertinent IEP Goals |
| Accommodation Plan | 3 | 1.5 Extended time on assessments |
| Accommodation Plan | 1 | Preferential seating Separate testing location Breaks as needed |
| Students with Specific Language Needs | | |
| Language Needs | Number of Students | Supports, Accommodations, Modifications |
| ELL | 1 | undocumented* |
| Students with Other Learning Needs | | |
| Other Learning Needs | Number of Students | Supports, Accommodations, Modifications |
| n/a | | |

Unit Summary: Students will work as a class to define theatre and then work with groups to create research posters on the origins of theatre across the globe

| Lesson | Date | Notes |
|---|---------------------|--------------------------------|
| Unit Overview | Oct 8 Wednesday | Activities |
| What do you think theatre is? | Oct 9 Thursday | Stations |
| .5 | Oct 10 Friday | Pre Test |
| What is the purpose of theatre? | Oct 14 Tuesday | Presentation & Revisit Station |
| What are the elements of theatre? | Oct 15 Wednesday | Presentation & Revisit Station |
| What is the difference between drama and theatre? | Oct 16 Thursday | Presentation & Revisit Station |
| What is theatre | Oct 17 Friday | Presentation & Revisit Station |
| Overview Poster & Continents | Oct 21 Tuesday | |
| 5th Grade Visit | Oct 22 Wednesday | Games |
| Poetic Element | Oct 23 Thursday | |
| Origin Story | Oct 25 Friday | |
| Work Time | Oct 27 | |

| | | |
|---------------|---------------------|-------------|
| | Monday | |
| Presentations | Oct 28 Tuesday | |
| Test | Oct 29 Wednesday | Pre-Test x2 |
| Reflection | Oct 30 Thursday | |
| .5 | Oct 31 Friday | Field Trip |

Origin Story Poster Project

| Topic | Group |
|---|------------------------------|
| South America Theme (Religious Rituals) | Robert Ella Jin |
| North America Language (Oral history) | Darwin Isabella Mariia |
| Asia Plot (Sanskrit Drama) | Lucas Sasha Hugo |
| Africa Music (Communal Music) | Samuel Gobi Ethan |
| Oceania Spectical (Storytelling in Dance) | Mitchell Amanda Emilia |
| Europe Character (Greek Chorus) | Wyatt Mrs. M |

Diagnostic Assessments

| Objectives | Assessments |
|--|--|
| SWBAT identify the origins and historical uses of theater as popular entertainment and ritual within Western and non-Western cultures | Performance Task: Students will engage with a variety of station activities |
| Standard: <i>NYC Blueprint for Theatre Literacy, Theatre History, 8th Grade Benchmark</i> | Criteria: Students will be successful if they engage with the station as directed |
| Students develop an appreciation of the role of theater in various cultures by exploring eras and personages in theater history and, in particular, New York City theater. | Documentation: Photos of students' work at each station |
| SWBAT describe the conventions of performance | Performance Task: Students will take a pre-test on the conventions of theatre |
| Standard: <i>NYC Blueprint for Theatre Literacy, Responding, 8th Grade Benchmark</i> | Criteria: Students will be successful if they answer the questions correctly |
| Students use vocabulary that is authentic and integral to theater. | Documentation: Students' Tests |
| SW have fun! | Performance Task: make students' day better |
| Standard: the guide to a well-lived life | Criteria: improvement in students' mood |
| | Documentation: smiles and laughter |

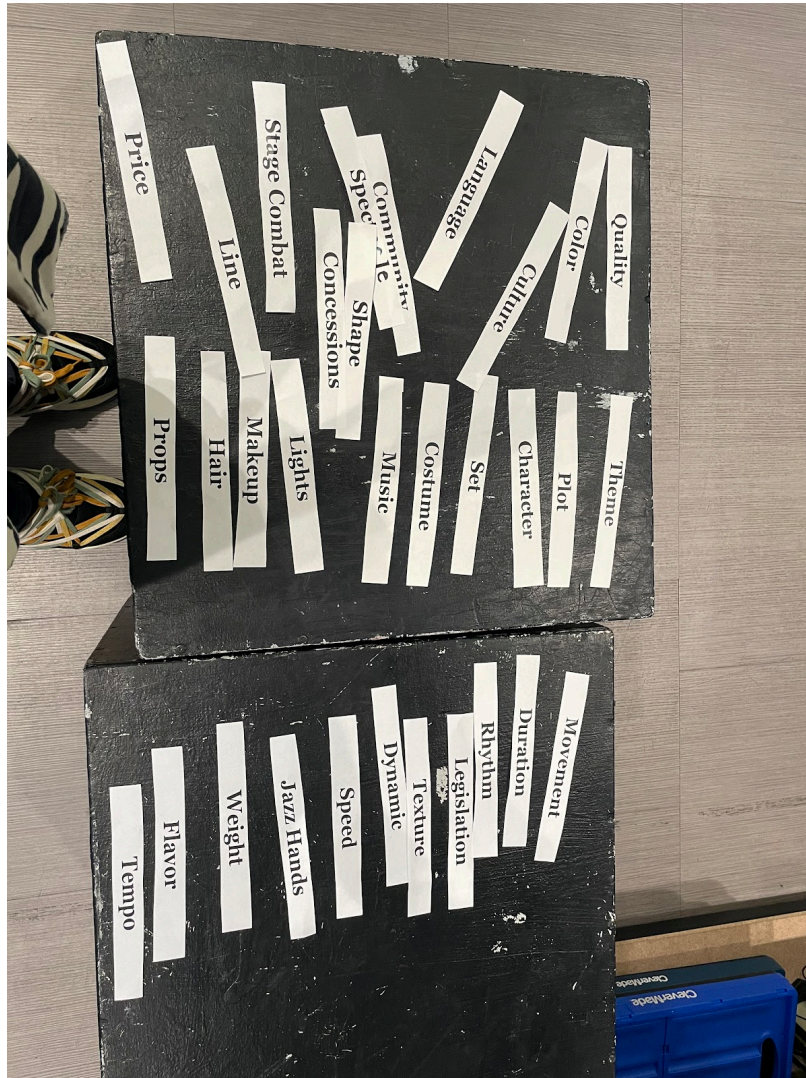
Differentiation:

- IEP
 - Extra time at the stations
 - Extra time on test
- Language Needs
 - Translations of station instructions

- Translations of the test
- Other Learning Needs
 - Station activities are placed at accessible heights
 - Dictation for test

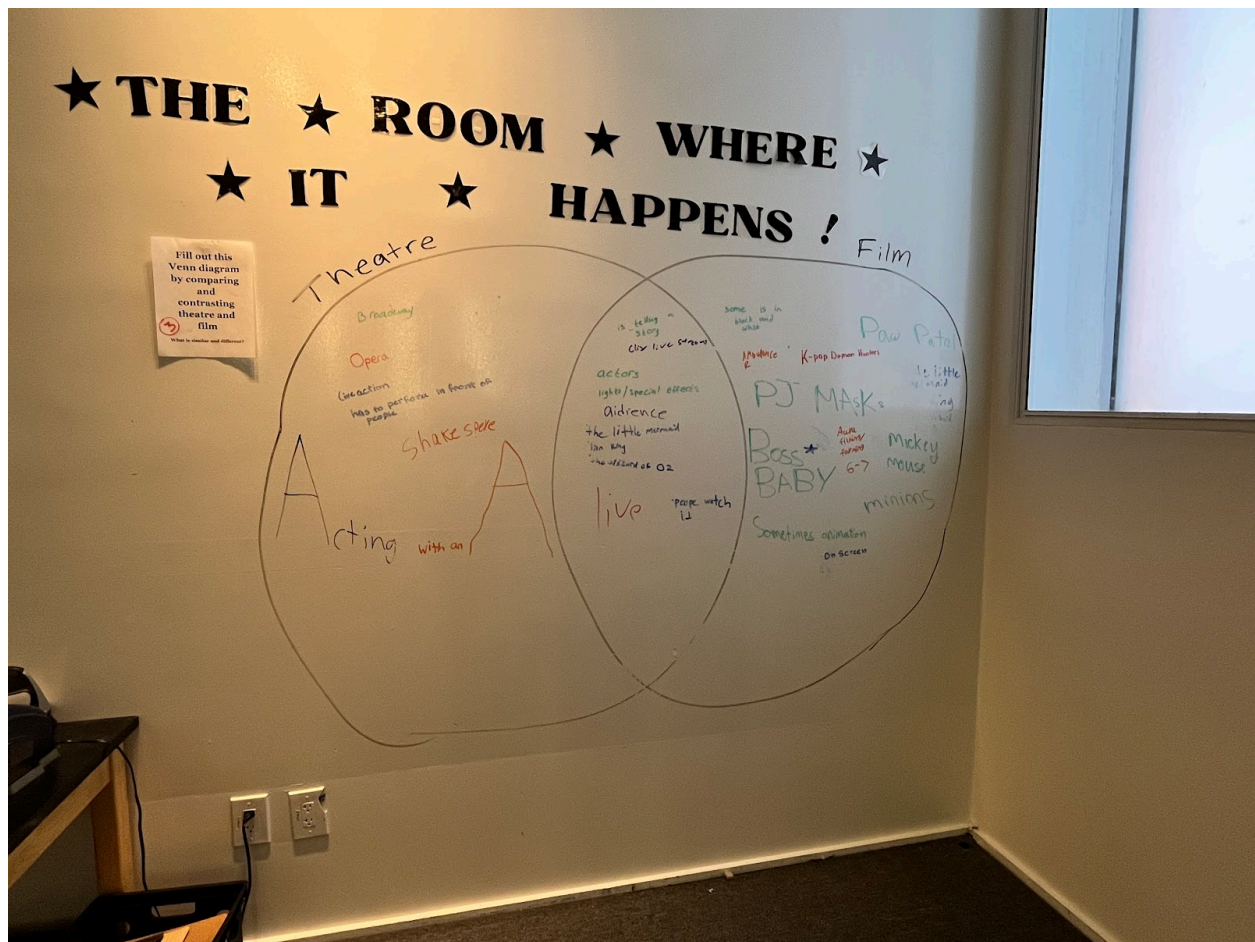
Organize these terms into the building blocks of theatre

What are the base elements that make up theatre?



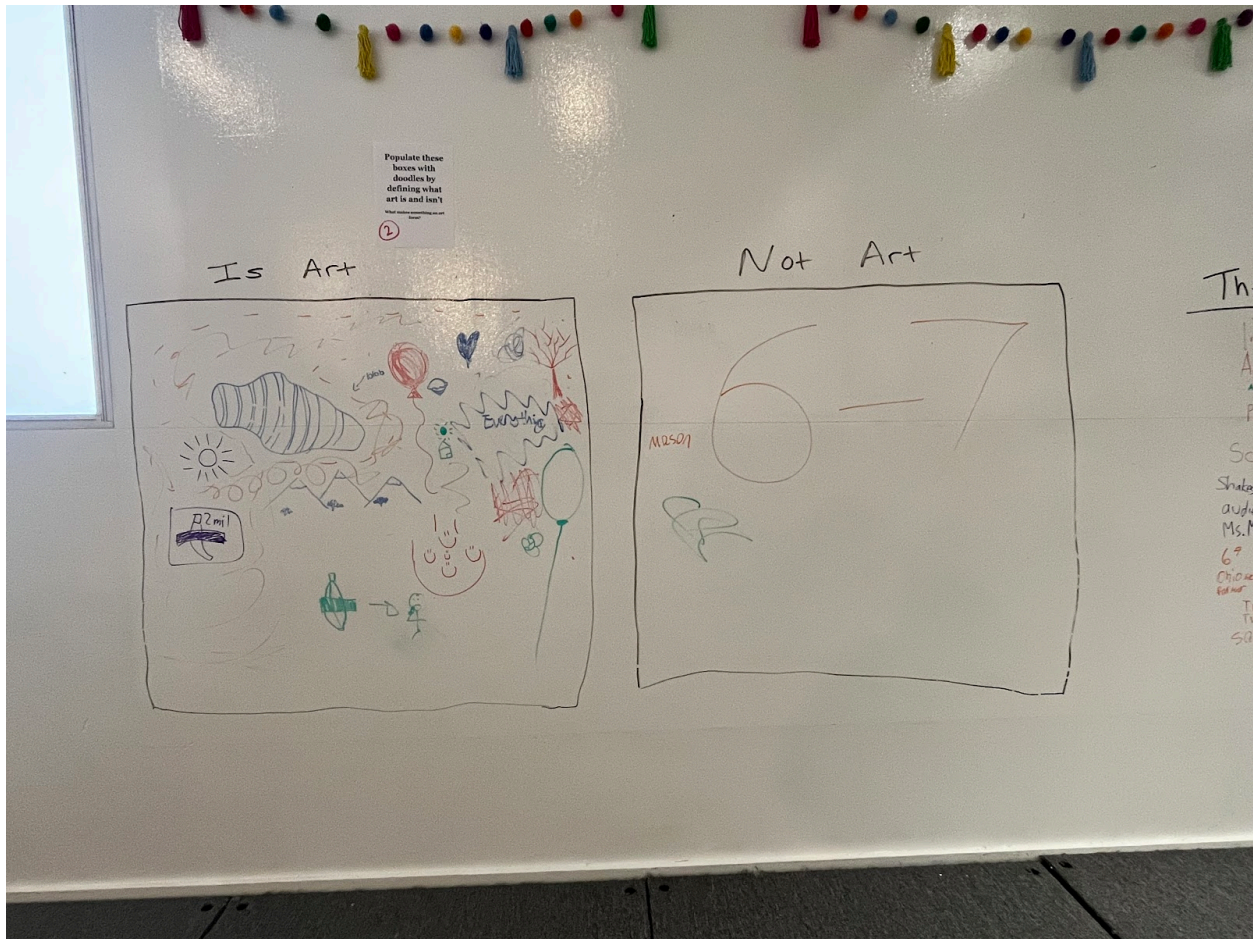
Fill out this Venn diagram by comparing and contrasting theatre and film

What is similar and different?




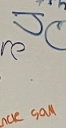
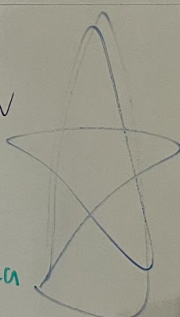
Populate these boxes with doodles by defining what art is and isn't

What makes something an art form?



Fill out this T Chart by comparing and contrasting theatre, religion, and politics

What makes each one special?

| Theatre | Religion | Politics |
|---|---|--|
| <p> <i>Politics</i> <i>Actors</i> <i>A story</i> <i>Props</i> <i>Scripts</i> <i>Shakespeare</i> <i>audience</i> <i>Ms.M</i> <i>67</i> <i>Ohio</i> <i>skits</i> <i>former</i> <i>rizzler</i> <i>Aura</i> <i>Italian</i> <i>chocolate</i> <i>Tung Tung</i> <i>Tung Tung</i> <i>purple</i> <i>Scholar</i> </p>   | <p> <i>devi Gods</i> <i>Gods</i> <i>mythology</i> <i>Bible</i> <i>W/M/M/M/M</i> <i>pink</i> </p> | <p> <i>person</i> <i>COUNTRY</i> <i>President</i> <i>Congress</i> <i>legislative</i> <i>Judicial</i> <i>Contracts</i> <i>aw</i> <i>White house</i> <i>Captain America</i> <i>Undito Samito</i> </p>  |

Answer the following questions to argue why theatre is a science

How could theatre be used to learn about things?

Not Pictured

On the wall at this station were 3 anchor charts, each one with a different question.

- If theatre is a science what would it be the study of?
 - Examples of student answers:
 - Acting
 - Singing and Dancing
 - Stories
- If theatre is a science what data would it collect?
 - Examples of student answers:
 - Audience Laughter
 - Ratings
 - Tickets
- If theatre is a science what would that information be used for?
 - Examples of student answers:
 - Best Acting Techniques
 - Most Funny
 - Best Play

Origins of Theatre Pre-Test

Name: _____

1. Fill in the blank

Aristotle said the objectives of theatre are to _____ and to _____.

2. Circle the correct answers

The Poetics suggests the elements of theatre include what?

| | |
|-----------|-----------|
| Plot | Music |
| Character | Shape |
| Color | Spectacle |
| Theme | Language |

3. Define the following terms

Mimesis: _____

Suspension of disbelief: _____

4. Using at least 3 complete sentences, answer the following question

What is theatre?

[illegible]

Formative Assessments

| Objectives | Assessments |
|--|---|
| SWBAT identify the origins and historical uses of theater as popular entertainment and ritual within Western and non-Western cultures | Performance Task: Students will contribute to class discussion around their groups' handouts |
| Standard: <i>NYC Blueprint for Theatre Literacy, Theatre History, 8th Grade Benchmark</i> | Criteria: Students will be successful if they are able to summarize the content in their handout |
| Students develop an appreciation of the role of theater in various cultures by exploring eras and personages in theater history and, in particular, New York City theater. | Documentation: Checklist |
| SWBAT describe the conventions of performance | Performance Task: Students will contribute to class discussions around the content covered in the test |
| Standard: <i>NYC Blueprint for Theatre Literacy, Responding, 8th Grade Benchmark</i> | Criteria: Students will be successful if they are able to articulate the information asked for in the test |
| Students use vocabulary that is authentic and integral to theater. | Documentation: Brief notes |
| SW have fun! | Performance Task: make students' day better |
| Standard: the guide to a well-lived life | Criteria: improvement in students' mood |
| | Documentation: smiles and laughter |

Differentiation:

- IEP
 - Provide students with discussion topics ahead of time
 - Provide students with written modes to contribute
- Language Needs

- Use a voice-to-voice translator for class discussion
- Provide translations of discussion topics
- Other Learning Needs
 - Take notes of the group discussion that can be seen live
 - Summarize points made during the discussion

Origins of Theatre - Class Discussion Tracker

Date:

| Name | | Notes |
|------|--|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

2 = Exceeds 1 = Meets 0 = Does Not Meet

Summative Assessments

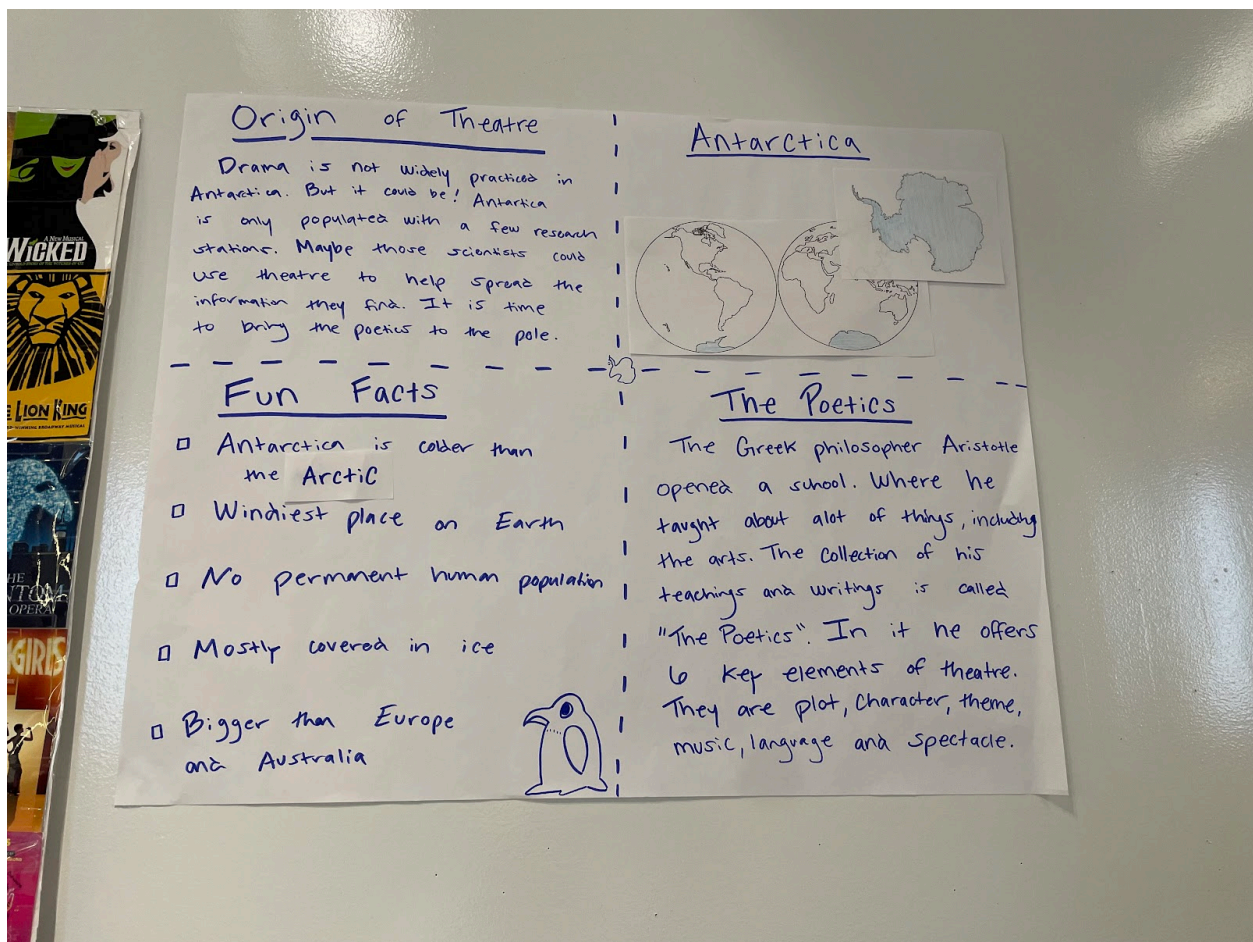
| Objectives | Assessments |
|--|---|
| SWBAT identify the origins and historical uses of theater as popular entertainment and ritual within Western and non-Western cultures | Performance Task: Students will collaborate on a research poster about the origins of theatre from across the globe, as well as complete a self-assessment |
| Standard: <i>NYC Blueprint for Theatre Literacy, Theatre History, 8th Grade Benchmark</i> Students develop an appreciation of the role of theater in various cultures by exploring eras and personages in theater history and, in particular, New York City theater. | Criteria: Students will be successful if their poster meets the criteria outlined in the rubric |
| | Documentation: Students' poster, rubric, and self-assessment |
| SWBAT describe the conventions of performance | Performance Task: Students will take a test on the conventions of theatre |
| Standard: <i>NYC Blueprint for Theatre Literacy, Responding, 8th Grade Benchmark</i> Students use vocabulary that is authentic and integral to theater. | Criteria: Students will be successful if they answer the questions correctly |
| | Documentation: Students' Tests |
| SW have fun! | Performance Task: make students' day better |
| Standard: the guide to a well-lived life | Criteria: improvement in students' mood |
| | Documentation: smiles and laughter |

Differentiation:

- IEP
 - Extra time on poster project
 - Braille test

- Language Needs
 - Translations of Self-Assessment and rubric
 - Dictation on Test
- Other Learning Needs
 - Presenting poster for a smaller audience
 - Testing in a separate location

Poster Project Example:



Origins of Theatre Rubric **Name:** _____

Score: ____/40

| | | | | | |
|------------------------------------|--|---|--|--|--|
| Poster _____/10 | Map 2: Accurately colored 1: Mostly accurately colored 0: Inaccurately colored | Fun Facts 2: 5 facts 1: Less than 5 facts 0: No facts present | Element 2: 5 complete sentences 1: Less than 5 complete sentences 0: No element present | Origin story 2: 5 complete sentences 1: Less than 5 complete sentences 0: No origin story present | Clarity 2: Always supports understanding 1: Usually supports understanding 0: Does not support understanding |
| Presentation _____/10 | Volume 2: Can always be heard 1: Can usually be heard 0: Cannot be heard | Diction 2: Can always be understood 1: Can usually be understood 0: Cannot be understood | Content 2: Addresses all 3 topics 1: Addresses fewer than 3 topics 0: Off topic | Concentration 2: Always focused 1: Usually focused 0: Not focused | Execution 2: Presents 3-5 mins 1: Presents 1-3 mins 0: Presents less than 1 min |
| Professionalism _____/10 | Audience Behavior 2: Is always attentive in the audience 1: Is usually attentive in the audience 0: Is not attentive in the audience | Work Ethic 2: Always demonstrated a strong work ethic 1: Usually demonstrated a strong work ethic 0: Never demonstrated a strong work ethic | Interpersonal 2: Always maintained a positive working relationship 1: Usually maintained a positive working relationship 0: Never maintained a positive working relationship | Grit 2: Worked through all mistakes 1: Worked through most mistakes 0: Did not work through mistakes | Punctuality 2: Completed on time 1: Scheduled to be completed late 0: Turned in late without prior notice |
| Reflection _____/10 | Claim 2: Made a relevant claim 1: Made a claim 0: Did not make a claim | Evidence 2: Provided relevant evidence 1: Provided evidence 0: Did not provide evidence | Reasoning 2: Provided relevant reasoning 1: Provided reasoning 0: Did not provide any reasoning | Plan 2: Made an actionable plan 1: Made a plan 0: Did not make a plan | Self-Assessment 2: Completed all of the Self-Assessment 1: Completed part of the Self-Assessment 0: Did not complete Self-Assessment |

Comments:

Origins of Theatre Self-Assessment

Name:

Grade yourself on the rubric. Answer the following questions using full sentences and thoughtful answers. Turn in when done, along with the completed rubric.

Claim: What is 1 thing you feel you did well on and 1 thing you feel you could improve on in this process?

Evidence: What indicates to you that these are things you did well and could improve on?

Reasoning: Support your claims with the evidence you found. Why do you feel this way?

[illegible]

Origins of Theatre Test

Name: _____

1. Fill in the blank

Aristotle said the objectives of theatre are to _____ and to _____.

2. Circle the correct answers

The Poetics suggests the elements of theatre include what?

| | |
|-----------|-----------|
| Plot | Music |
| Character | Shape |
| Color | Spectacle |
| Theme | Language |

3. Define the following terms

Mimesis: _____

Suspension of disbelief: _____

4. Using at least 3 complete sentences, answer the following question

What is theatre?

[illegible]