

Unit Planner: Ensemble Building Performance 9

Tuesday, November 13, 2018, 9:52AM

High School > 2018-2019 > Grade 9 > Arts & Music >
Performance 9 > Week 1 - Week 3

Last Updated: [Saturday, September 15, 2018](#) by Arielle Sosland

Ensemble Building

Meade, Ed; Sosland, Arielle

- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

Prior to performance, developing an ensemble is critical in building trust between a group of actors and theatre makers.

In creating an ensemble, we are developing a safe space where actors have freedom of expression and room to play.

Definition:

Ensemble: A group of items viewed as a whole rather than individually.

Essential Questions

What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

How do actors build trust and empathy to create a cohesive ensemble or team?

How do actors use ensemble work to improve performance?

[Common Core Standards and Indicators](#)

NYS: The Arts (2017): Theatre

NYS: HS Advanced

Creating

Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding 2.1: Theatre artists work to discover different ways of communicating meaning.

Essential Question: What are the challenges to making artistic choices?

TH:Cr2.1.HSIII b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theater work.

Connecting

Relate

Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Enduring Understanding 10.1: Theater artists allow awareness of relationships between self and others to influence and inform their work

Essential Question(s): What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

TH:Cn10.1.HSIII a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives.

NYC: Arts Blueprints: Theater

NYC: Grade 12

Theater Making

Acting: Students increase their ability as imaginative and analytical actors while continuing to participate as collaborative ensemble members.

Students demonstrate the ability to reflect on and think critically about their work.

Imagination and Analysis: Students will be able to:

Maintain consistent focus and concentration in improvisations, scene work and performances.

Theater Process: Students will be able to:

Contribute positively and responsibly to ensemble efforts.

Theater Processes: Students will be able to:

Demonstrate the ability to motivate and nurture ensemble efforts that promote the physical and emotional safety of the cast.

Respond to, incorporate and give directions in a respectful and intelligent manner, and engage in regular effective and responsible communication.

Demonstrate the ability to encounter challenges and crises with maturity, flexibility and creativity.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

<p>Content</p> <p>Students participate in theatre exercises that promotes ensemble building. Exercises include students working: individually, in pairs, groups, and as a whole class.</p>	<p>Skills / Strategies</p> <p>Trust exercises Group/cooperative learning Warm-up activities Problem-solving activities Engage in personal reflection</p>
<p>Key Terms / Vocabulary</p> <p>Ensemble Ensemble Building Tableau Unison Community Communication Reflection Warm-up Improvisation</p>	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p>	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p> <p>Anecdotal Tallies</p> <p>Formative: DOK 4 Extended Thinking: Oral: Discussion</p> <p>Students will be assessed on their involvement in discussions after ensemble activities in class. Are they contributing positively to the reflection process? Are they responding respectfully to the prompts about connecting the work in class to building trust and empathy among their peers?</p> <p>Ensemble Building Final Assignment.pdf Ensemble Worksheet.pdf Trust Worksheet.pdf</p>

Unit Planner: Actor's Tools & Theatre Basics

Performance 9

Tuesday, November 13, 2018, 9:54AM

High School > 2018-2019 > Grade 9 > Arts & Music >
Performance 9 > Week 4 - Week 6

Last Updated: [Saturday, September 15, 2018](#) by Arielle Sosland

Actor's Tools & Theatre Basics

Meade, Ed; Sosland, Arielle

- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

Students master performance skills such as: the actor's warm-up, voice and movement, use of space, and physical life onstage.

Active ensemble member qualities include being: reliable, mature, kind, listen, and support each other.

Essential Questions

Why is promptness and good attendance important for an actor?

How do you master voice and movement skills through warm-ups?

How can you be an active ensemble member?

Common Core Standards and Indicators

NYC: English Language Arts

NYC: High School

Speaking, Listening, and Viewing

E3 Speaking, Listening, and Viewing

Show details

E3 Speaking, Listening, and Viewing

Hide details

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3b The student participates in group meetings, in which the student:

- displays appropriate turn-taking behaviors;
- actively solicits another person's comment or opinion;
- offers own opinion forcefully without dominating;
- responds appropriately to comments and questions;
- volunteers contributions and responds when directly solicited by teacher or discussion leader;
- gives reasons in support of opinions expressed;
- clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
- divides labor so as to achieve the overall

group goal efficiently.

Show details

E3b The student participates in group meetings, in which the student:

- displays appropriate turn-taking behaviors;
- actively solicits another person's comment or opinion;
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- volunteers contributions and responds when directly solicited by teacher or discussion leader;
- gives reasons in support of opinions expressed;
- clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
- divides labor so as to achieve the overall group goal efficiently.

Hide details

Examples of activities involving group meetings include:

Develop and negotiate a classroom rubric.

Engage in classroom town meetings.

Participate in book talks with other students. 1a, 1b, 1c, 5a

Work as part of a group to solve a complex mathematical task.

Role-play to better understand a certain historical event. 1c

Participate in peer writing response groups. 4b

<p>Content</p> <ul style="list-style-type: none"> • The student can explain and demonstrate the actor's vocal and physical warm-up • Students will understand that arriving to class on time and ready to warm-up is an essential part of being an ensemble member <p>WARM-UPS.docx</p>	<p>Skills / Strategies</p> <p>Verbal reflections on activities of the period</p> <p>Theatre exercises that promotes communication and collaborative skills</p> <p>Students are given the opportunity to lead a warm-up to develop leadership skills</p>
<p>Key Terms / Vocabulary</p> <p>Ensemble building</p> <p>Tongue Twisters</p> <p>Working in unison verbally and physically</p> <p>The actor's neutral position</p>	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <p>Students are able to:</p> <ul style="list-style-type: none"> • self-reflect and share out • observe each other and give feedback in a compassionate and supportive manner 	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p> <p>FEEDBACK/OBSERVATION SKILLS</p> <p>Summative: DOK 1 Recall: Oral: Discussion</p> <p>Students reflect on themselves and others during an activity and discuss their observations. The student learns how to communicate applying the specific skill that they are learning.</p>

Resources

Materials Used

Students actively participate in various theatre exercises and present. For example, a group is asked to work together and create a tableau that reflects a theme of their choice. Example of themes: family, love, school, etc.

Focus

- Whole class
- Small group
- Group

Unit Planner: Non-Verbal Unit Performance 9

Tuesday, November 13, 2018, 10:36AM

High School > 2018-2019 > Grade 9 > Arts & Music >
Performance 9 > Week 7 - Week 10

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Non-Verbal Unit

Meade, Ed; Sosland, Arielle

- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

Students will collaborate and rehearse a group project

Students will present their theatrical project to an invited audience

Students will use tableau, movement, voice, and dance

Students will express emotions through physical and vocal choices

Essential Questions

How do you resolve conflicts within your group?

Why is it important to have a facilitator or a leader of the group?

Why is it valuable to include levels in a tableau?

Why do actor's use facial expressions?

Why must actor's make CHOICES?

What are the responsibilities of an actor?

Common Core Standards and Indicators

NYC: Arts Blueprints: Theater

NYC: Grade 12

Theater Making

Theater Making: Acting Students increase their ability as imaginative and analytical actors while continuing to participate as collaborative ensemble members. Students demonstrate the ability to reflect on and think critically about their work. Imagination and Analysis

Maintain consistent focus and concentration in improvisations, scene work and performances.

Respond imaginatively and expressively to imaginary and scripted circumstances in improvisations, scene work and performances.

Theater Process: Students will be able to:

Contribute positively and responsibly to ensemble efforts.

Demonstrate sensitivity to the emotional and physical safety of self and others

Sustain consistent focus on and commitment to group activities and goals.

Receive, respond to, elaborate on and incorporate directions.

Communicate clearly and respectfully with fellow actors, director and crew members.

Through sequential and sustained activities in various theater forms, students improve upon and gain new performance skills. Students model proficiency in an area of acting by

<p>leading workshops, demonstrations and in performance. Physical: Students will be able to: Use the body to demonstrate a command of physical energy, space, time, patterns, composition, contrast and period movement. Demonstrate a command of nonverbal communication to contribute to a performance. Create personal blocking based on intuitive impulses in response to a text or improvisation scenario.</p> <p>Vocal Demonstrate the ability to speak with clear diction. Demonstrate an ability to vocally project according to the requirements of the space.</p>	
<p>Content</p> <p>Students will fully grasp that each of them are part of an essential whole in a performance. If one of them does not memorize their lines or blocking and is not making active choices on stage, it affects the entire group.</p>	<p>Skills / Strategies</p> <ul style="list-style-type: none"> • Students will actively engage in rehearsal and present their work daily • Text Analysis - students examine and interpret text • As a result of the text analysis and choices they make as a group, students demonstrate their analysis through performance
<p>Key Terms / Vocabulary</p> <p>Blocking or staging Blocking notes Upstage Downstage Upstage or downstage: center, left, right Offstage Wings Backstage Cue Collaboration</p>	

<p>Learning Plan & Activities <i>Please include Theatre Modalities when appropriate</i> <u>Use of multiple intelligences</u> What kind of learner is the student? If they are visual they are given the opportunity to apply it in the performance.</p> <p><u>Life skills</u> Students master skills in communication during rehearsals Students collaborate during rehearsals by sharing ideas and bringing them to life on stage</p>	<p>Assessments Depth of Knowledge (DOK) Levels PRESENTATION/ASSESSMENT Summative: DOK 3 Strategic Thinking: Performance: Dramatization Students present their collaborative performance project to an invited audience. They will reflect on themselves and others during an audience/actor talkback at the end of the performance. RUBRIC.GRADE.PERF.9.10.TH.docx</p>

Unit Planner: Scene Work (Published Plays) Performance 9

Tuesday, November 13, 2018, 9:55AM

High School > 2018-2019 > Grade 9 > Arts & Music > Performance 9 > Week 11 - Week 14

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Scene Work (Published Plays)

Meade, Ed; Sosland, Arielle

- [Unit Planner](#)
- [Lesson Planner](#)

<p>Big Ideas / Enduring Understandings Musical speech and it's purpose for the actor Use of the voice through the application of: timbre, tone, volume, and rhythm</p>

Essential Questions

How does an actor apply timbre to their voice?
How does an actor project their voice?
What does it mean to give your voice a tone?
How does an actor fine the vocal rhythm of a text?
What is an operative word?
How do you emphasize an operative word?

Common Core Standards and Indicators

NYC: Arts Blueprints: Theater

NYC: Grade 12

Theater Making

Through sequential and sustained activities in various theater forms, students improve upon and gain new performance skills. Students model proficiency in an area of acting by leading workshops, demonstrations and in performance. Physical: Students will be able to:

Use voice and body expressively in improvisations, scene work and performances.

Vocal

Use a full range of vocal skills, including breath control, resonance, articulation, inflection, color, texture and dialect.

Demonstrate the ability to speak with clear diction.

Demonstrate an ability to vocally project according the requirements of the space.

Use the voice to express inventive choices of character, emotion, intention, subtext and inner thoughts.

<p>Content</p> <p>Student will understand how to correctly use their voice by....</p> <ul style="list-style-type: none"> ● identify what part of their voice they are using: timbre, tone, etc. ● applying emotions to their words/lines ● identify and emphasize operative words ● pausing before an operative word to in order to emphasize it ● that the choice of the operative word changes the meaning of the thought or sentence 	<p>Skills / Strategies</p> <p>Students will work individually and in groups with the teaching artist and then demonstrate what they have learned to the class.</p>
<p>Key Terms / Vocabulary</p> <p>Timbre Tone Rhythm Volume Operative words Emphasize vowels and consonants Articulate</p>	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <p>MUSICAL SPEECH RESIDENCY</p> <p>Through our partnership with Roundabout, a teaching artist will visit the class 6 times and teach: timbre, tone, volume, rhythm and operative words</p>	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p> <p>PERFORMANCE ASSESSMENT</p> <p>Summative: DOK 1 Recall: Performance: Dramatization</p> <p>Students demonstrate the musical speech skills that the residency covered in a performance to an invited audience.</p> <p>RUBRIC.DRAMATIC.ASSESSMENT.doc</p>

