# Quail Run Logo right aligned.tifTheatre (subject) Unit Plan:

## Grade: 7-9th

Foundations 1

Sept 4th7th-13th

8 periods

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| **Weekly Theme(s): Monologue evaluation and presentation** | |
| Essential Questions | *What do you think is meant by author’s intent? Why is it important to actors?* |
| **Unit Questions** |  |
| **Quail Run Core Benchmarks:** | *Character dialogue and physical attributes)*  *Objective B (expressive use of voice)*  *Ensemble/rehearsal/warm-up techniques*  *Self and peer assessing* |
| **Independent Starter(s):**  **Day#1 (Unit quiz)** “Memorizing scene work, rehearsals and introductions, Day#2 (journal)  What do you think is meant by author’s intent? Why is it important to actors? Day #3 Bell Ringer: (journal)  What are some ways an actor can research his or her character? Day#4(journal)  What habits might actors give characters to make them unique? Day #5 (journal)  Why is it important to know the play before attempting the character? How can this be done effectively? journal) Day #6  Role-score your character again. Identify an **Bell Ringer: (journal)**  Explain why posture is important in developing a character?  **(5 min)**  d explain his/her favorite color, food, and type of music (or song). Also discuss his/her greatest fear, accomplishment, and ability. Finally explain what got him/her to this point (the point at which the dilemma takes place) and where he/she will likely go after it is finished. Day #6 | |
| **Gross Motor Transition(s):**  *Theatre circle games for closing time activities* | |
| **Vocabulary Words:** | |
| **Summary of Push-outs for Other Disciplines:** (full lesson plans attached separately) | |

Small Group Targeted Instruction

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| Overview: |  |

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| Objectives (Specify skills/information that will be learned.) | * **By the end of the lesson, the student will:** * *Plan/and act out dialogue and physical attributes for character* * *Demonstrate a clear voice when communicating in performance* * *Use memory and imagination, while using the five senses, to experience, feelings and moods* * *Demonstrate the use of assessment techniques* * *Explain how theater can contribute to lifelong learning* | | Teacher: *Mrs. Bertler* |
| **Essential Questions**  (“Big Ideas” and thought provoking questions that reoccur in a variety of settings) | *Reflect and mediate upon an experience when you were emotionally charged and begin*  *writing this information down. Describe the primary emotions you were feeling and why you were feeling these. Secondly, recall your physical actions within this circumstance. What were you doing? What were you wearing? How was your body positioned? What were your hands doing? How did your skin feel? Practice the emotional recall exercise out loud with a partner.* | | **Preparation:** |
| Activity Map |  | |
| Adaptations | **Accommodations for Special Education Students**  Read together out loud  Give copies of laminated instructions for assignment and repeat directions when needed  Students will only be required to write a sentence when a paragraph is required | **Extensions for Gifted and Talented Students**  Will have the opportunity to help lead the Theatre games May choose from extra credit assignments | Materials Needed: *Elmo/projector*  *Lap top*  *Journal*  *Small whiteboard*  *Index cards*  *Previous unit quiz*  *Monologues*  *Script scoring questions*  *Peer evaluation forms*  *Teacher evaluation form (monologue)*  *Music CD (upbeat)*  *CD player*  *Author’s purpose (pretest)*  *Power point presentation about “author’s* *intent*  *Assortment of hats*  *Ball* |
| Assessment (Steps to check for student understanding) | **Formative**  Observe as the students work on journal answers, fill in student forms and portfolios, and rehearse | **Summative**  Students will turn in memorization assignments and be tested on their understanding of scene work. |

Co-operative Group Project

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| Overview: | Standards: |

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| Objectives (Specify skills/information that will be learned.) | **By the end of the lesson, the student will:** | | Teacher: |
| **Essential Questions**  (“Big Ideas” and thought provoking questions that reoccur in a variety of settings) |  | | **Preparation:** |
| Activity Map |  | |
| Adaptations | Accommodations for Special Education Students | Extensions for Gifted and Talented Students | Materials Needed: |
| Assessment (Steps to check for student understanding) | Formative | Summative |