Sample High School Fundamentals I Learning Plan

Big Idea/ Topic

Plays vs Non-dramatic Literature

Connecting Theme/Enduring Understanding:
Exploring the connection between the theatre arts including performance with language arts and literature.

Essential Questions:
What is the difference between dramatic and traditional literary writing?
How are the Aristotelian elements of theatre taken into consideration in playwriting?

Standard Alignment

CREATING

TAHSFT.CR.1 Organize, design, and refine theatrical work.
a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse.
b. Incorporate dramatic elements through improvisation.

TAHSFT.CR.2 Develop scripts through theatrical techniques.
a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process.
b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script.
c. Construct and critique elements of dramatic structure, character, and dialogue.
d. Create and perform scenes for audiences.

RESPONDING

TAHSFT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.
a. Generate and use terminology for critiquing theatre presentations.

CONNECTING:

TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content.
d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion)

TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.
a. Identify and analyze plays and dramas from a variety of historical periods and cultures.
b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre.
c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development.

Instructional Design

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***This lesson has a flexible timeline but can be accomplished in 1-2 days.**
This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

FOUNDATIONAL INFORMATION:
Comprehension of the what defines theatre, Aristotelian elements of drama, review of plot structure from language arts classes.

CONCEPTS:
- The role of the playwright
- Strengthening plot structure
- Capturing unique character voice
- Dynamic Dialogue
- Writing a play
- The process of the playwright
- Establishing characters, conflict, and the path to conflict resolution.

VOCABULARY:
Relationship, character, importance, beats, objectives, tactics, conflict, moment before, plot, character, theme, lexicon, music, spectacle, plot structure, Freytag Pyramid, Exposition, inciting incident, rising action, climax, falling action, denouement, dramatic dialogue, dramatic characters, dramatic structure, genres, scripts.

LINKS:
The Elements of Theatre PowerPoint
School Theatre Acting Resources
Hawaii.edu: Aristotle Poetics
Theatre & Film: Fundamentals I: Unit 1: Lesson Plan 2: Aristotle's Elements
Theatre & Film: Fundamentals I: Unit 1: Lesson Plan 2: Aristotelian Elements Overview

Part 1:
Student Pre-assessment

1. Playwright and playwrite are as interchangeable as playwrighting and playwriting. (true/false)
2. The process of playwriting starts differently from almost every other aspect of theatrical art. (true/false)
3. Writing original theatrical scripts is a requirement of the standards for Dramatic Writing. (true/false)
4. The first four steps of the playwright are _____, _____, _____, and _____.
5. _____ _____ are sources of information through appearance, dialogue, monologues or soliloquies, and action.
6. Classical Tragedy, Modern Tragedy, Comedy, Tragicomedy, and Docudramas are all _____.
7. Both classical and modern plot structures have expositions and climaxes. (True, False)
8. Parenthetical stage directions are often _____ in a theatrical script.
9. The formatting for theatrical scripts is not as critical as the formatting for screenplays. (true, false)
10. Engaging in a critical response method for revision is not as important in the process of playwriting. (true/false)

Student Journal Prompt:
What is the difference between a play and a novel?

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- Using personal experience and conjecture write a short 2-3 paragraph response about your perceptions of the differences and similarities between experiencing a story as a novel or as a play.
- How is the information received?
- What about the experience of reading a novel or attending a play affects the story?

After writing your response post it to a public class forum and compare your response to three other student responses. Comment on the responses of at least 3 of your peers.

Unplugged Variation: As an alternative, students can compare their response to the Literary Texts Vs Performed Plays Information located in the unplugged packet and write a brief reflection on their initial journal thoughts.

Part 2:
In a live or recorded session present the information from the example lesson video, and the PowerPoint, on a synchronous digital platform such as Google Meet (How it Works: Google Meet), or create an asynchronous video of your own.

Sample Video:
Aristotle's Elements Video

As a class select a play, movie, or television show and discuss details about each of the element for a given production.

Unplugged Variation: Have the student read the information about the elements of theatre along with the slides provided in the unplugged packet. Students can journal an example of each of the elements from a play, movie, or television show.

Part 3:
Following Part II instruction
The students will watch a play, movie, or television show and provide a descriptive critique of the performance using Aristotle's elements. Students will write a full descriptive paragraph for each of the six categories describing how they are used in live/filmed performance. These can be posted or a digital class platform for students to share with others or simply emailed or mailed to the teacher.

Evidence of Student Success
Diagnostic: Unit 4 Pre-Assessment **Formative:** Journal Entries, Discussion **Summative:** The Elements of Theatre Rubric

Distance Learning Supports
Ideas for Differentiation: Our goal is for all students to be actively engaged using the body, the voice, speaking, reflecting, and writing. Below are changes to the lesson to help achieve that goal for students who need additional support. or increased rigor. Note: Be careful using these lessons for all students. • Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, drawing pictures, circling and/or labeling on their diagram or PowerPoint printouts, etc.

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- Students requiring a simplification can focus on identifying one element at a time in a performance.
- For low-tech and unplugged adaptation students can work one-on-one with teachers on the phone with focusing on one element at a time in a given performance.
- Students needing an extra technical challenge can use the categories to compare and contrast multiple performances.

Unplugged Supplies: Lesson checklist, Journal, printed PowerPoint slides, and/or copy of lecture notes, assignment handout, copy of assignment rubric.

Engaging Families

Materials included to support unplugged learners: Lesson checklist, Journal, printed PowerPoint slides, copy of lecture notes, assignment handout, copy of assignment rubric

Optional materials to support learning:

The Elements of Theatre PowerPoint
School Theatre Acting Resources
Hawaii.edu: Aristotle Poetics
Theatre & Film: Fundamentals I: Unit 1: Lesson Plan 2: Aristotle's Elements
Theatre & Film: Fundamentals I: Unit 1: Lesson Plan 2: Aristotelian Elements Overview

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Lesson Checklist

Part 1:

- 1. Complete Pre-Test
- 2. Complete the Journal Prompt and Discussion

Part 2:

- 3. Read, watch, or listen to the information about Aristotle's Elements of Tragedy
- 4. Engage in a group discussion of a play, movie, or television show

Part 3:

- 5. Watch a play, movie, or television show while taking notes on each of the elements.
- 6. Write a detailed paragraph for each of the element categories for the show you watched.
- 7. Submit your descriptive Aristotelian analysis to the teacher.

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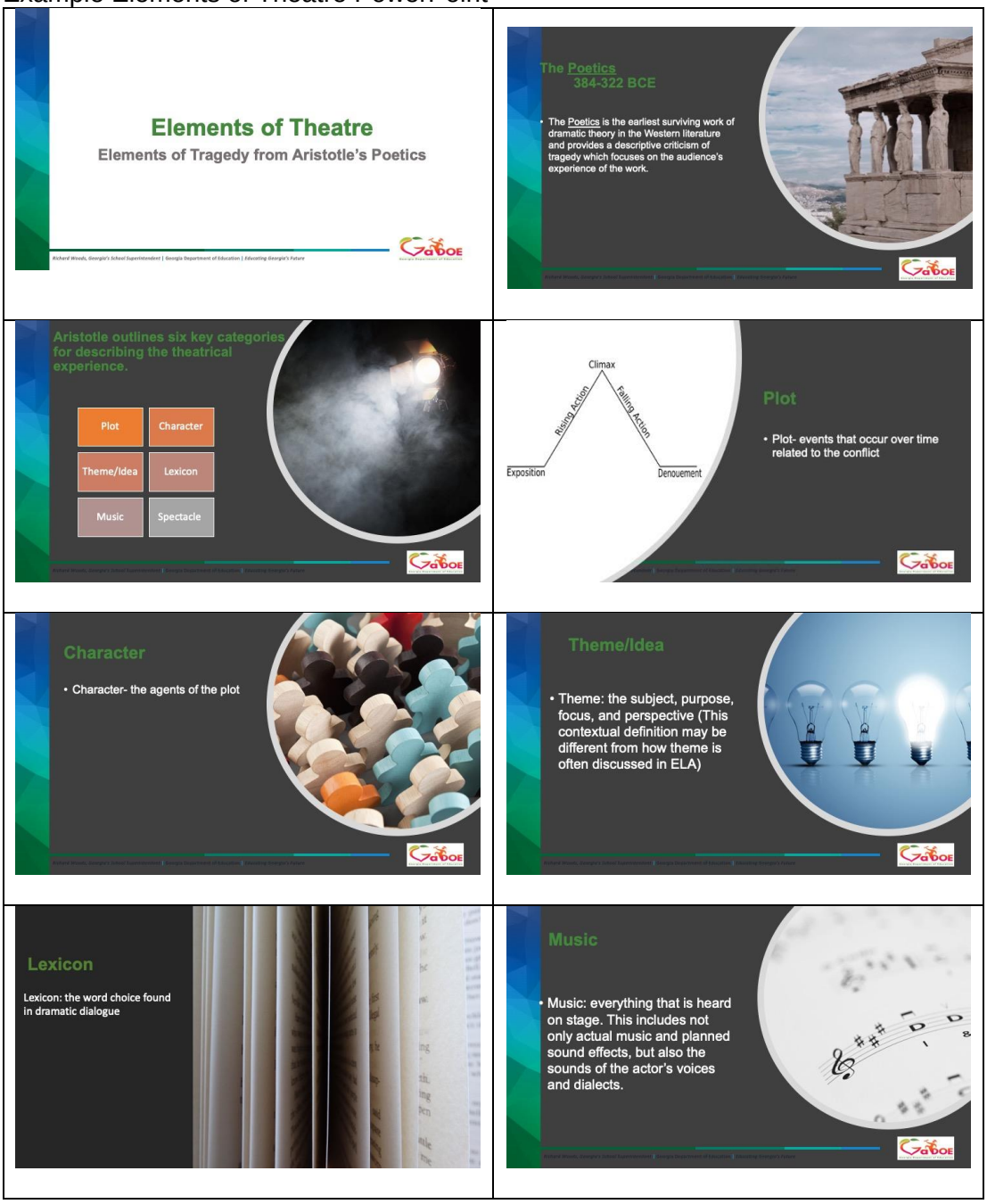
Example Elements of Theatre PowerPoint



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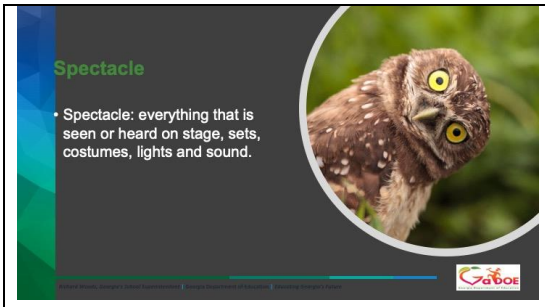

Handout notes from Video:

Presentation Notes: Aristotelian Elements

Even with the focus on dramatic plot, dramatic character, and dramatic dialogue the playwright's work can fall into the trap of reading like a novel if the perspective of the audience is lost. For this reason, it is often helpful to look at the descriptive criticism of Aristotle's Poetics. The Poetics is the earliest surviving work of dramatic theory in the Western literature and provides a descriptive criticism of tragedy which focuses on the audience's experience of the work. This external appreciation of the play experience is invaluable to the playwright for remembering to include all the aspects necessary to be effective with an audience.

In the first portion of the text, Aristotle outlines six key categories for describing the theatrical experience.

The Aristotelean Elements:
Plot- events that occur over time related to the conflict
Character- the agents of the plot
Theme: the subject, purpose, focus, and perspective (This contextual definition may be different from how theme is often discussed in ELA)
Lexicon: the word choice found in dramatic dialogue
Music: everything that is heard on stage. This includes not only actual music and planned sound effects, but also the sounds of the actor's voices and dialects.
Spectacle: everything that is seen or heard on stage, sets, costumes, lights and sound.

These categories serve as excellent tools not only for observing and documenting the experience of an existing play, but also for the planning and mapping out of a play in the process of being written. It is a good idea to use each of these categories as a jumping off point for each of the three categories of writerly research.

Pre-Test Answer Key:
ANSWERS:

1. False

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2. True
3. True
4. Select a subject, determine focus, establish purpose, establish a point of view
5. Dramatic Characters
6. Genres
7. True
8. italicized
9. True
10. False

COURSE: **Fundamentals of Theatre I**			**ARISTOTLE'S ELEMENTS**	
SUMMATIVE ASSESSMENT RUBRIC				
Criteria	**Advanced/Level 4**	**Proficient/Level 3**	**Emerging/Level 2**	**Developing/Level 1**
Plot **___/** Events over time. Key plot structure events in chronological order TAHSFT.CR.1 (c) TAHSFT.RE.2(b)	Plot points are described in detail chronologically and reference to plot structure elements	Plot points are described in detail with general reference to the plot structure.	Plot points are described in detail chronologically and reference to plot structure elements such as inciting incident, rising action, climax, falling action, and resolution.	Plot points are described in detail with general reference to the plot structure.
Characters **_____/** Description of each character type and details of the personalities TAHSFT.CR.1 (a,c) TAHSFT.RE.2(b)	Characters are named, described in detail, regarding character types and/or individual personalities.	Characters are named and described in detail with some reference to personalities or character types and roles.	Characters are named but not described in detail.	Characters are not named or described

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Theme/Idea _____/ The overall purpose of the performance. TAHSFT.CR.2(b) TAHSFT.RE.1(b)	The theme or idea is described in detail with an appropriate amount of evidence cited from the performance to back up the claim.	The theme or idea is described in detail with some evidence to back up the claim.	The theme or idea is named but only generally described with little evidence cited to back up a claim	The theme or idea is poorly described and evidence is not cited to back up a claim
Lexicon Words used in the performance. General types of words and specific examples TAHSFT.CR.1 © TAHSFT.RE.2(b)	The word choices are described with examples given from the text. A clear description is given of the types of language used in the performance and to what effect.	Word choices are described and cited with a minimal explanation as to how language is used in the performance and to what effect.	Examples of types of language used in the play are listed. With some explanation of the types of language used in the performance.	Some words are given with no explanation or description of the language of the performance
Music All sounds in the performance including. Underscoring, Ambient Sound, and motivating sound. TAHSFT.CR.1 (a,c) TAHSFT.PR.2(a) TAHSFT.RE.2(b)	Music and sounds are described in detail citing specific examples and provides a clear explanation as to how and why these elements are used.	Music and sounds are described in detail citing specific examples. Some explanation is provided as to how and why these elements are used.	Music and sounds are described but lack explanation as to how and why these elements are used in the performance	Music and sounds are poorly described with very little explanation as to how and why these elements are used in the performance.
Spectacle The dominant visual image	Visual elements are described in detail citing specific	Visual elements are described in detail citing specific examples. Some explanation	Visual elements are described but lack explanation as to how and why these	Visual elements are poorly described with very little explanation as to

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or effect of the production. TAHSFT.CR.1 (c) TAHSFT.PR.2(a) TAHSFT.RE.2(b)	examples and provides a clear explanation as to how and why these elements are used.	is provided as to how and why these elements are used.	elements are used in the performance	how and why these elements are used in the performance.

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