MAY DEVISED THEATER UNIT PLAN: Theater of Journey

Unit Details

Unit Title: Theater of Journey
Teacher Name: May
Class/Course: Elective Theater 6-8
Grade Level(s): 6-8
Unit Duration: 10 weeks

Standards Addressed

Illinois Arts Learning Standards Addressed

Artistic Processes:
- Creating
- Performing / Presenting / Producing
- Responding
- Connecting

Anchor Standards (#1–11):
- 11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
  - 1- Generate and conceptualize artistic ideas and work
  - 2- Organize and develop artistic ideas and work
  - 4- Select, analyze and interpret artistic work for presentation
  - 9- Apply criteria to evaluate artistic work

Performance Standards (Ex: VA.Cr.1.1.5a. Combine ideas to generate an innovative idea for art making):
TH.Cn11.1.8

A. Connecting- 7. TH:Cn11.1.7 Examine contemporary social, cultural, or global issues by using music, dance, art and/or media in a drama/theater work.

SCAFFOLD UP
- 9- Explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work + develop a drama/theater work that identifies and questions cultural, global and historic belief systems.
- 8- Incorporate different forms of theater to strengthen the meaning and conflict in a drama/theater work with a particular cultural, global, or historic context.

SCAFFOLD DOWN
- 6- Identify universal themes or common social issues and express them through a drama/theater work.
- 5- Investigate community, historical and social issues and incorporate other content areas in drama/theater work.

B. Creating- TH.cr.2.1.7- Define and demonstrate the collaborative responsibilities of actor, director and designer to present a drama/theater work.

SCAFFOLD UP
- 8- Participate in collaborative responsibilities required to present a drama/theater work informally to an audience
- 9- Investigate the collaborative nature of the actor, director, playwright and designers (creative team) and explore their independent roles in a drama/theater work.

SCAFFOLD DOWN
- 6- Make and discuss group decisions and identify responsibilities requires to present a drama/theater work.
- 5- Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama/theatre work.
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## Enduring Understandings (EUs) & Essential Questions (EQs)

<table>
<thead>
<tr>
<th>Enduring Understandings (EUs)</th>
<th>Essential Questions (EQs)</th>
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<tbody>
<tr>
<td>Theater artists understand and can communicate the creative process as they analyze the way the world may be understood.</td>
<td>What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?</td>
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<tr>
<td>Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</td>
<td>In what ways can research into theater histories, theories, literature and performances alter the way a drama process or production is understood?</td>
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## Student Learning Objectives

Students will be able to...

Relate stories of journey and migration to experiences of themselves and those around them, creating story-telling pieces around this theme using perspective, movement, music, and strong creative choices.

## Unit Assessments

**Formative (attach if possible):**
- Scene + Rehearsal process is recorded.
- Collaboration Rubric + 1 Vid per group

**Summative / End of Unit (including rubric(s) derived from Objectives; attach if possible):**
- Final Performance Script + Show
- 6-7 grade- scenes about theater of journey + travel
- 8 grade- stitching of scenes into coherent narrative- decisions about performance

## Resources Utilized

A. Amarillo- Migration
   - [http://www.teatrolineadesombra.org/videos.html](http://www.teatrolineadesombra.org/videos.html)
   - [https://www.youtube.com/watch?v=zj62a5yUhKs](https://www.youtube.com/watch?v=zj62a5yUhKs)

B. Book of youth stories of migration

C. Alice in Wonderland- through the looking glass
   - [https://www.youtube.com/watch?v=SNTlUBiijLg](https://www.youtube.com/watch?v=SNTlUBiijLg)

D. Home/Land clips
   - [https://aptpchicago.org/production/homeland/](https://aptpchicago.org/production/homeland/)

E. Group Work Rubric
   - [https://docs.google.com/drawings/d/1lcA0JIDL0k65aUBUXrI44331bfI1QnBlUwNO2EvHwU0/edit?usp=sharing](https://docs.google.com/drawings/d/1lcA0JIDL0k65aUBUXrI44331bfI1QnBlUwNO2EvHwU0/edit?usp=sharing)

F. Performance Rubric
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## Lesson Plan Overview

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Notes Possibilities + Obstacles</th>
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<tbody>
<tr>
<td><strong>The Journey into the Classroom: Governing the Land</strong></td>
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<tr>
<td>A. What does it take to have a creative space?</td>
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<tr>
<td>- Working in groups share out</td>
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<tr>
<td>- First group work- assigned groupings</td>
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<tr>
<td>- Alice in wonderland journey through the lookingglass scene/vid</td>
<td><a href="https://www.youtube.com/watch?v=SNTIUBiiIlg">https://www.youtube.com/watch?v=SNTIUBiiIlg</a></td>
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<tr>
<td>- She enters a space where logic is inverted and scale is different</td>
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<tr>
<td>- The theater classroom vs the academic classroom</td>
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<tr>
<td>- Journey into a creative space</td>
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<tr>
<td>- Teacher records via Flipgrid</td>
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<tr>
<td>- Each group gets one rehearsal vid</td>
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<tr>
<td>- Each group script upload via Rocket Book</td>
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<tr>
<td>B. Rubric Introduction + Group Fill Out (1) <em>(student assessed formative)</em></td>
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**Next Class**

| C. Working Backwards from final performance- last quarter share out reflections | |
|   - Non-negotiables | |
|   - Fair consequences | |
| D. Group leaders intro | |
| E. Daily Grades | |
| F. Performances – I record via Flipgrid *(teacher assessed formative)* | |

## Week 2:

**Journey Across Borders**

| A. Intro to Group Warm Up | |
| B. New Groups- Assigned | |
|   i. Group leader/director- volunteer | |
|   ii. Group documentarian- volunteer- iPad + flipgrid training w May while groups start reading | |
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C. Watch guardian coverage of caravan migration journey
   i. https://www.theguardian.com/world/video/2018/nov/05/migration-caravan-mexico-us-on-the-road
   ii. Brief share out

D. Book of youth stories of migration- each group gets one story from a youth
   i. Read and find a way to tell that story in your group
   ii. Script Upload Rocket Book

E. Group Work 2
   i. Record process in each group

F. Rubric #1 (2) (student assessed 1)

G. Student share out each group high and low—building reflection and collaboration

H. Performances
   i. Recorded via Flipgrid per group (teacher assessed 1)

I. Circle share of stories that may have arisen

Week 3:
Journey Across Borders- Visual Representation

A. Statue Exercise Warm-Up
   a. When do our bodies know more than our minds?
   b. What is non-literal interpretation?

B. Amarillo
   ● What do you notice visually?
   ● What movement is happening?
   ● What does it communicate non-literally?

C. Home/Land
   ● Use of movement + visuals?

D. Same Groups- they choose- pass out scripts from last scene
   a. Choose one director
   b. Choose one stage manager

E. Revise your scene on the theme of migration/journey making one strong storytelling choice visual/movement/non-literal
   a. Movement
   b. Props
   c. Music- consult with music team

F. Rubric #1 (3) (student assessed 2)
### Week 4: *Journey Across Borders- Kaleidoscoping + Student Arrangement and Leadership*

- **A.** Group work video reflections + rubrics thus far-watch scene work thus far- personal reflection on 1 video of student rehearsal + 1 video of scene student contributed to *(Student Assessed Mid-Unit)*
  - Submission of idea for final performance based on created content
- **B.** Group table meeting with script folder + discussion/submission of ideas for final show
- **C.** Submit Group Requests- elect group leaders- submit choice for groups

### Week 5:

- **A.** *Field Trip Prep- Lookingglass- visiting artist*
- **B.** Announcement of script topic + format
- **C.** Script Creation- In groups script the scenes that you have liked from class and put everything we’ve learned into a document

### Week 6:

- **A.** *Auditions*
- **B.** Audition for the part you want
- **C.** Assign parts including designers, begin constructing production elements and practicing script in groups

### Week 7: *Incorporating/Creating Our Piece*

- **A.** Incorporation of design elements + ultimate splicing of all pieces into a coherent narrative

### Week 8: *Incorporating/Creating Our Piece*

- **A.** Rehearsal + repetition/revision of pieces
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| B. | Group leader is the director- collaborate together on choices |
| C. | Recorder is design leader |
| D. | One group stage manager |

Week 9:
**Rehearse + Perform**
- A. Rehearsal + repetition/revision of pieces
- B. Group leader is the director- collaborate together on choices
- C. Recorder is design leader
- D. One group stage manager

Week 10:
**Reflect**
Watch recorded performance and reflect on effectiveness of piece.
Answer questions through google forms on self and class.
Reflect using the standard on other class’s input

**Group Structure**
- Assigned Group 1 w/ designated group leaders
  - Takes us through week 4
- Group 2 is chosen with designated group leaders
  - Voting Procedure/Group leader choice

**Additional Notes/Takeaways:**