

Unit 6: Student Directed Play

Title of Unit	Student Directed Play	Grade Level	HS or MS
Subject	Theatre	Time Frame	7 weeks
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Stage 1 - Identify Desired Results	
Essential Questions What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)	Objectives (Knowledge and Skills) What knowledge will students acquire as a result of this unit? What skills will students acquire as a result of this unit?
Unit Questions: <ul style="list-style-type: none"> • Why is collaboration in theatre important? • Do artists have a responsibility to their audiences and vice versa? • What is the role of a director? • What are the roles of the production team in a hierarchical versus non-hierarchical theatre making process? • How can you share power as a director in a production process? • 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Pitch a play based on what they are interested in • Work collaboratively as a director with production members i.e. working with actors on blocking and character choices, and working with actors/designers on overall vision of the play • Direct a segment from a full length play or a 20 minute play using directing techniques i.e. stage picturization, unified technical design (costume, light, sound, set), planned rehearsal schedule • Create one community engagement piece paired with production (i.e. audience post-show talk back, survey, interactive installation) • Identify the relationship between the play and the expected or intended audience • Critique each other's work in a professional manner throughout the production process and during post-production feedback
<i>Why should students care? Taking on a leadership position such as a Director relates to the ability to be a leader in all other contexts. Directing includes but is not limited to: organizational skills, time management, honest and respectful communicating, executing an overall goal for a large group of people, motivation skills, and much more. All of which are applicable to working world skills.</i>	

Stage 2 – Assessment Evidence

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below) By what criteria will performances of understanding be judged?

Assessment Title	Description
G – Goal <i>What should students accomplish by completing this task?</i>	<ul style="list-style-type: none"> Direct a scene or one act play
R – Role <i>What role (perspective) will your students be taking?</i>	<ul style="list-style-type: none"> Director Actor
A – Audience <i>Who is the relevant audience?</i>	<ul style="list-style-type: none"> Fellow classmates School community Neighborhood community
S – Situation <i>The context or challenge provided to the student.</i>	<ul style="list-style-type: none"> Choose a short play or a 20-minute segment from a full length play to direct.
P – Product, Performance <i>What product/performance will the student create?</i>	<ul style="list-style-type: none"> A short play/segment from play
S – Standards & Criteria for Success <i>Create the rubric for the Performance Task</i>	<ul style="list-style-type: none"> Attach rubric to Unit Plan

Other Evidence	Student Self-Assessment
Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.	How will students reflect upon or self-assess their learning?
<ul style="list-style-type: none"> Class discussions using Liz Lerman feedback model Production Promotion project (actor project) Performance/Play Pitch Summaries 	<ul style="list-style-type: none"> Reflection papers Class discussion

Stage 3 – Learning Plan	
What teaching and learning experiences will you use to: <ul style="list-style-type: none"> • achieve the desired results identified in Stage 1? • equip students to complete the assessment tasks identified in Stage 2? 	
What events will help students <i>experience and explore</i> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	<ul style="list-style-type: none"> • Watch several examples • Elevator Pitches • Rehearsing in class for feedback • Class discussion
How will you <i>hook</i> students at the beginning of the unit?	<ul style="list-style-type: none"> • Sharing my personal interest/investment in the topics/concepts discussed • Relating the work to their lives
<i>Where</i> are your students headed? What prior knowledge do they have? What do they need to get there?	Prior Knowledge: <ul style="list-style-type: none"> • Stage directions • Objectives/Tactics • Dramaturgical research/engagement with community • Design basics-sound, lighting, set, costume, props Knowledge they Need: <ul style="list-style-type: none"> • Director ABCs- Approach, Blocking, Communication • Audition/Cast • Edit script • Create rehearsal schedule

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)