

## Unit 6: Dramaturgy

<b>Title of Unit</b>	Dramaturgy	<b>Grade Level</b>	HS or MS
<b>Subject</b>	Theatre	<b>Time Frame</b>	4 weeks
<b>Developed By</b>	Mahalia Dinglasan		

Stage 1 - Identify Desired Results	
<b>Essential Questions</b> 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)	<b>Objectives (Knowledge and Skills)</b> 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"> <li>• What is research and its role in theatre?</li> <li>• What is the role of a dramaturge?</li> <li>• How does research influence the production of a play or musical production (technical and performance elements)?</li> <li>• How can dramaturgy connect a production to its surrounding community and current events?</li> </ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Create a research methodology based on the content of the play/musical and director's intent</li> <li>• Assemble research applicable to actors for character choices and technicians for production choices</li> <li>• Assemble research about the surrounding community that shows the community's relationship to the production</li> <li>• Create dramaturgical connections between community and production such as a display case of the production's process; talk back content for post-show discussions; local artists as guest speakers or resources during process; an installation piece</li> </ul>
<i>Why should students care? Theatre is an effective way to bring people together based on common interests. The ability to work well with large groups of people or organizations is an increasingly prevalent skill necessary in all areas of the collegiate and working world.</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
<b>G – Goal</b> <i>What should students accomplish by completing this task?</i>	<ul style="list-style-type: none"> <li>Use dramaturgical research to engage with the community about the school’s play</li> </ul>
<b>R – Role</b> <i>What role (perspective) will your students be taking?</i>	<ul style="list-style-type: none"> <li>Dramaturge</li> </ul>
<b>A – Audience</b> <i>Who is the relevant audience?</i>	<ul style="list-style-type: none"> <li>Fellow classmates</li> <li>School community</li> <li>Neighborhood community</li> </ul>
<b>S – Situation</b> <i>The context or challenge provided to the student.</i>	<ul style="list-style-type: none"> <li>Use dramaturgy for <i>Somebody’s Children</i> by relating the production to the audience</li> </ul>
<b>P – Product, Performance</b> <i>What product/performance will the student create?</i>	<ul style="list-style-type: none"> <li>A 3-5 minute performance that depicts their dramaturgical research in some way</li> <li>A Google doc with all of the research methodology articulated (summarization of articles, contact information, deadlines of other collaborating organizations to be met, etc.)</li> </ul>
<b>S – Standards &amp; Criteria for Success</b> <i>Create the rubric for the Performance Task</i>	<ul style="list-style-type: none"> <li>Attach rubric to Unit Plan</li> </ul>

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"> <li>Research documents-outlines, bibliography, How-To process,</li> <li>3-5 minute presentations (performative interpretations of research)</li> <li>Class discussions using Liz Lerman feedback model</li> </ul>	<ul style="list-style-type: none"> <li>Reflection papers</li> <li>Class discussion</li> </ul>

Stage 3 – Learning Plan	
What teaching and learning experiences will you use to: <ul style="list-style-type: none"> <li>• achieve the desired results identified in Stage 1?</li> <li>• equip students to complete the assessment tasks identified in Stage 2?</li> </ul>	
<b>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?</b>	<ul style="list-style-type: none"> <li>• Watching/researching several examples</li> <li>• rehearsing in class for feedback</li> <li>• class discussion</li> <li>•</li> </ul>
<b>How will you <i>hook</i> students at the beginning of the unit?</b>	<ul style="list-style-type: none"> <li>• sharing my personal interest/investment in the topics/concepts discussed</li> <li>• relating the work to their lives</li> <li>• informing them that they've already have experience doing dramaturgical work</li> </ul>
<b><i>Where</i> are your students headed? What prior knowledge do they have? What do they need to get there?</b>	<p>Prior Knowledge: Acknowledging the ways the have connected with various communities in the past. Read the play. How to make a spreadsheet of contact information. Review how to make a bibliography.</p> <p>Knowledge they Need:</p> <ul style="list-style-type: none"> <li>• How to conduct dramaturgical research.</li> <li>• How to respectfully engage with various community members.</li> </ul>

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