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| Teacher(s) | Wisniewski | Subject group and discipline | Arts/Technical Theatre I | | |
| Unit title <i>Make it catchy</i> | Get a Job! | MYP year <i>9th = 4/ 10th = 5</i> | 4 and 5 | Unit duration (hrs) <i>Not days</i> | 12 |

Inquiry: Establishing the purpose of the unit

| Key concept (1) | Related concept(s) (1-2) | Global context & exploration (1) |
|---|--------------------------|---|
| Identity | Role | Global Context: Identities and relationships Exploration: affiliation and leadership |
| Statement of inquiry Process (Key concept + Related concept + Exploration) | | |
| <p>Conceptual Understanding (Key concept + Related concepts): <i>Combine the key & related concepts together to make a meaningful conceptual statement that identifies their relationship.</i></p> <p><i>Identity defines a role.</i></p> <hr/> <p>Statement of Inquiry (Key concept + Related concepts + Exploration): <i>Create your statement (not question) of inquiry by combining the global contexts' exploration chosen for this unit with the conceptual understanding.</i></p> <p>Exploration of identities and roles develop affiliation and leadership opportunities.</p> | | |
| Inquiry questions (These questions need to be focused around the Key Concept, Related Concepts, and Global Context). | | |
| <p>Factual— What kinds of roles can people have? What is an identity? What is leadership?</p> <p>Conceptual— How do people become leaders? How does someone develop an identity?</p> <p>Debatable— To what extent does an exploration of identities and roles develop affiliation and leadership opportunities?</p> | | |

| Objectives and their strands | Summative assessment | |
|--|---|--|
| <p>A: Knowing and Understanding</p> <p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> | <p><u>G</u>: Exploration of identities and roles develop affiliation and leadership opportunities.</p> <p><u>R</u>: You are the producer of a play and need to hire the cast and crew for the show's run.</p> <p><u>A</u>: The audience for this project is the financial backers for the show.</p> <p><u>S</u>: The situation you find yourself in is that your sponsors gave you a lowball number and you need significantly more money to produce the show.</p> <p><u>P</u>: You will create a presentation that will wow your sponsors and make them give you more money.</p> <p><u>S</u>: A i, ii, iii</p> | <p>The goal is for students to identify the people required to produce a show and understand how they all work together to meet a common goal. Their task will be to take on the role of a producer and create a presentation, asking for money to produce the play and hire the required staff, based on the leadership needs identified.</p> |

Approaches to learning (ATL) **In order for students to** (objective strand), **students must** (ATL skill). (ATL category: _____, ATL Skill: _____).

The strategy that will be explicitly taught and practiced **teaching strategy**. Use the sentence stem in the box above for each ATL skill strategy you indicate.

In order for students to demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology, students must research. (ATL category: Research, ATL Skill: Information literacy)

In order for students to demonstrate an understanding of the role of the art form in original or displaced contexts, students must think. (ATL category: Thinking, ATL Skill: Creative thinking)

Service Learning Outcomes:

During this unit students are expected to understand how the members of a production team work together. In order for their team performance to meet and exceed expectations each student will experience the following service learning outcomes:

- Make a quick guide for new students entering the class after this unit has been taught.

Action: Teaching and learning through inquiry

| <p align="center">Content (TEKS) WRITE THEM OUT</p> | <p>Learning Process <i>(List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)</i></p> | |
|--|--|---|
| <p>Technical Theatre TEKS</p> <p>(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:</p> <p>(A) define standard vocabulary in costumes, lights, makeup, theatre management, properties, scenery, and sound;</p> <p>(B) recognize the technical elements of theatre such as types of stages, stage areas, fly systems, curtains, front of house, dressing rooms, and storage;</p> <p>(C) recognize theatre systems such as the production calendar, tech rehearsals, and production staff roles;</p> <p>(2) Creative expression: performance. The student develops and demonstrates technical theatre skills through the pre-production processes from concept (script or original idea) to performance. The student is expected to:</p> <p>(C) identify the production team such as designers, director, crew members, playwright, and stage manager and their duties;</p> <p>(D) articulate the importance of collaboration and leadership skills;</p> | <p align="center">Learning Experiences and Teaching Strategies</p> <p align="center"><i>Also explain how you will incorporate the Approaches to Learning and Learner Profiles.</i></p> | |
| | <p>Week 1/Day 1: <i>Learn classroom procedures and create masks showing student interests</i></p> <p>Week 1/Day 2: <i>Review classroom procedures and create rule posters</i></p> <p>Week 1/Day 3: <i>Review classroom procedures and create rule skit on procedures</i></p> <p>Week 2/Day 1: <i>Review classroom procedures and take tour of stage and creating a map of stage areas.</i></p> <p>Week 2/Day 2: <i>Summarize information into Cornell notes and complete a concept sort based on jobs (ATL)</i></p> <p>Week 2/Day 3: <i>Modify stage map to include who works in that area and create a flow chart?? (ATL)</i></p> <p>Week 3/Day 1: <i>Understand budgets and research salaries using approved research techniques (ATL)</i></p> <p>Week 3/Day 2: <i>Gather information and develop staffing plan for production staff</i></p> <p>Week 3/Day 3: <i>Gather information and develop staffing plan for production staff</i></p> | |
| | <p align="center">Formative Assessment (formal and informal)</p> | |
| | <p>Formal</p> <ul style="list-style-type: none"> ● Flow chart ● Job quiz ● Budget proposal/staffing plan | <p>Informal</p> <ul style="list-style-type: none"> ● Masks ● Rule posters ● Rule skits ● Cornell Notes ● Concept sort ● Stage map with jobs ● Salary research results |

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| | | Differentiation (Consider your student population, their special accommodations and modifications and language supports) | |
| | | Sentence stems for ELL students, graphic organizers scaffolded for special needs. | |
| Resources: | | | |
| State Resources | Text Books, Consumables, Etc. | Online Resources | Technological Resources |
| 1. TEKS 2. Scope & Sequence 3. Y.A.G (district) | 4. GRASPS 5. Principles into Practice 6. IB Subject Guide - Language & Literature 7. Readings...job descriptions | 8. Kahoot! 9. Schoology 10. Glassdoor.com 11. Payscale.com | 12. Chromebooks 13. Laptop 14. Electronic devices |

Reflection: Considering the planning, process and impact of the inquiry *You can answer the questions directly

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| Prior to teaching the unit | During teaching | After teaching the unit |
| | What are the areas of concern that occurred during the unit and how were they resolved? What are some | For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year. |

| | things you wish to include or remove to enhance the learning experiences? | |
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| <p>Why do we think that the unit or the selection of topics will be interesting? I think that they will be interested in the lighting and sound because there is an immediate effect when working with the light and sound boards.</p> <p>What have students encountered in this discipline before? Not much. They may know about directors but they will not have encountered many of the backstage jobs unless they have taken part in a production.</p> <p>What does my experience tell me about what to expect in this unit? In the past, this unit has been drier than I have expected. I am hoping that allowing students to research salaries will not only show students that there are job opportunities in theatre but that they will be learning marketable skills and that theatre is an art, that requires thought, planning and skill.</p> <p>What attributes of the learning profile does this unit offer students opportunities to develop? Communicators, risk-takers, inquirers and thinkers. They will need to work with group members, make assumptions that may not be right at first, research and find information and then determine how the information they find can be used to build an argument.</p> | <p>What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>What resources are proving useful, and what other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What can we adjust or change?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p> | <p>What were the learning outcomes of this unit?</p> <p>How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p> <p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p> |