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| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | It’s All Greek to Me | | | | | | | | | | | | **Duration:** | | | 6 weeks | | |
| **Subject/Course:** | | | Advanced Scene Study | | | | | **Teacher(s): Caitlin** | | | | | | | **Grade Level:** | | | Mixed | | |
| **Other Subject Areas to Be Included:** | | | Theater Arts/ELA | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | In this unit, students will work to decode and discover the origins of theater in the Western world. They will use Aristophanes’ Lysistrata to make connections to the universal human condition that has carried over through time. Using acting, directing and dramatic theory students will work to rehearse and perform scenes from Lysistrata. Students will study and incorporate the ancient style of greek performance set out in Aristotles poetics as well as more modern acting schools of thought. | | | | | | | | | | | | | | | | | |
| **Driving Question** | | | How has theater reflected the humanity it was created by and shaped the next generation of artists and audience? | | | | | | | | | | | | | | | | | |
| **Essential Questions** | | | 1. How can theater from our past translate to our present? 2. How can we research successfully to help de-code plays from our past? 3. What is dramatic theory? 4. What about Greek culture shaped the style of performance on the Greek stage? 5. How can a director and actor tell the story of Lysistrata truthfully to a modern audience? | | | | | | | | | | | | | | | | | |
| **Key Content** | | | Aristotles’ Poetics, Quintilian style and gesture, vocal/physical expression, staging basics, Director and Actor Roles | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | SHOUTS Be Precise, Collaborate, Communicate, Discern, Investigate, Plan  National Core Arts Standards  Performing: TH:Pr4.HSI, TH:Pr4.1.HSII, TH:pr5.1.HSI, TH:Pr6.1.HSII,  Responding: TH:Re7.1.HSII, TH:Re8.1.HSII, TH:Re9.1.HSIII  Connecting: TH:Cn10.1.HSI, TH:Cn11.1.HSI, TH:Cn11.2.HSI | | | | | | | | | | | | | | | | | |
| **21st Century Skills** to be taught and assessed**:** | | | Collaboration | | | | | | x | | | Other: | | | | | | |  | |
| Communication (Oral Presentation) | | | | | | x | | |  | | | | | | |  | |
| Critical Thinking/Problem Solving | | | | | | X | | |  | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Group: | | | Small Group Research Turn-key, Final Performance | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | |
| x | Class | | | |
| X | School | | | |
|  | Community | | | |
| Individual: | | | Drama Journal/Google Doc | | | | | | | | | | | |  | Experts | | | |
| X | Web | | | |
|  | Other: | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | | Blind Reading of a the spiciest scene from Lysistrata | | | | | | | | | | | | | | | | | | |
| **Project Tasks** | | www.dramateach82.weebly.com | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | | Coaching Sessions | | | | | X | | | Dress Rehearsals | | | | | | x |
| Journal/Learning Log | | | | | X | | | Notes | | | | | | x |
| Rehearsals | | | | | x | | | Checklists | | | | | |  |
| Rough Drafts | | | | | X | | | Concept Maps/Lists | | | | | |  |
| Online Tests/Exams | | | | |  | | | Other: | | | | | |  |
| **Summative Assessments**  (End of Project) | | | | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | X | | | Other Product(s) or Performance(s), with rubric  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |  |
| Performance, with rubric | | | | | X | | | Peer Evaluation | | | | | | X |
| Multiple Choice/Short Answer Test | | | | |  | | | Self-Evaluation | | | | | | X |
| Essay Test | | | | |  | | | Other: | | | | | |  |
|  | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | Costumes, Props | | | | | | | | | | | | | |
| **Equipment:** | | | | | lap-top cart, Weebly, | | | | | | | | | | | | | |
| **Materials:** | | | | | Lysistrate full class text | | | | | | | | | | | | | |
| **Community resources:** | | | | |  | | | | | | | | | | | | | |
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| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | | Journal/Learning Log | | | | | x | | | Focus Group | | | | | |  | |
| Whole-Class Discussion | | | | | x | | | Fishbowl Discussion | | | | | | x | |
| Survey | | | | |  | | | Other: | | | | | |  | |