Audience Participation Module: Interpreting Theatrical Presentations

Enduring Understanding
The audience interprets dramatic and technical elements of the play.

Essential Question
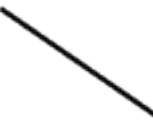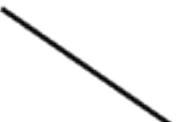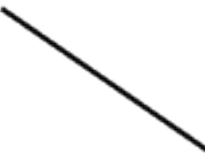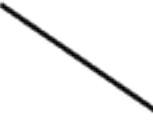Why are both dramatic and technical elements important in a critique?
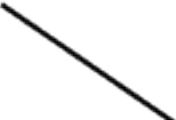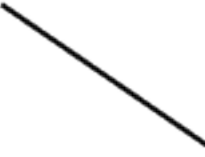
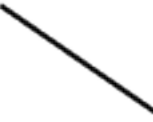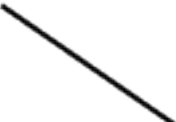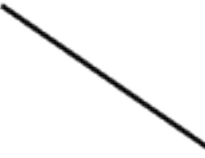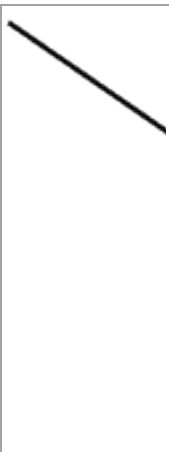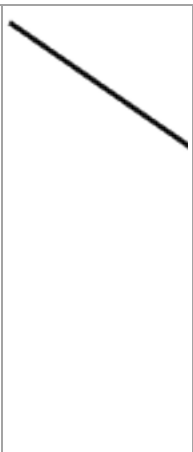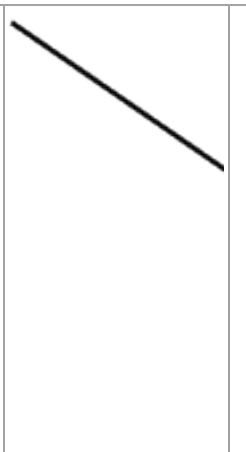| Domain	Process	Standard
PERCEPTION	Observing/ Responding	**1.1 Use the vocabulary of theatre, such as blocking, stage areas, sense memory, script, cue, monologue, dialogue, protagonist, and antagonist to describe theatrical experiences.**
	Analyzing	3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.
CREATION	Staging	2.2 Demonstrate the use of blocking (stage areas, levels, actor's position such as full front, quarter, profile, full back) in dramatizations.
CONTEXT	Putting into Cultural and Historical Context	3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.
	Critiquing	*4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film and video.*

Essential standards and **supporting standards** to be assessed.

Sample Performance Task

1. Develop criteria for critiquing the work of actors, director, writer and technical artists in a theatrical performance. Using the vocabulary of theatre, write a critique of the performance you attended.

Sample Scoring Tool:

Quality Level	1. Artistic Perception Grade 5 Standard 1.1	2. Creative Expression	3.Historical / Cultural Context	4.Aesthetic Valuing Grade 5 Standard 4.1	5.Connections, Relationships, Applications
4 **Advanced**	Writes a **well developed** crtitique of a performance using the language of the theatre			**Justifies reasoning to support** the development and application of criteria critiquing the work of actors, director, writer, and technical artists in a theatrical performance	
3 **Proficient**	Uses the vocabulary of theatre to write a critique of the performance			Develops and applies criteria for critiquing the work of actors, director, writer, and technical artists in a theatrical performance	
2 **Partially** **Proficient**	Writes a **partially developed** critique using **some** vocabulary of theatre			**Attempts** to develop and apply criteria for critiquing the work of actors, director, writer, and technical artists in a theatrical performance	

1 Not Proficient	Does not write critique or critique is **vague** and **unclear**			**Does not** develop and apply criteria for critiquing the work of actors, director, writer, and technical artists in a theatrical performance	

Developing Concepts

Developing criteria for evaluation of all aspects of live theatre is necessary for writing a critique.

Key Ideas:

- Appreciation of live theatre is based on aesthetic standards.
- Creating criteria for all facets of theatre elevates audience response.

Knowledge	Skills
Vocabulary	**Development**
• Director • Technical Artist • Playwright • Actor • Aesthetic Valuing • Rubric	• Create criteria based on work of director, actor, technical artist and playwright

Critical thinking during a live performance expands audience awareness of all aspects of theatre.

Key Ideas:

- A set of aesthetic criteria refines observation skills.
- Concentration is increased while evaluating a production.
- A live performance is a collaboration of many different artists and technicians.

Knowledge	Skills
Vocabulary • Collaboration	**Application** • Record observations on criteria organizer • Notice technical elements of the production

Critiques are based on specific aesthetic standards.

Key Ideas:

- Use of criteria determines the content of a critique.
- The work of the director, actors, technical artist and playwright provide the basis for critiquing live theatre production.

Knowledge	Skills
Vocabulary • Critique • Aesthetic Valuing	**Evaluation** • Use observations to complete the rubric • Write a critique of the production based on the criteria developed • Share critiques with classmates