

**Wickenburg Unified School District
Wickenburg High School
CTE Academic Integration**

Theatre Tech w/English

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Grade Level Participation: 9

Standards Meet:

Career Exploration

6.6 Communicate using written communication skills

9.2 Demonstrate computer literacy using word processing, spreadsheet, & database software

English

RS1-C4-PO2

Infer word meanings from context.

RS1-C4-PO3

Distinguish between the denotative and connotative meanings of words.

RS1-C4-PO4

Identify the meaning of metaphors based on common literary allusions.

RS1-C6-PO1

Predict text content by using prior knowledge and text features.

RS1-C6-PO2

Generate clarifying questions in order to comprehend text.

RS1-C6-PO3

Use graphic organizers in order to clarify the meaning of the text.

RS1-C6-PO4

Connect information and events in text to experience and to related text and sources.

RS1-C6-PO5

Apply knowledge of organizational structures of text to aid comprehension

RS2-C1-PO1

Describe the author's use of literary elements:

- theme (moral, lesson, meaning, message, view or comment on life),
- point of view (e.g., first vs. third, limited vs. omniscient),
- characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),
- setting (time of day or year, historical period, place, situation), and
- plot (exposition, conflict, rising action, climax, falling action, and resolution).

RS2-C1-PO2

Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.

RS2-C1-PO3

Compare (and contrast) works within a literary genre that deal with similar themes

RS2-C1-PO4

Compare interactions among major characters and minor characters in literary text with emphasis on how the plot is revealed through action of the dialog.

RS2-C2-PO1

Describe the historical and cultural aspects found in cross-cultural works of literature.

RS2-C2-PO2

Compare (and contrast) classic works of literature that deal with similar topics and problems.

RS2-C2-PO3

Recognize ways that forms of literature present similar themes differently across genres.

Technology

3T-P1 / PO1 Create documents using professional format

Work Place

1WP-P6 Create documents that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer's use of correct grammar, spelling and punctuation

1WP-P8/PO2 Summarize information from reading material, clearly and succinctly articulating its major points and proposals / Summarize major points clearly and concisely

1WP-P9 Infer and locate the meaning of unknown or technical vocabulary

CTE TECHNICAL THEATRE

STANDARD 1.0 — INVESTIGATE HOW THEATRICAL DESIGN COMPONENTS CONTRIBUTE TO THEATRICAL PRODUCTION

1.6 Demonstrate how design conveys the mood, places the action, and reveals character and setting

STANDARD 2.0 — EXPLORE HOW TECHNICAL THEATRE REALIZES THE DESIGN PROCESS

2.1 Recognize the roles and responsibilities of technical theatre positions and their positions within a production hierarchy

STANDARD 8.0 — SOUND: PRACTICE AUDIO TECHNIQUES THAT REALIZE THE SOUND DESIGN

8.3 Maintain audio equipment

8.4 Discriminate between microphones, speakers, amplifiers, and peripherals

8.10 Utilize sound design/playback software

8.12 Understand studio recording techniques

STANDARD 11.0 — PRACTICE MARKETABLE WORKPLACE SKILLS

11.3 Develop strong interpersonal communication skills

Theatre Strand 1: Create

Concept 1: Collaboration

PO 101. Demonstrate respect for others' opinions by respectfully listening while ideas are articulated

PO 102. Cooperate in the dramatic process.

PO 103. Demonstrate the ability to collaborate while coming to consensus in the dramatic process

PO 203. Collaborate and communicate in the rehearsal process

Theatre Strand 1: Create

Concept 3: Theatre Technology and Design

PO 202. Implement technical theatre etiquette in rehearsal and production settings.

PO 207. Create sound effects and select music to enhance a scene or production.

PO 307. Design an original sound plot for a variety of dramatic works.

PO 309. Execute the duties and responsibilities of a crew head and/or crew member to stage a variety of dramatic works.

PO 407. Implement sound designs for a dramatic work in a formal setting.

Theatre Strand 1: Create

Concept 5: Directing

PO 103. Lead small groups in planning a scene and rehearsing the scene for in-class performance.

PO 203. Make directorial decisions about group work and informal dramatic presentations (including movement, voice, etc.).

PO 207. Implement theatre etiquette as a director in rehearsal and production settings.

PO 402. Problem-solve independently and collaboratively during the rehearsal and production processes.

Theatre Strand 2: Relate

Concept 1: Collaboration

PO 201. Identify social issues and individual attitudes that promote or impede the collaborative process.

PO 202. Discuss and implement the skills that address social issues in the collaborative process (e.g., accept leader/follower roles, how to negotiate differences of ideas) in an informal production and other school-related projects.

Theatre Strand 3: Evaluate

Concept 3: Theatre Technology and Design

PO 302. Evaluate their own and their peers' use of theatre etiquette as a technician.

PO 205. Evaluate their own and their peers' execution of duties and responsibilities on a technical crew.

PO 305. Evaluate their own and their peers' efficiency and effectiveness of safety issues, execution of duties, and responsibilities on a technical crew.

PO 407. Evaluate and revise personal design choices based on feedback from a director.

CTE Technology Standards

□ 2T-P1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services

See: Arts {Music} (2AM-P3) and Social Studies (ISS-P1, PO2)

PO 1. Make informed choices among technology systems, resources and services in a variety of contexts

□ 3T-P1. Communicate to a variety of audiences using professional level technology tools

See: Mathematics (2M-P2), Science (5SC-P3-4) and Social Studies (4SS-P2, PO1-2)

PO 2. Merge information from one document to another (e.g., mail merge, publish and subscribe)

□ 3T-P2. Use a variety of technology tools for data collection and analysis to support a decision

See: Arts {Theatre} (1AT-P6), Mathematics (2M-P2, 3M-P3) and Social Studies (ISS-P1, PO2)

PO 1. Select appropriate technology devices to collect and record data (e.g., science probe, graphing calculator, PDA {personal digital assistant}, alternative keyboard, webcam, GPS and Internet)

□ 4T-P1. Routinely and efficiently use online information resources to meet needs for collaboration and communications

See: Language Arts (W-P2-6) and Workplace Skills (1WP-P5)

PO 1. Using criteria for research in Standard 5, create an end product (e.g., multimedia presentation, publication, Web page) to disseminate the information

□ 5T-P1. Develop a research strategy to find accurate, relevant, appropriate electronic information sources

See: Arts {Theatre} (2AT-P1), Language Arts (W-P4), Mathematics (2M-E1, PO 1), Social Studies (ISS-P2, PO1 and PO3) and Workplace Skills (7WP-P1)

PO 3. Independently select appropriate electronic resources from school, community and the world (via online) to be used to locate information needed when presented with a problem to solve

Workplace Standards

- 1WP-P2. Respond to verbal and nonverbal messages in ways that demonstrate understanding
 - PO 1. Respond appropriately to verbal messages
 - PO 2. Respond appropriately to nonverbal message
- 1WP-P4. Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
 - PO 1. Apply group interaction skills (verbal and nonverbal)
 - PO 2. Adapt style and tone to audience and occasion (verbal and nonverbal)
- 4WP-P1. Demonstrate ability to work with others from diverse backgrounds, including identifying individual interests, aptitudes and skills; teach others new skills
- 4WP-P2. Understand group dynamics
 - PO 1. Identify personal qualities
 - PO 2. Demonstrate an understanding of group dynamics
 - PO 3. Work well with others
 - PO 4. Teach others new skills
- 4WP-P3. Work toward consensus by exchanging resources and resolving divergent interests
 - PO 1. Demonstrate the ability to reach consensus by resolving divergent interests
- 4WP-P4. Monitor individual performance and team effectiveness
 - PO 1. Conduct periodic checks of individual team member's contributions and the team's progress in obtaining goals
- 4WP-P5. Provide constructive feedback
 - PO 1. Define feedback criteria
 - PO 2. Give constructive feedback to team participants that strengthens individual and group performance
- 4WP-P6. Assume leadership roles in team settings to accomplish tasks
 - PO 1. Communicate thoughts and ideas to clarify roles and responsibilities
 - PO 2. Delegate tasks and responsibilities effectively
 - PO 3. Motivate team to accomplish tasks
 - PO 4. Evaluate team effectiveness
- 4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects
 - PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class
- 4WP- P8. Negotiate solutions to identified conflicts by separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and insisting on the use of objective criteria
 - PO 1. Apply negotiation skills to solve conflicts

Lesson: one should note that this is not one lesson but many stretched across the school year

ACTIVITY 1: Students read *Fahrenheit 451* as a class and analyzed the plot, characters, themes, etc.

ACTIVITY 2: Students learned about broadcasting and radio as it pertained to the time period in which *Fahrenheit 451* was set.

ACTIVITY 4: Students created, in three groups, a script from *Fahrenheit 451* for a radio drama based on their prior knowledge.

ACTIVITY 5: Students in Tech Theatre learned about Foley Artists, listened to Old Time Radio shows and learned how to create live sound effects (SFX)

ACTIVITY 6: Students did a SFX Scavenger Hunt in small groups

ACTIVITY 7: Students received the scripts from the English classes and read them individually and made general notes about theme, mood and locations

ACTIVITY 8: Students reread their assigned script and gave a brief synopsis and were assigned scenes to focus on

ACTIVITY 9: Students read their synopsis to class and class discussed the world of *Fahrenheit 451* and the present day implications

ACTIVITY 10: Students work on finding or creating SFX and music to use with their assigned scenes

ACTIVITY 11: Students rehearse from the script and learn recording etiquette

ACTIVITY 12: Students record the scripts and learn to use Audacity (recording software)

ACTIVITY 13: Students edit their scenes and add music and SFX

Assessment:

Students in English classes were graded on the script and also tested formally on the content of the book and the history behind it. Theatre students were assigned specific tasks during the process and were graded based on their ability to fulfill those tasks. Students were also graded on assigned written tasks during the process.

Future Planning:

For both teachers in the future we would discuss more exactly what we would like each stage of the project to be more fully. The English class would do more revisions based on suggestions from the Theatre classes. Both teachers would like to be more hands on in parts of the process to model certain aspects in more detail for the

students. Theatre classes would need more time to get familiar with the software and for editing in order to have a finished project. The finished project would then be critiqued by both classes.