



Dramatic Workshop II - Unit 1 - The Comedy & The Tragedy

Unit Focus

In this unit students will learn the history of theater from the Middle Ages to 1800 as they study tragedies and comedies from this time period. Learning will be focused on the different types of each genre as well as the use of language in each genre to produce a specific mood and tone. The role of critique and revision will be focused on as students prepare to write and perform either a tragic or comedic scene. Students will work on acting skills through improvisation and short, scripted performances throughout the unit.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts : 9</i> <i>919462 Language</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p><i>CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. <p>School-specific (only available to this unit) <i>Theatre : 9</i></p> <ul style="list-style-type: none"> • 4007320 CTTS 8) Students will understand context by analysing and comparing theater in various cultures and historical periods. • 4007319 CTTS 1) Students will create theatre through improvising, writing and refining scripts. <p>Student Growth and Development 21st Century Capacities Matrix <i>Creative Thinking</i></p> <ul style="list-style-type: none"> • Design: Students will be able to engage in an appropriate process to refine their product. <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. 	<p>T1 Students will create theatre through improvising, writing and refining scripts.</p> <p>T2 Students will understand context by analysing and comparing theater in various cultures and historical periods.</p> <p>T3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Both tragedy and comedy require close attention to perspective in order to be successful.</p> <p>U2 Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U3 Writers write what they know</p>	<p>Q1 Why should we study classic comedies and tragedies?</p> <p>Q2 How does a playwright use language to create emotion?</p> <p>Q3 How do critique and revision improve my presentation?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
<p>K1 Miracle play, morality play, mystery play, passion play, trope, antagonist, catharsis, melodrama, protagonist, social drama, tragedy, tragic flaw, burlesque, comedy or manners, farce, high comedy, hold, low comedy, middlebrow comedy, parody, rule of three, satire, travesty</p> <p>K2 The difference between playing tragedy and comedy.</p>	<p>S1 Writing for comedic and tragic effect (mood and tone)</p> <p>S2 Performing tragic and comedic scenes</p>		