

Unit Title:

You Call That A Performance?!

Term 4 Duration: 6-8 weeks



Developed by:

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THROUGH LINES

Victorian Curriculum

The Arts: Dance, Drama and Music

Explore and Express ideas
Dance, Drama and Music practices
Present and Perform
Respond and Interpret

Personal and Social Capability

Self-awareness and management
Recognition and expression of emotions
Development of resilience
Social Awareness and Management
Working collaboratively

English

Reading and viewing
Writing
Speaking and listening

Digital Technologies

Creating digital solutions
Data and information

Critical and Creative Thinking

Questions and possibilities
Reasoning
Metacognition

Learning across the curriculum

developing the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.

Curriculum Focus (Why This Unit?) <i>Snapshot of unit</i>	Understandings
<p>The students will be working with an Artist In Residence in order to create a performance around puppetry. Scripting will involve a focus on the Habits Of Mind and giants in literature. Additionally, the students' inquiry will be based around exploring what a performance is, including a strong negotiated focus on exploring performances of their own choice. The shared inquiry as a class will involve student exploring aspects of performance and reflecting on the performance they put together with the artist.</p>	<ul style="list-style-type: none"> • There are many different types of performances that have evolved over time. • Performances are created for different reasons (cultural, personal, entertainment, traditional) • There is a process to creating a performance. • Constructing a performance involves utilizing a variety of elements (props, characters, scripts, music)

<p>Generative Questions</p> <ul style="list-style-type: none"> • What is a performance? • What different types are there? • How have performances changed over time? • How are performances created? • Why do people perform? • What elements are involved in constructing a performance?
<p>Key Concepts:</p> <ul style="list-style-type: none"> - Communication - Change - Technological advances - Life and Living - Tradition - Culture - History <p>Value</p> <ul style="list-style-type: none"> - Co-operation - Respect

Resources	
<p>Video: (TV program) Behind the News – videos related to performances. Videos of performances (circus, theatre, busking, etc)</p> <p>Incursions:</p> <ul style="list-style-type: none"> - Monty 'Boori' Pryor - Jenny Ellis: Mermaid's Daughter, - Jenny Ellis: A Little Bit of Blue 	<p>Picture Story Books:</p> <p>Magazines:</p> <p>Big Book</p> <p>Serial Reading:</p> <p>Guest Speakers:</p>

TUNING IN

How can we engage students in this topic?

What can we do to spark interest/enthusiasm/curiosity/motivation?

How can we assess students' prior knowledge, values and experiences, in relation to the topic?

How can we involve them in negotiating the direction of the unit and setting goals?

- Give students a whole lot of examples of performances (e.g. pictures, photos, magazine articles, newspaper articles, advertisements for shows, ticket stubs, music playing, video). Have stations set up with reflections they can do for each piece. What do you think our big question is, based on these items?
(concert tix, musical programs, circus ads and program, school production programs, concert video)
<This is a... Its purpose is to... Its relationship to our unit is... **On Sticky Notes at each station** On a strip of paper, "I think our unit is about..."
- What is a performance??? Ask the person next to you what they think a performance is, when was the last time you've been to a performance, have you ever been in a performance?
- Controversial statements – performance, not a performance, ??? Flash up images and videos and ask children to classify. (e.g. "The little girl giant" YouTube clip, TV show, flash mob, cartoon, living statues, busking, cheerleading, giving a speech, protesting, radio, child throwing tantrum, magic, standup comedian). Children classify them and give reasons why. (32 photos, approx 5 photos per group of 4 students. Sort in groups, do as a grade and discuss)
*** INTRODUCE DRAWING CONCLUSIONS BOARD AND DISCUSS THAT WE'LL USE IT TO FIGURE OUT WHAT A PERFORMANCE IS ***
Add to DC board using speech bubbles, reasons for and against particular photos being/not being a performance.
- What is the definition of performance in a dictionary? Is performance in the eye of the beholder?
- HOMEWORK: Go home and ask three people what they think a performance is. The most memorable performance I have ever seen is... because... Illustrate and share with 4 other kids. Now, what has this

	<p>taught you about what makes an effective performance and what a performance is.</p> <ul style="list-style-type: none"> • As a class, undertake a brainstorm of all the different types of performance you know of under these headings → Dance, Drama, Music. Children do this in small groups and then collate. • Students begin making choices for their own inquiries. Give them a couple of days to think about it. Start filling out contracts. Students can begin gathering information over the holidays. • Throughout the unit, encourage children to bring in their own examples and experiences of performances in their own lives.
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<p>FINDING OUT</p> <p><i>What experiences/resources/activities could be used to assist students to gather information in relation to our planned understandings?</i></p>	<p>SORTING OUT</p> <p><i>How can we help students make sense of the data they have gathered? How will they process, sort out and organise their ideas? (Arts, , English, Digital technologies).</i></p>
<p>**** Begin after residency****</p> <p>ELEMENTS OF PERFORMANCE</p> <ul style="list-style-type: none"> • Over a few weeks, watch a variety of performances that have been created for different reasons (cultural, personal, entertainment). → What are elements of performance? Purpose of performances? 	<p>Create a data chart → What was it? Who was in it? Elements? Purpose? → DRAW CONCLUSIONS.</p>
<p>BECOME A PERFORMER?</p> <ul style="list-style-type: none"> • Plan and identify elements needed for students to try different types of performances → poets corner, living statues, buskers, flash mob. Refer back to initial brainstorm chart for ideas. Children to work with partners, individually and work with different people. • Homework: Children find a poem to recite, ready for Poet’s Corner. • Informal and formal performance e.g. perform a scripted play for preps • Set personal goals for this task. 	<p>Take a visual record of their performances and reflect on it.</p>

<p>'EXPERT' PERFORMERS</p> <p>* Visits from Monty Prior, Jenny Ellis & guest speakers from community groups.</p>	<p>* Children come up with questions to ask performers about their performance type, the process the artists have undertaken to put their performance together, elements used.</p> <p>* A performer... Children to complete this statement based on their finding out.</p>
<p>READING ROTATIONS</p> <ul style="list-style-type: none"> • Reading rotations based on performances. Incorporate 'Readers Theatre' and analyzing 'reviews' 	<p>Add to data chart.</p> <p>Present Readers Theatre to the class.</p>
<p>BECOME A 'CRITIC'</p> <p>As a homework task, children bring in a review (book or performance). Deconstruct and analyze 'reviews' as a class. Watch an episode on 'At The Movies' (children's film).</p>	<p>Children write their own review about a performance or movie they have seen. Portfolio assessment task.</p>
<p>PUTTING TOGETHER A PERFORMANCE</p> <ul style="list-style-type: none"> • In maths, learn about mapping (grid references, compass rose, scale, landmarks, legend, giving directions, etc.) • Read, deconstruct and analyze performance programs. 	<ul style="list-style-type: none"> • Children create a map for the performance (including 'stage' areas, directions to move on the performance night, etc) • In groups of 3, children create a program for the puppet performance, using ICT.
<p>GOING FURTHER/PATHWAYS AND POSSIBILITIES</p> <p>Investigation type: Individual – I Small Group – SG</p>	
<p>How can we further students' experience and understanding about this topic?</p> <p>How can we challenge their ideas and give them new perspectives?</p> <p>How can we cater for individual for small group pathways as they emerge during a unit?</p>	<ul style="list-style-type: none"> • Working with Jenny Ellis • For 3 weeks, students will be immersed in stories featuring giants. They will be analyzing the role of these giants within the story; the Habits Of Mind the giants use/don't use; and the purpose of the stories (cultural, educational). • Students will then use the HOM to script a performance using the puppets they create with Jenny. • Negotiated inquiry – we want students to investigate 1 type of performance through different lenses E.g. ballet → historical lens (When did ballet get invented? How did it change over time?), biographical lens (who are the people involved?), geographical lens (world, community), cultural lens, literature lens (famous stories behind it),

Media lens (how it's showcased),
technological lens.

DRAWING CONCLUSIONS AND REFLECTING (ongoing or one off)

How can we assist students to pull it all together and reflect on their learning?

How can we see if they are making connections?

How can we encourage higher order thinking (synthesis evaluation)?

- Reflective journal when working with Jenny.
- Reflection day with Jenny Ellis 28th October – Head, Heart and Hand self-assessment (**Portfolio task**).
- Reflection wall (photos and individual reflections).

TAKING ACTION/SO WHAT?

How can we empower students to act on what they have learnt?

Is there a rich authentic task (preferably one that integrates a range of skills and processes) that will help give the unit real purpose?

How will kids show what they know?

- Whole-school performance evening – 27th October 2011.
- Students present their inquiries (half day). They will plan, rehearse and present to a small group (3 students in each group, from different grades). Follow up with roaming exhibition where students give feedback using thought clouds.