

THEATRE CURRICULUM STANDARDS GRADES 6-8

Standard 1.0 Script Writing

Students will write scripts through improvising, drafting, and refining scripts based on personal experience and heritage, imagination, literature, and history.

Course Level Expectations (CLEs)

The student will

- 1.1 Understand the principles of basic scene writing.
- 1.2 Explore dramatic situations within script.
- 1.3 Develop scripted scenes through individual or collective experiences.
- 1.4 Understand language and structure of script.
- 1.5 Participate in script writing by structuring scenes based on improvisation.
- 1.6 Identify character within script.

Checks for Understanding

- 1.1 Identify the main components (i.e., exposition, inciting incident, rising action, climax, falling action, conclusion) of a scene by creating a plot diagram.
Identify characters in a given scene.
- 1.2 Identify a dramatic situation within a given scene.
Discuss a dramatic situation based upon a real life scenario.
- 1.3 Write a short scene based on individual experience.
Write, as a group, a short scene based on shared experiences.
- 1.4 Create a short scene based on dialogue.
- 1.5 Use improvisation as a tool in writing a short scene.
- 1.6 Portray a character from a given script.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Write a scene using correct language arts mechanics.
- 1.1.2 Write a complete scene with a beginning, middle, and end.
- 1.1.3 Collaborate and write an original short script.
- 1.2.1 Improvise character in a given scene.

- 1.2.2 Improvise character in a given conflict situation.
- 1.2.3 Improvise multiple characters in various situations.
- 1.3.1 Write a scene based on a given experience.
- 1.3.2 Collaborate and write a scene based on a given experience.
- 1.3.3 Collaborate and write a short script based upon group-chosen experience.
- 1.4.1 Read given scene or play excerpt.
- 1.4.2 Read and analyze play focusing on plot, character, and/or theme.
- 1.4.3 Read and analyze a play identifying elements such as dialogue and stage directions.
- 1.5.1 Write scenario based on improvisation.
- 1.5.2 Use playmaking to create a written scene.
- 1.5.3 Write elements of plot through group improvisational activity.
- 1.6.1 Identify given character(s) in a script.
- 1.6.2 Identify a character's motivation from dialogue.
- 1.6.3 Write a short script using dialogue to demonstrate characters' motivations.

Standard 2.0 Character Acting

Students will develop basic acting skills by portraying characters in improvised and scripted scenes.

Course Level Expectations (CLEs)

The student will

- 2.1 Use imagination to create character.
- 2.2 Develop characters through facial expressions, body language, and voice.
- 2.3 Create characters based on a given situation.
- 2.4 Explore physical and emotional depths of characters.
- 2.5 Employ improvisational skills using appropriate guidelines to develop a character.
- 2.6 Implement movement and vocal techniques to express character traits.

Checks for Understanding

- 2.1 Demonstrate character through improvisation based on a given observation.
- 2.2 Show a character's emotion through the use of facial expressions.
Show a character's emotion through the use of body movement
Show a character's emotion through voice manipulation.
- 2.3 Portray a character based upon a teacher-given situation.

- 2.4 Explain internal (emotional and psychological) qualities of a character based on background information within script.
Explain external traits (e.g., posture, body movement, voice, mode of dress) of a given character.
- 2.5 Apply basic rules of improvisation in character creation following teacher guidelines.
- 2.6 Demonstrate body movement appropriate to specified character traits.
Demonstrate vocal techniques appropriate to a given puppet character.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Create a character through observation.
- 2.1.2 Create a character through improvisational games, pantomime, and other theatre activities.
- 2.1.3 Create character(s) as implied by a script.

- 2.2.1 Demonstrate character through facial expressions.
- 2.2.2 Use body movement, vocal emphasis, and facial expressions to demonstrate a given character.
- 2.2.3 Demonstrate an understanding of a variety of vocal techniques, body language, and facial expressions that may be used to portray a given character.

- 2.3.1 Improvise a character using teacher-provided props and costumes.
- 2.3.2 Create character(s) for a given scenario using teacher-provided props and costumes.
- 2.3.3 Develop character, from group selected scenario, using provided props, costumes, and make-up.

- 2.4.1 Discuss ways emotions and physical traits can be demonstrated in a scene.
- 2.4.2 Articulate and develop characters based on physical and emotional traits in a given scene.
- 2.4.3 Portray a character based on given physical and emotional qualities.

- 2.5.1 Create a character using specified guidelines of improvisation.
- 2.5.2 Create character(s), individually or in a group, for an improvised scene.
- 2.5.3 Demonstrate a well-defined character in a group improvisational activity.

- 2.6.1 Perform a character using pantomime or improvisation.
- 2.6.2 Use vocal technique and body movement to express thought, feeling, and character in theatre exercises and improvised scenes.
- 2.6.3 Perform, for an audience, a character in a scene using proper vocal techniques and body movement.

Standard 3.0 Scene Design

Students will design by developing environments for improvised and scripted scenes.

Course Level expectations (CLEs)

The student will

- 3.1 Explore technical elements such as lighting and set design.
- 3.2 Identify costume, set, props, lighting, sound, and make-up for an improvised or scripted scene.
- 3.3 Understand safety issues within technical theatre.
- 3.4 Construct elements of a set following appropriate safety procedures.
- 3.5 Identify roles of technical theatre personnel.

Checks for Understanding

- 3.1 Identify lighting terms.
Identify elements of set design (e.g., backdrop, set pieces, stage directions).
- 3.2 Design a costume for a given character.
Identify props used in a given script.
Draw a set diagram following teacher guidelines.
- 3.3 Explain proper safety guidelines for technical theatre.
- 3.4 Construct a puppet or hand prop using appropriate safety procedures.
- 3.5 Define duties of selected technical theatre personnel.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Identify technical elements of the theatre.
- 3.1.2 Apply elements of technical theatre by creating a basic set for a scene.
- 3.1.3 Determine needs and design the technical elements for a scripted scene.
- 3.2.1 Recognize technical elements needed for an improvisational or scripted scene.
- 3.2.2 Design a technical plot or diagram for a specified scene from a scripted or unscripted work.
- 3.2.3 Create a basic or simple set piece or prop for a scripted work.
- 3.3.1 Recite safety guidelines of technical theatre.
- 3.3.2 Explain and write safety rules of technical theatre.
- 3.3.3 Demonstrate proper theatre safety while creating a specific set piece.

- 3.4.1 Construct a puppet for a given character following appropriate safety guidelines.
- 3.4.2 Design and construct a specific costume or set piece for a given scripted or unscripted scene.
- 3.4.3 Construct a model of a stage including set pieces for a specified scene.

- 3.5.1 Identify various roles associated with theatre production.
- 3.5.2 Describe job responsibilities of technical theatre personnel.
- 3.5.3 Perform specific duties of a technical theatre person as assigned for scene work.

Standard 4.0 Directing

Students will direct by organizing rehearsals for improvised and scripted scenes.

Course Level Expectations (CLEs)

The student will

- 4.1 Explore responsibilities of the director.
- 4.2 Develop leadership and collaborative skills through directing improvised and scripted scenes.
- 4.3 Construct a rehearsal schedule.
- 4.4 Understand basic script analysis.
- 4.5 Understand technical elements (e.g., costume, lighting, sound) for improvised or scripted scenes.

Checks for Understanding

- 4.1 Describe the duties of the director.
Identify stage directions and blocking for a given scene.
- 4.2 Direct a short scene following teacher guidelines.
- 4.3 Create a rehearsal schedule to include cast read through, character study, memorization, blocking, run through, dress rehearsal, and production within a designated time span.
- 4.4 Describe basic requirements of production.
- 4.5 Understand technical elements needed for a given scripted scene.

Student Performance Indicators (SPIs)

Student is able to

- 4.1.1 Identify and examine the various roles of the director when directing a written script.

- 4.1.2 Demonstrate an understanding of specified director responsibilities such as casting, stage directions, and blocking.
- 4.1.3 Direct a given scene demonstrating the responsibilities of a director.

- 4.2.1 Organize and collaborate with a student ensemble to create a scene.
- 4.2.2 Guide rehearsal, through group collaboration, for teacher-given scene.
- 4.2.3 Direct an in-class performance illustrating directing techniques.

- 4.3.1 Identify the components of a rehearsal schedule.
- 4.3.2 Create a spreadsheet demonstrating a rehearsal schedule for a production.
- 4.3.3 Develop, communicate, and sustain a rehearsal for a performance.

- 4.4.1 Demonstrate an understanding of the needs (e.g., props, costume, set pieces) for a given scene.
- 4.4.2 Explain what technical elements are needed for a particular scene.
- 4.4.3 Determine appropriate production requirements to block a short scene from a given script.

- 4.5.1 Demonstrate an understanding of the role of technical elements in production.
- 4.5.2 Write technical elements for a given scene.
- 4.5.3 Design and produce a scene through group collaboration.

Standard 5.0 Research

Students will research by using cultural and historical information to support improvised and scripted scenes.

Course Level Expectations (CLEs)

The student will

- 5.1 Explore and discover contributions of people in various cultures for appropriate use in improvised and scripted scenes.
- 5.2 Examine historical information to support improvised and scripted scenes.

Checks for Understanding

- 5.1 Compare and contrast characteristics of teacher-given cultures.
Improvise a scenario demonstrating characteristics of a selected culture.

- 5.2 Research a given historical time period (e.g., major events, significant people).
Research and illustrate costumes of a given time period.
Describe contributions of Ancient Greeks to theatre.
Construct a mask representing an emotion as it pertains to Greek theatre.

Student Performance Indicators (SPIs)

Student is able to

- 5.1.1 Research and identify contributions of people in various cultures for use in improvisation.
- 5.1.2 Evaluate and synthesize the contributions (e.g., storytelling, folklore) of people in various cultures.
- 5.1.3 Identify influences of diversity and culture on playwrights, actors, designers, and/or directors.

- 5.2.1 Demonstrate an understanding, through portrayal, of historical characters. .
- 5.2.2 Research a given historical period in order to understand its affect on theatre.
- 5.2.3 Describe the influences of a specified historical period on a given script.

Standard 6.0 Theatrical Presentation

The students will compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms

Course Level Expectations (CLEs)

The student will

- 6.1 Recognize how dance, visual art, and music are used in theatre.
- 6.2 Understand the role of the audience and demonstrate appropriate etiquette.

Checks for Understanding

- 6.1 Identify elements of dance, visual art, and/or music that are used in theatre.
Describe ways in which a selected art form is used in theatre.
Create an improvised scene incorporating dance and music.
- 6.2 Discuss proper audience etiquette.
Demonstrate proper audience etiquette during in-class performances.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Describe various art forms used in theatre.
- 6.1.2 Identify the use of other art forms in a theatrical production.
- 6.1.3 Examine, compare, and contrast various art forms used in theatre.

- 6.2.1 Discuss and describe expectations of a respectful audience.

- 6.2.2 Demonstrate appropriate audience etiquette during a performance.
- 6.2.3 Evaluate audience response to a performance following teacher guidelines.

Standard 7.0 Scene Comprehensions

Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

Course Level Expectations (CLEs)

The student will

- 7.1 Analyze and respond to a variety of theatrical experiences.
- 7.2 Analyze the theme of scenes from theatre, film, television, and/or electronic media productions.

Checks for Understanding

- 7.1 Identify elements of constructive criticism.
Write a critique based on a given scene from live theatre.
- 7.2 Discuss the theme of a given recorded scene from film and/or television.
Describe the theme of a given scene from theatre.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Describe the purpose and identify examples of constructive criticism.
- 7.1.2 Critique a given scene based on a teacher-provided rubric..
- 7.1.3 Demonstrate constructive criticism for an in-class performance.
- 7.2.1 Describe the theme of a live or recorded scene based upon the introduction and stage directions provided by teacher.
- 7.2.2 Identify the theme of a live or recorded scene based on historical information, stage direction, and character background.
- 7.2.3 Discuss and evaluate the theme of an improvised scene.

Standard 8.0 Context

Students will understand context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures

Course Level Expectations (CLEs)

The student will

- 8.1 Recognize the historical impact of theatre, film, television, and/or electronic media on society.
- 8.2 Understand the relationship between theatre and society.

Checks for Understanding

- 8.1 Explain historical impact of television on society.
Identify and compare representative artists (e.g., playwright, actor, director) from two different cultures.
- 8.2 Describe the relationship between theatre and society within a given time period.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Identify and discuss the historical significance of theatre, film, television, and/or electronic media on society.
- 8.1.2 Demonstrate knowledge of historical background through basic costume attire and make-up application using teacher-provided materials.
- 8.1.3 Compare and contrast the historical affects of printed and electronic media on society.
- 8.2.1 Recognize ways in which society and theatre influence each other.
- 8.2.2 Identify ways in which society and theatre influence each other in a given time period and/or culture.
- 8.2.3 Explain the relationship between theatre and society in a given time period and/or culture.