

Exploring Theatre Curriculum

Content Standard 1: Create theatre through improvising, writing, and refining scripts. Students will understand and recognize various definitions of theatre.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will demonstrate an understanding of sensory recall to interpret experiences. • Students will use movement to express thought, feeling, and character. • Students will explore creative drama incorporating the physical, emotional, and social dimensions of characters through narrative pantomime. • Students will use, explore creative drama incorporating the physical, emotional, and social dimensions of characters through story dramatization 	<ul style="list-style-type: none"> • Complete general entry pg. 59 • Complete “action” activities pgs. 59-60 • Discussion about actors and audiences and how they would use their five senses. • Complete “action activities” pgs. 62-63 • Students will have to bring a poem to class and plan ways to pantomime the action of the poem. • Discuss pgs. 70-71, 74 (ET) • Complete action activities #1 pg. 74 • Complete action activities #6 pg. 75 • Acting companies complete “action” activities pgs. 77-78. Each group will complete story dramatization preparation from TRB. • Complete story dramatization “action” activities 2a pg. 78 	<ul style="list-style-type: none"> • Students should make a collage of photographs found on pg. 52. • Crossword puzzle (TRB Ch. 3) • Conduct an oral review and assign focus on facts pg. 65 as a written review • Chapter 3 Test • Action 5 pg. 75 (ET) • Have students replay stories as suggested in “action” activity 2a. Evaluate playing using guidelines given in this lesson. • Encourage theatre attendance by announcing local production schedules. 	<ul style="list-style-type: none"> • Teacher’s Resource Book (TRB) • Exploring Theater Text (ET) • Ch. 3 Crossword puzzle (ET) • Lesson 5 “Movement” pg. 61 (ET) • Action activities pg. 62-63 (ET) • Complete the words Ch. 3 (TRB) • Narrative pantomime preparation (TRB) • Using emotions (TRB) • Action 3 pg. 75 (ET) • Action 5 pg. 75 (ET) • Story dramatization pgs. 75-78 (ET) • Story dramatization preparation (TRB)

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will use problem solving techniques and creative drama to create meaning and character through original dialogue. • Students will recognize and understand the process of improvisation. 	<ul style="list-style-type: none"> • Grab bag improvisation preparation. Instruct students on activity preparation. • Establish procedure for sharing improvisation preparation. Pass out preparation sheets. “Perform, evaluate, and apply.” • Complete “action” activity #1 pg. 113 • -Add situations if needed • Complete Ch. 6 • Complete Chapter 6 crossword puzzle (TRB). • Discuss using improvisation in real life pg. 112 (ET) 	<ul style="list-style-type: none"> • Evaluate performances in a journal. • To evaluate the strengths for each scene, making suggestions for improvement. • Lesson 6 Quiz 1 (TRB) • Evaluate scenes and discuss important life skills used in today’s lesson. 	<ul style="list-style-type: none"> • Grab bag improvisation preparation sheet (TRB) • Action activity 2 pg. 113 (ET) • Act out action activity 2 pg. 113-114 (ET) • Improvisation in real life pg. 112 (ET) • Real life application pg. 114 Teacher Annotated Edition (TAE)

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Content Standard 2: Act by developing, communicating, and sustaining characters.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will incorporate physical, emotional, and social dimensions of characters through action and dialogue. • Students will recognize responsibilities in role preparation. • Students will explore basic acting technique. 	<ul style="list-style-type: none"> • Assign new acting companies. • Add new vocabulary terms from “action” activities pg. 124 (ET) • From a distance observe different people for 5-10 minutes and complete an observation log • “Stereotypical characters” sheet from (TRB) • Prepare a presentation of biographies. Call attention to figure 8-2 pg. 147 under assign “action” activity pg. 147. • Discuss quote by Jessica Tandy pg. 146 (ET) • Discuss quote by Kenneth Kaigh pg. 143 (ET) • Complete student activity pg. 160 • Complete “action” activity pg. 166 	<ul style="list-style-type: none"> • Quiz on vocabulary words • Evaluate improvisations • Test on “stereotypical characters” • Evaluate rehearsals. Respond to and evaluate performances. • Oral discussion on acting technique 	<ul style="list-style-type: none"> • “Action” activities pg. 124 (ET) • Complete and correct Quiz #1 (TRB) • Real life application pg. 129 (TAE) • Lesson 2 Warm up pg. 141(ET) • Spotlight on terms and focus on facts pg. 148 (ET) • Pg. 157, 160-161, 164-165 (ET) • Reflections pg. 167 • Focus on facts pg. 167

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Content Standard 3: Design and produce the technical elements of theatre through artistic interpretation and execution.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will explore basic stage movement and business. • Students will understand the importance of theater safety. • Students will recognize the importance of backstage personnel and the use of technical elements. 	<ul style="list-style-type: none"> • Discuss guide for basic stage movement and business • Working in acting companies, students will plan a short improvisation scene using at least three examples of basic stage movement and/or business. • Participate in “action” activities pg. 190-192 (ET) • Acting companies will complete a theater safety tour worksheet from TRB • Lesson 2 “The production team” pgs. 192-193 • Lesson 3 “The stage crew” pgs. 194-199 • Add new vocabulary terms • Lesson 4 “The prop crew” pgs. 200-203 • Lesson 5 “The costume crew” pgs. 203-205, 208 • Lesson 6 “The makeup crew” pgs. 208 New vocabulary and conduct a skin sensitivity check. Demonstrate makeup applications. Discuss quote pg. 211 	<ul style="list-style-type: none"> • Test on chapter 9 “Guide for stage movement and businesses” • Class will compile a theater safety guide from their worksheets to be graded. • Quiz on Lesson 2 and 3 • Quiz on vocabulary terms • Quiz #1 TRB • Students must design a costume. • Quiz on vocabulary 	<ul style="list-style-type: none"> • Pg. 161-163 (ET) • Focus on facts pg. 167 (ET) • Theater in your life pg. 167(ET) • Action activities pgs. 190-192 (ET) • Theater safety tour worksheet (TRB) • Production Team lesson pgs. 192-193 (ET) • The Stage Crew lesson pgs. 194-199 (ET) • Prop crew pgs. 200-203 (ET) • New vocabulary terms Ch. 11 • Quiz #1 (TRB) • Costume crew pgs. 203-205, 208 • Makeup crew pg. 208 warm up • Action activity 3 pg. 213 (ET) • Quote pg. 211 (ET)

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none"> • Lesson 7 “Sound and lighting” pgs. 213-214 and 215-220. New vocabulary terms. Tour backstage light and sound areas. • Lesson 8 “Publicity and house crew” pgs. 220-223. New vocabulary terms and a critical thinking/problem solving activity. Journal entry. 	<ul style="list-style-type: none"> • Quiz #2 TRB • Discuss backstage tour • Quiz on vocabulary • Spotlight on terms • Discuss and correct matching exercise. 	<ul style="list-style-type: none"> • Sound and lighting pgs. 213-214 and 215-220 (ET) • New vocabulary • Quiz #2 (TRB) • Publicity and house crew warm up pg. 220 • Action activity pgs. 221 and 223 • Use lesson 10 warm up 221 • Spotlight on terms pg. 221

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Content Standard 4: Direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will understand the production process by selecting the play and selecting the cast. • Students will understand the rehearsal process. • Students will understand an actor’s responsibilities before, during, and after a performance. • Students will perform literal selections. • Students will self-evaluate performance. 	<ul style="list-style-type: none"> • New vocabulary. • Complete the audition application form (TRB) • Action activity 1c pg. 177 • New vocabulary words and definitions to notebook. • Complete “action” activity #1 pg. 184 • Complete and discuss “focus on facts” pg. 188 • Fill in the crossword puzzle (TRB) • Recite together Chapter 5 • Action activity “Tongue Twisters” pg. 94-95 • Recite together Chapter 5 • Action activity “Rhyme time” pg. 96 	<ul style="list-style-type: none"> • Complete and correct chapter 10 quiz #1 • Quiz on vocabulary words • Quiz-fill in crossword puzzle (TRB) • Discuss orally techniques that were used successfully. • Students will view a video taped performance and critique. 	<ul style="list-style-type: none"> • Audition application form (TRB) • Chapter 10 quiz 1 (ET) • Action activity 1c pg. 177 (ET) • Pg. 177-179 (ET) • Pg. 182-184 (ET) • Pg. 177 Lesson 3 warm-up • Pg. 184 Action activity 1 • Pg. 184 Action activity 3 • Pg. 184-187 (ET) • Lesson 1 Warm up pg. 184 (ET) • Ch. 10 crossword puzzle (TRB) • Ch. 5 (ET) • Action activity 1 pgs. 94-95 (ET) • Ch. 5 (ET) • Action activity 3 pg. 96 (ET)

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Content Standard 5: Research, evaluate, and apply cultural and historical information to make artistic choices.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will recognize theatre as a reflection of life in particular times, places, and cultures. • Students will demonstrate their understanding of theatre. 	<ul style="list-style-type: none"> • Recite “The Lord Chancellor’s Nightmare” varying rate and volume. • Read and discuss the Italian Renaissance pp. 88-89 • Study time line pp. 20-24 • Knowledge of reading and understanding “Theatre in your life” p. 120 	<ul style="list-style-type: none"> • Oral report and quiz on reading assignment • Crossword puzzle and questions pertaining to the chapter. 	<ul style="list-style-type: none"> • Our theatre heritage pp. 88-89 (ET) • The Italian Renaissance pp. 88-89 (ET) • Time Line pp. 20-24 (ET) • Theatre in your life p. 120 (ET) • Chapter 6 Crossword puzzle (TRB)

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Content Standard 6: Make connections between theatre, other disciplines, and daily life.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will recognize the various definitions of theatre and understand the importance of theatre in their lives. • Students will realize the historical and cultural significance of theatre • Students will understand and begin to develop artistic discipline. • Students will recognize playwriting as a theatrical career • Students will explore similarities and differences between theatre and other media. 	<ul style="list-style-type: none"> • Read quote by Dr. Brockett pg. 9 have student discuss ways their opinions of theatre changed after reading the play. • Chapter 1 Crossword puzzle (TRB) • Discuss “The Beginning of Theatre” time line pp. 20-27 • Discuss Lesson 3 warm-up • Have students discuss lesson 3 warm-up aloud • Ask students the differences in self-discipline and artistic discipline • Read Lorraine Hansberry’s biographical sketch (TRB) • Read together William Shakespeare p. 142 • Discuss ways theatre heritage is a reflection of life in particular times, places, and cultures. • New vocabulary words • Acting companies will think of ways that theatre, television, and movies are similar as well as ways that they are different. 	<ul style="list-style-type: none"> • Add their opinions in journal for a grade. • Have students complete for a quiz grade “The Scrambler” (TRB) • Grade journal having students connect the lesson to real life applications • Discuss and correct “Spotlight on terms” and “Focus on facts” p. 148 • Discuss and review Chapter Journal entry • Quiz on vocabulary • Journal entry 	<ul style="list-style-type: none"> • Quote by Dr. Brockett p. 9 (ET) • The Wonderful World of Theatre (TAE) • The Beginning of Theatre p. 13 (ET) • The Scrambler (TRB) • “Spotlight on Terms and Focus on Facts” pg. 19 (ET) • Artistic discipline pp. 42-43, 45 • Theatre in your life p. 148 (ET) • Hansberry’s sketch (TRB) • William Shakespeare p. 142 (ET) • Spotlight on terms and focus on facts p. 148 (ET) • Comparing theatre with other media pp. 234-237 • Lesson 4 warm up p. 238 • Cover pp. 238-240-244 • Reflections p. 245

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will be exposed to a variety of careers and occupations in and relating to theatre. 	<ul style="list-style-type: none"> • Spotlight theatre professionals Joseph Papp and Susan Branch as examples of individuals who found theatre careers in areas other than acting 	<ul style="list-style-type: none"> • Quiz on vocabulary • Journal entries on careers other than acting 	<ul style="list-style-type: none"> • Lesson 2 warm up p. 247 (ET) • Cover text p. 247-248 (ET) • Action activities pp. 248-249 (ET) • Critical thinking p. 247 (TAE)

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Content Standard 7: Analyze, critique, and construct meanings from works of theatre.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will demonstrate an understanding of creative drama through participation in classroom activities. • Students will recognize and respond to elements in dramatic literature • Students will explore readers theatre as a theatrical mode 	<ul style="list-style-type: none"> • Students will discuss differences in formal theatre and creative theatre. • Introduce chapter • Discuss pp. 137-144 • Assign a play reading log • Have students model different ways to read. • Encourage students to discuss presentations • Model selections from joyful noise p. 337 (TAE) 	<ul style="list-style-type: none"> • Quiz 1 • Complete action activities 5, 6, 7 p. 70 • Quiz on chapter • Review play log • Chapter 8 Quiz 1 • Have students present to class 	<ul style="list-style-type: none"> • Chapter 4 Quiz 1 (TRB) • Action Activity 5,6,7 p. 70 • Warm up p. 137 • Play reading log (TRB) • Action activity 1 pg. 141 (ET) • Warm-up p.331 (ET) • Cover text p. 331 (ET) • What is readers theatre joyful noise p. 337 (TAE) • Action activity 2 p. 338 (ET)

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Content Standard 8: Demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Have students discuss the old Chinese proverb relating it to what they have learned about creative drama • Students will recognize and respond to a variety of theatrical stages. 	<ul style="list-style-type: none"> • Class discussion on proverbs • Review spotlight on terms • Reflections p. 79 • Lesson 1 warm up p. 150 • Discuss pp. 150-153 include critical thinking p. 152 (TAE) 	<ul style="list-style-type: none"> • Quiz with crossword puzzle (TRB) • Vocabulary words Quiz (TRB) • Discussion starter p. 153 (TAE) 	<ul style="list-style-type: none"> • Old Chinese proverb p. 75 (ET) • Chapter 4 “The Scrambler” (TRB) • Discuss action 2a p. 78 (ET) • Warm up p. 150 • Background information p. 152 (TAE) • Chapter 9 Quiz 1