

# Theatre

## Sixth– Eighth Grade

### Standards, Learning Expectations, and Performance Indicators

#### **Course Description:**

Students in theatre arts courses in grades 6-8 will study, write, research, critique, create, design, perform and participate in a variety of theatre-based learning experiences. The courses will include instruction in history, performance, and design techniques-- creating performance-based experiences while using appropriate technology and media. These courses will develop critical thinking, creativity and aesthetic perception and will reinforce skills in leadership and collaboration. The program of study will generate a heightened sensitivity to the arts and will explore theatre's significance and influence on society.

#### **Content 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.

#### **Learning Expectations:**

The student will

- 1.1 Understand the principles of scene writing.
- 1.2 Participate in script writing by structuring the development and resolution of dramatic problems.
- 1.3 Explore personal situations through the creation of scripted scenes.
- 1.4 Utilize language to express meaning and character.

#### **Performance Indicators:**

The student is able to

*At Level 1, the student is able to*

- collaborate and write original scenarios;
- improvise various characters;
- write short scenarios following proper literary elements of plot development;
- identify dramatic situations.

*At Level 2, the student is able to*

- collaborate and write original scenes;
- improvise a character in various situations;
- write complete scenes with a beginning, middle, and end;
- write scenes using dialogue.

*At Level 3, the student is able to*

- collaborate and write original short scripts;
- improvise multiple characters in various situations;
- write scripts following proper literary elements of plot development;
- use dialogue in script to develop characters and situations.

**Sample Performance Task:**

The student will improvise a real-life job interview and write a script based on their improvisational experience.

Assessment: The teacher will grade the script based on an established rubric.

**Integration/Linkages:**

Language Arts, Mass Media, Social Studies, Marketing, Advertising, Public Relations

**Content Standard 2.0: Character Acting**

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

**Learning Expectations:**

The student will

- 2.1 Use emotional recall to create a character.
- 2.2 Use imagination to form and to express thought, feeling, and character.
- 2.3 Use characters to develop situations through individual and group work.
- 2.4 Utilize improvisational skills and techniques in creating a character.
- 2.5 Employ movement to express thought, feeling, and characterization.

## **Performance Indicators:**

The student is able to

*At Level 1, the student is able to*

- create characterization through observation;
- use imagination to improvise a character's thoughts and feelings;
- use improvised and scripted characters to explore resolutions to dramatic problems.
- use improvisational skills in creating a character;
- use movement to express thought, feeling, and character in theatre exercises and improvised scenes.

*At Level 2, the student is able to*

- create characterization as implied by the scene;
- use imagination to develop a character's thoughts and feelings as implied through dialogue;
- use and develop improvised or scripted characters to explore resolutions to dramatic problems;
- employ improvisational skills as an acting tool;
- use movement to express thought, feeling and character in scripted scenes.

*At Level 3, the student is able to*

- create characterizations using published script;
- use imagination to develop a character's thoughts and feelings as implied through relationships developed in scripts;
- use and develop improvised and scripted characters to explore resolutions to dramatic problems in group settings;
- use movement to express thought, feeling and character in group work.

## **Sample Performance Task:**

Character Party: Each student will arrive in class for a simulated party as a character that has been previously established. They will interact focusing on relationships developed within the party environment for approximately 30 minutes. They must stand and mingle for the entire time while balancing a cup with liquid and a plate of food. Focus must be maintained. The teacher is invisible while circulating and noting character interaction.

Assessment: Teacher observation, self-evaluation and peer discussion in relationship to teacher-made rubric.

## **Integration/Linkages:**

Social Studies, Language Arts, Public Relations, Mass Media

### **Content Standard 3.0: Scene Design**

The students will design by developing environments for improvised and scripted scenes.

#### **Learning Expectations:**

The student will

- 3.1 Explore the functions and interrelated nature of various technical elements such as visual elements and aural qualities.
- 3.2 Identify technical requirements for improvised or scripted scenes.
- 3.3 Work collaboratively and safely to create elements of scenery, properties, lighting and sound.

#### **Performance Indicators:**

*At Level 1, the student is able to*

- identify technical elements in creating theatrical effects.
- design simple sets for improvised scenes using available objects.
- demonstrate knowledge of scenery, costuming, sound, lighting, props, and makeup.

*At Level 2, the student is able to*

- apply the technical elements in creating specific theatrical effects.
- design a simple set plan for a specific scene from a scripted or unscripted work.
- collaborate as part of a team to design various technical elements for a scripted or unscripted scene.

*At Level 3, the student is able to*

- create technical elements for a scripted scene;
- construct a simple set piece or prop for a scripted work;
- collaborate as part of a team to construct or create various technical elements for a scripted scene.

#### **Sample Performance Task:**

Design a set plan and create a working model in a shoe box for a specified scene from *The Diary of Anne Frank*, demonstrating knowledge of technical elements.

Assessment: Assessment is based on demonstrated knowledge of technical elements, attention to detail, and creative use of materials, according to previously-established requirements.

**Integration/Linkages:**

Math, Sciences, Visual Arts, Dance, Vocal and Instrumental Music, Mass Media, Directing, Technical Theatre Positions, Careers and Vocations, Construction

**Content Standard 4.0: Directing**

Students will direct by organizing rehearsals for improvised and scripted scenes

**Learning Expectations:**

The student will

4.1 Understand the functions and responsibilities of the director.

4.2 Develop leadership and collaborative skills through directing improvised and scripted scenes.

**Performance Indicators:**

*At Level 1, the student is able to*

- identify and examine the various responsibilities of a director when directing a written script;
- direct an improvised scene.

*At Level 2, the student is able to*

- utilize effective leadership and collaborative skills in directing classroom scene work;
- direct a short scene.

*At Level 3, the student is able to*

- employ effective leadership and collaborative skills during the production process;

- direct an ensemble work.

### **Sample Performance Task:**

The students will collaborate in small groups on a selected adaptation of a short story or fable and will individually direct a scene.

Assessment: The teacher will evaluate the planning, rehearsal, and performance of the scene, using a teacher-designed rubric.

### **Integration/Linkages:**

Math, Visual Arts, Language Arts, Directing, Leadership Skills, Human Resources, Management

### **Content Standard 5.0: Research**

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

### **Learning Expectations:**

The student will

- 5.1 Discover and explore the contributions of people in a multi-cultural society.
- 5.2 Examine historical elements in society.

### **Performance Indicators:**

*At Level 1, the student is able to*

- research and identify individual contributions of people to society and use in improvised scenes;
- research and identify historical elements and use in improvised scenes.

*At Level 2, the student is able to*

- research and identify individual contributions of people to society and use in scripted scenes;
- research and identify historical elements and use in scripted scenes.

*At Level 3, the student is able to*

- research and identify individual contributions of people to society and use in published works;
- research and identify historical elements and use in published works.

**Sample Performance Task:**

Students will research and provide documentation of local lore and/or historical event and will write a short scene based on research.

Assessment: The teacher will assess the accuracy and completeness of the research and its use in the written script.

**Integration/Linkage:**

Humanities, Social Studies, Language Arts, Foreign Language Studies, Sociology, Political Science, International Studies

**Content 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.

**Learning Expectations:**

The student will

- 6.1 Explore various art forms.
- 6.2 Examine dramatic productions as a synthesis of all the arts.
- 6.3 Integrate the knowledge of other art forms into the creation of dramatic productions.

**Performance Indicators:**

*At Level 1, the student is able to*

- describe the elements of various art forms;
- recognize various art forms used in theatre;
- discuss integration of various art forms in dramatic performances.

*At Level 2, the student is able to*

- compare elements of various art forms;
- demonstrate and evaluate various art forms used in theatre;
- experience innovative technology such as film, video, and computer technology in the creation of theatre productions.

*At Level 3, the student is able to*

- compare and contrast various art forms used in theatre;
- assess the effectiveness of the integration of various art forms;
- incorporate elements of dance, music, visual arts, and innovative technology to express ideas and emotions in improvised and scripted scenes.

**Sample Performance Task:**

Observe a professional production of *Stomp* and identify integration of other art forms in this performance work.

Assessment: Using a rubric developed jointly by the students and the teacher, this production will be evaluated according to how well it incorporated other art forms in a written or oral presentation.

**Integration/Linkage:**

Visual Arts, Music, Dance, Mass Media, Television Production, Performance Art, Computer Technology, Creative Writing

**Content Standard 7.0: Scene Comprehension**

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

**Learning Expectations:**

The student will

7.1 Respond to a variety of theatrical experiences.

7.2 Examine informal and formal theatre, film, television, and electronic media productions.

### **Performance Indicators:**

*At Level 1, the student is able to*

- experience a variety of informal and formal theatre, film, television, and electronic media productions;
- identify themes and meanings from improvised and scripted scenes and theatre, film, television, and electronic media productions.

*At Level 2, the student is able to*

- evaluate a variety of informal and formal theatre, film, television, and electronic media productions;
- identify and analyze themes and meanings from improvised and scripted scenes and theatre, film, television, and electronic media productions.

*At Level 3, the student is able to*

- critique a variety of informal and formal theatre, film, television, and electronic media productions;
- evaluate and construct meaning of themes from improvised and scripted scenes, theatre, film, television, and electronic media productions.

### **Sample Performance Task:**

The student will select a piece of work that has been produced in two different mediums. For example, he might watch a live performance and the film version of *The Hobbit*. He will write an essay comparing and contrasting the two performances.

Assessment: The teacher will assess the student's essay based on an established rubric.

### **Integration/Linkages:**

Visual Art, Social Studies, Language Arts, Humanities, Sociology

### **Content 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.

### **Learning Expectations:**

The student will:

8.1 Explain how attitudes of various cultures are reflected by theatre, film, television and electronic media.

8.2 Understand the role of theatre, film, television and electronic media in society throughout history.

**Performance Indicators:**

*At Level 1, the student is able to*

- identify how theatre, film, television and electronic media, reflect cultural attitudes;
- identify the effect of various dramatic experiences and their impact on society.

*At Level 2, the student is able to*

- relate how theatre, film, television and electronic media, reflect cultural attitudes;
- relate the effect of various dramatic experiences and their impact on society.

*At Level 3, the student is able to*

- compare and contrast the influence of theatre, film, television and electronic media on cultural attitudes;
- evaluate the effect of various dramatic experiences and their impact on society.

**Sample Performance Task:**

The students will watch the movie *To Kill A Mockingbird* and write an essay on the impact of media in influencing attitudes of contemporary society. Ideas expressed in essay must be supported by documented evidence.

Assessment: Teacher will evaluate the essay based on the documentation provided.

**Integration/Linkages:**

Social Studies, Art, Language Arts, Humanities, Sociology, Television Production, Animation, Film Making, Broadcasting