

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
QUARTER 1			
PERFORM			
Foundation P1 Select, analyze, and interpret artistic work for performance. HS1.T.P1.A Perform an improvised theatrical work for an audience.			
Foundation P2 Develop and refine artistic techniques and work for performance. HS1.T.P2.A Demonstrate various acting techniques in a rehearsal or scripted theatrical work. HS1.T.P2.B Select and apply specific technical elements to create a design for a theatrical work.			
Foundation P3 Express meaning through the performance of artistic work. HS1.T.P3.A Perform a rehearsed theatrical work for an audience. HS1.T.P3.B Adapt performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.			
Demonstrate an Understanding of Self Actualization CLEs 2.2, 2.3 SPIs 2.2.3, 2.3.2	Direct and lead theatre exercises to develop communication skills that identify strengths/weaknesses, gain self-confidence, increase focus and self-discipline, and develop respect for others Explain the use and need to determine self-actualization: <ul style="list-style-type: none"> • Performance spaces • Performance practice • Performance events Checks for Understanding: Formative: 2.2, 2.3, 2.4 Summative: 2.2	Participate in theatre exercises to get acquainted and develop communication skills: strengths/weaknesses, self-confidence, focus, self-discipline, and respect for others Practice with team mates (number in team determined by teacher) exercises to apply the use of performance spaces, performance practices, and performance events illustrating basic knowledge of each	Textbooks: projects/exercises/theatre games to develop skills Interdisciplinary Connections: <u>Language Arts and Speech:</u> use of voice and vocal qualities relates to oral communication
Demonstrate an Understanding of Actors and Entertainers GLEs 2.3 SPIs 2.3.3	Guide a discussion comparing actors to entertainers Checks for Understanding: Formative: 2.3 Summative: 2.3	Create a list of specific dramatic actors and entertainers stating the styles/genres and characteristics of each	
Demonstrate an Understanding of Techniques for Projecting the Voice CLEs 2.2	Discuss the need to project to the back row without voice injury Demonstrate and instruct exercises for projecting the voice through relaxation, resonance, pitch, inflection, rate, and breath control	Participate in relaxation techniques Participate in various teacher assigned vocal exercises alone and with partners. Participate in breath control techniques.	Interdisciplinary Connections: Science: the body and how

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SPIs 2.2.2	Checks for Understanding: Formative: 2.2 Summative: 2.2	Assess classmate's vocal presentations using a scale of 1-5 (1-needs improvement-5-outstanding). Critique: proper breathing techniques, audible, clearly articulated, rate/speed, stumbled over words (recover gracefully). Discuss the assessments.	
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Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Diction</p> <p>CLEs 2.2</p> <p>SPIs 2.2.2</p>	<p>Discuss examples of clear, correct diction</p> <p>Demonstrate correct pronunciations of vowel sounds</p> <p>Identify common mistakes in the pronunciations of vowel sounds</p> <p>Demonstrate correct pronunciation of consonant sounds</p> <p>Identify difficult consonant sounds</p> <p>Identify commonly mispronounced words</p> <p>Assign exercises to improve diction</p> <p>Checks for Understanding: Formative: 2.2 Summative: 2.2</p>	<p>Listen and recognize examples of clear and correct diction</p> <p>Participate in communication exercises to improve Diction</p> <p>Demonstrate proper use of vowels and consonants in conversation</p>	<p>Interdisciplinary Connections: Science: body parts and functions; articulation and physical movements</p>
<p>Demonstrate an Understanding of Puppetry</p> <p>CLEs 2.2, 2.3, 2.4, 4.2, 4.4, 7.1</p> <p>SPIs 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.2, 2.4.1, 4.2.1, 4.2.2, 4.4.1, 7.1.4</p>	<p>Introduce and discuss puppetry as an art form</p> <p>Discuss the various types of puppetry from finger puppets to human size puppets including the large puppets operated from within by more than one adult person</p> <p>Guide discussions that compares and contrasts examples of puppet theatre and different kinds of puppets Lead a discussion that compares/contrasts puppet theatre with other types of performances</p> <p>Discuss challenges of performing with puppets Assign the creation of a puppet and the development of the puppet character, requiring a brief written character analysis</p> <p>Lead a discussion that analyzes the selected script</p> <p>Guide the rehearsal and performance of a scripted puppet play</p> <p>Check for Understanding: Formative: 2.2, 2.3, 4.2, 4.4, 7.1 Summative: 2.2, 2.3, 4.4, 7.1</p>	<p>Research/compare/contrast/discuss examples of puppet theatre and different kinds of puppets</p> <p>Research/compare/contrast/discuss puppet theatre with other types of performances</p> <p>Discuss challenges of performing with puppets</p> <p>Create a usable puppet and write a brief character analysis for puppet to be included in a scripted play performance</p> <p>Introduce the puppet to class and present the written character analysis</p> <p>Perform with a team, a scripted puppet play using puppet performance techniques that include: vocal techniques, timing, music (if needed), and movement</p> <p>Rehearse the play based on established rehearsal schedule</p>	<p>Interdisciplinary Connections:</p> <p>TC: career relating to theatre</p> <p>Science: sound, electricity, and lighting technology</p> <p>Social Studies: Theatre in different cultures and time periods</p> <p>Dance: as an essential element in theatre</p> <p>Music: as an essential element in theatre</p> <p>Visual Arts: as an essential element in theatre</p>
<p>Perform Improvisation</p> <p>CLEs 2.1, 2.2, 2.3, 2.4</p> <p>SPIs 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.4.1</p>	<p>Explain and demonstrate techniques for character-centered improvisations</p> <p>Explain and demonstrate techniques for situation-centered improvisations</p> <p>Direct individual, duet, and group improvisational exercises critiquing action and dialogue</p>	<p>Perform theatre games to create improvisations illustrating use of mental, physical, and emotional character traits</p> <p>Improvise individual actions/scenes from a story</p> <p>Perform in individual, duet, and group improvisations illustrating mastery of basic improvisational techniques</p>	

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS1.T.Cr1.A Create roles, imagined worlds, and improvised stories in a theatrical work. HS1.T.Cr1.B Apply basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work. HS1.T.Cr1.C Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS1.T.Cr2.A Collaborate with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work. HS1.T.Cr2.B Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.</p> <p>Foundation Cr3 Refine and complete artistic work. HS1.T.Cr3.A Create and implement design solutions for a theatrical work which support the story and given circumstance. HS1.T.Cr3.B Revise and improve an improvised or scripted theatrical work through repetition, collaboration, and self-review. HS1.T.Cr3.C Explore and use physical, vocal, and/or psychological traits to develop a performance that is believable, authentic, and relevant to a theatrical work.</p>			
Demonstrate an Understanding of Performance Terminology CLEs 3.1, 3.2, 3.3 SPIs 3.1.1, 3.1.2, 3.2.1, 3.3.1	Discuss performance terminology Checks for Understanding: Formative: 3.1, 3.2, 3.3 Summative: 3.3	Participate in dramatic performances to practice use of proper terminology	
Demonstrate an Understanding of Improvisation CLEs 1.2 SPIs 1.1.2, 1.2.1, 1.2.1, 1.2.3,	Explain the terminology and process (physical, vocal, visual effects) of improvisation Checks for Understanding: Formative: 1.2, 2.1, 2.2, 2.3, 2.4 Summative: 1.2	Use duet/group improvisation to write scene/situations for writing and producing a short script/story to present to the class	Interdisciplinary Connections: Social Studies: dramatic characters relate to real people in a particular time and space
Demonstrate an Understanding of the Tools of the Actor GLEs 2.2, 2.3 SPIs 2.2.2, 2.2.3,	Use mental, verbal and physical tools to create characterization (mind/voice/body) Checks for Understanding: Formative: 2.2, 2.3 Summative: 2.2	Perform relaxation and focus/concentration exercises demonstrating use of the mind as an acting tool Participate in vocal warm-ups illustrating use of voice as acting tool Perform voice exercises that demonstrate variations in volume, rate, pitch, quality	Interdisciplinary Connections: <u>Music:</u> vocal warm-up are essential in drama as well as music <u>Science:</u> understandings of body functions relates to life science <u>Language Arts:</u> parts-to-whole aspects of dramatic literature relates to all other literary works <u>Visual Arts:</u> costuming and make-up rely on visual arts understandings

RESPOND

Foundation R1

Perceive and analyze artistic work.

HS1.T.R1.A Using participation and/or observation, identify artistic choices made in a theatrical work.

HS1.T.R1.B Using participation and observation, describe and explain personal reactions to artistic choices made in a theatrical work.

Foundation R2

Interpret intent and meaning in artistic work.

HS1.T.R2.A Consider multiple ways to develop a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work.

HS1.T.R2.B Identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.

HS1.T.R2.C Recognize and share ideas about artistic choices when participating in and/or observing a theatrical work.

Foundation R3

Apply criteria to evaluate artistic work.

HS1.T.R3.A Develop and implement a plan to evaluate a theatrical work.

HS1.T.R3.B Investigate and assess how technical elements may support and/or represent a theme or idea in a theatrical work.

HS1.T.R3.C When evaluating a theatrical work, explain preferences using supporting evidence and criteria.

<p>Demonstrate an Understanding of Audience</p> <p>GLEs 7.2</p> <p>SPIs 7.2.1, 7.2.4</p>	<p>Explain the role of audience behavior throughout history to the present in theatre</p> <p>Discuss the importance of audience etiquette when observing dramatic performances</p> <p>Explain and practice proper audience behavior before, during, after production</p> <p>Explain terminology for "front of house"</p> <p>Checks for Understanding: Formative: 7.2 Summative: 7.2</p>	<p>Write a description of correct audience etiquette and present to the class</p> <p>Use theatre etiquette when observing performances</p>	
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Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Critiquing Process</p> <p>CLEs 7.1</p> <p>SPIs 7.1.1, 7.1.2</p>	<p>Present steps relating to critical analysis to discuss selected dramatic works: Analysis, Interpretations, Artistic Merit, Theatre language</p> <p>Use correct terminology when discussing dramatic works</p> <p>Checks for Understanding: Formative: 7.1, 7.2 Summative: 7.1</p>	<p>Critique performances to identify dramatic elements, theme, style</p> <p>Write critiques using appropriate theatre language</p>	
<p>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. HS1.T.Cn1.A Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work. HS1.T.Cn1.B Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical text. HS1.T.Cn2.A Investigate historical, global, and social issues expressed in theatrical work. HS1.T.Cn2.B Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.</p>			
<p>Examining Historical/Cultural Aspects</p> <p>CLEs 5.1,5.2, 5.3</p> <p>SPIs 5.1.1, 5.2.1, 5.3.3</p>	<p>Discuss the impact of Theatre on authentic history</p> <p>Discuss and explain how theatre influences social changes</p> <p>Explain how history/culture influences drama</p> <p>Discuss the influence of actors/playwrights/dramatic works on history /culture</p> <p>Discuss style/theme/dramatic elements within selected dramatic works</p> <p>Checks for Understanding: Formative: 5.1, 5.2, 5.3 Summative: 5.2</p>	<p>Discuss historical/cultural aspects of drama as it is reflected in society with an emphasis on Greek influences</p> <p>Discuss dramatic elements within selected dramatic works</p>	<p>Interdisciplinary Connections: <u>Social Studies:</u> historical literature reveals aspects of history/culture</p>
<p>QUARTER 2</p>			
<p>PERFORM</p> <p>Foundation P1 Select, analyze, and interpret artistic work for performance. HS1.T.P1.A Perform an improvised theatrical work for an audience.</p> <p>Foundation P2 Develop and refine artistic techniques and work for performance. HS1.T.P2.A Demonstrate various acting techniques in a rehearsal or scripted theatrical work. HS1.T.P2.B Select and apply specific technical elements to create a design for a theatrical work.</p> <p>Foundation P3 Express meaning through the performance of artistic work.</p>			

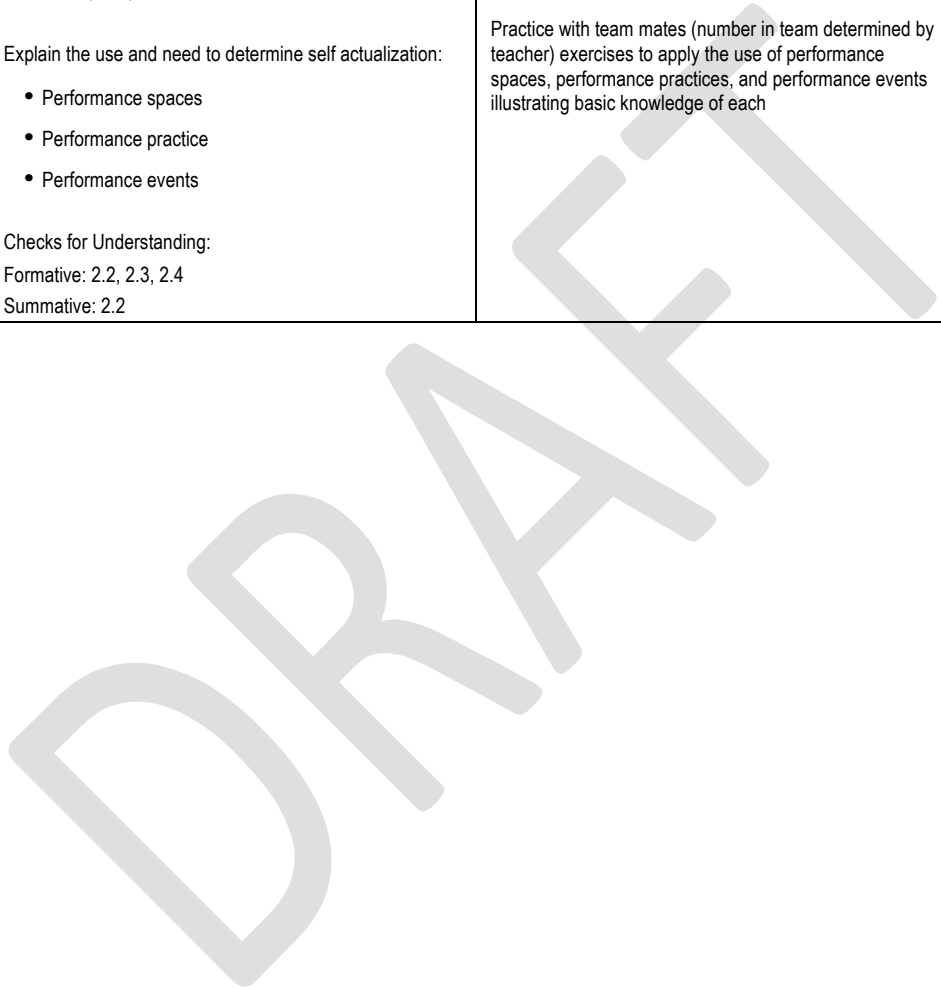
This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

HS1.T.P3.A Perform a rehearsed theatrical work for an audience.
 HS1.T.P3.B Adapt performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.

<p>Demonstrate an Understanding of Self Actualization</p> <p>CLEs 2.2, 2.3</p> <p>SPIs 2.2.3, 2.3.2</p>	<p>Direct and lead theatre exercises to develop communication skills that identify strengths/weaknesses, gain self-confidence, increase focus and self discipline, and develop respect for others</p> <p>Explain the use and need to determine self actualization:</p> <ul style="list-style-type: none"> • Performance spaces • Performance practice • Performance events <p>Checks for Understanding: Formative: 2.2, 2.3, 2.4 Summative: 2.2</p>	<p>Participate in theatre exercises to get acquainted and develop communication skills: strengths/weaknesses, self-confidence, focus, self discipline, and respect for others</p> <p>Practice with team mates (number in team determined by teacher) exercises to apply the use of performance spaces, performance practices, and performance events illustrating basic knowledge of each</p>	<p>Textbooks: projects/exercises/theatre games to develop skills</p> <p>Interdisciplinary Connections: <u>Language Arts and Speech</u>: use of voice and vocal qualities relates to oral communication</p>
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Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Nonverbal Communication</p> <p>CLEs 2.2, 2.3, 2.4</p> <p>SPIs 2.2.3, 2.2.4, 2.3.1, 2.3.2,2.4.1</p>	<p>Explain elements and basic principles and expressions of pantomime/mime</p> <p>Show basic movements for performing pantomimes</p> <p>Demonstrate relaxation techniques for poise and control</p> <p>Show techniques for maintaining good posture</p> <p>Demonstrate techniques for walking and sitting onstage</p> <p>Guide and assess individual pantomimes</p> <p>Guide and assess group pantomimes</p> <p>Demonstrate conventional mime actions</p> <ul style="list-style-type: none"> • mime walk • rope pull • ladder climb • climbing up/down stairs <p>Direct a mime containing duet actions to mime actions</p> <p>Checks for Understanding: Formative: 2.2, 2.3, 2.4 Summative: 2.2, 2.3</p>	<p>Perform an individual pantomime that illustrates basic movements</p> <p>Participate in a group pantomime that illustrates basic principles and expressions of pantomime</p> <p>Perform a mime that contains two mime actions</p>	<p>Interdisciplinary Connections: Social Studies: exemplary artists and their products/performances</p>
<p>Improvisation Performances</p> <p>CLEs 2.1</p> <p>SPIs , 2.1.1, 2.1.2, 2.1.3,2.14</p>	<p>Guide individual improvisations</p> <p>Guide group improvisations</p> <p>Assess improvisation with movement component</p> <p>Guide and assess improvisation based on musical selection</p> <p>Checks for Understanding: Formative: 12.1 Summative: 2.1</p>	<p>Read and practice performing improvisations through teacher directed exercises/activities/games</p> <p>Improvise a performance that illustrates basic performance techniques.</p> <p>Perform in a group improvisation with a movement component that conforms to proper techniques</p> <p>Perform in a group improvisation based on musical selection that illustrates basic techniques</p> <p>Perform a character driven improvised scene</p> <p>Perform a character improvisation based on a musical Selection</p>	

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS1.T.Cr1.A Create roles, imagined worlds, and improvised stories in a theatrical work. HS1.T.Cr1.B Apply basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work. HS1.T.Cr1.C Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS1.T.Cr2.A Collaborate with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work. HS1.T.Cr2.B Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.</p> <p>Foundation Cr3 Refine and complete artistic work. HS1.T.Cr3.A Create and implement design solutions for a theatrical work which support the story and given circumstance. HS1.T.Cr3.B Revise and improve an improvised or scripted theatrical work through repetition, collaboration, and self-review. HS1.T.Cr3.C Explore and use physical, vocal, and/or psychological traits to develop a performance that is believable, authentic, and relevant to a theatrical work.</p>			
Demonstrate an Understanding of Improvisation CLEs 1.2 SPIs 1.2.1	Explain basic techniques for performing improvisations Explain sensory elements Explain incorporating who, what, where, when questions for good improvisation Discuss the need for definite beginning and definite ending Checks for Understanding: Formative: 1.2 Summative: 1.2	Teacher and class critique for Self- improvement.	Interdisciplinary Connections: Language: literature
Demonstrating an Understanding of Narrative Elements of Traditional Drama CLEs 1.1, 1.2, 1.4, SPIs 1.1.1,1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.4.1, 1.4.3	Define exposition Define plot and plot structure Explain preliminary situation relating to selected works Explain initial incident relating to selected works Explain rising action relating to selected works Explain climax relating to selected works Explain falling action Explain conclusion/resolution Discuss developing of great characters	Read, list, and discuss scriptwriting components Analyze a play to identify the narrative essentials Create an original plot-structure diagram for selected plays Write and present a scene using improvisation that develops characters and a plot that follows scriptwriting components; evaluate	Interdisciplinary Connections: Language Arts: narrative elements in drama are similar in other examples of literary works

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HS Theatre Arts I -Introduction to Theatre and Performing Arts

	<p>Explain theme, relating to selected works</p> <p>Discuss narrative essential</p> <p>Create plot-structure diagrams on selected works</p> <p>Checks for Understanding: Formative: 1.1, 1.4 Summative: 1.1</p>		
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Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Classifications of Drama</p> <p>CLEs 1.1, 1.2, 1.5</p> <p>SPIs 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.5.1</p>	<p>Explain/discuss/compare/contrast tragedy in literature describing its dramatic art form</p> <p>Explain/discuss/compare/contrast comedy in literature describing its dramatic art form</p> <p>Show DVDs of plays written in each theatrical syle</p> <p>Describe the critiquing process</p> <p>Checks for Understanding: Formative: 1.1, 1.2, 1.5 Summative: 1.1, 1.2, 1.5,</p>	<p>Create a timeline or map of the development of one of the theatrical styles that illustrates an understanding of the history of that style</p> <p>Review a DVD presentation of a play written in each of the theatrical styles identified</p>	<p>Interdisciplinary Connections:</p> <p>Social Studies: use of timelines and maps to show progression of styles throughout history; costumes relate to clothing styles in a particular period of time</p>
<p>Demonstrate an Understanding of Types of Comedies/Tragedies</p> <p>CLEs 1.1, 1.2, 1.5,</p> <p>SPIs 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.5.1,</p>	<p>Explain and discuss fantasy and cite examples</p> <p>Explain and discuss romantic comedy and cite an example</p> <p>Explain and discuss sentimental comedy and cite an example</p> <p>Explain and discuss melodrama and cite an example; compare social drama to melodrama</p> <p>Explain and discuss "play of ideas" and cite an example</p> <p>Explain and discuss psychological drama and cite an example</p> <p>Explain and discuss allegory and cite an example</p> <p>Explain and discuss farce and cite an example</p> <p>Checks for Understanding: Formative: 1.1, 1.2, 1.5, Summative: 1.1, 1.2, 1.5</p>	<p>Participate in discussions and activities, demonstrating understanding of various types of fantasy, comedies/tragedies</p> <p>Watch or listen to DVD's that cite examples of comedy, paying close attention regarding the actor's presentation of their characters</p> <p>Explain and discuss melodrama and cite an example; compare social drama to melodrama</p> <p>Explain and discuss "play of ideas" and cite an example</p> <p>Explain and discuss psychological drama and cite an example</p> <p>Explain and discuss fantasy</p> <p>Explain and discuss allegory and cite an example</p> <p>Explain and discuss farce and cite an example</p>	<p>Interdisciplinary Connections:</p> <p>Language Arts: literature</p>

<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS1.T.R1.A Using participation and/or observation, identify artistic choices made in a theatrical work. HS1.T.R1.B Using participation and observation, describe and explain personal reactions to artistic choices made in a theatrical work.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS1.T.R2.A Consider multiple ways to develop a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work. HS1.T.R2.B Identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work. HS1.T.R2.C Recognize and share ideas about artistic choices when participating in and/or observing a theatrical work.</p> <p>Foundation R3 Apply criteria to evaluate artistic work.</p>

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HS Theatre Arts I -Introduction to Theatre and Performing Arts

HS1.T.R3.A Develop and implement a plan to evaluate a theatrical work.
 HS1.T.R3.B Investigate and assess how technical elements may support and/or represent a theme or idea in a theatrical work.
 HS1.T.R3.C When evaluating a theatrical work, explain preferences using supporting evidence and criteria.

<p>Demonstrate an Understanding of Audience</p> <p>GLÉS 7.2</p> <p>SPIs 7.2.1, 7.2.4</p>	<p>Explain the role of audience behavior throughout history to the present in theatre</p> <p>Discuss the importance of audience etiquette when observing dramatic performances</p> <p>Explain and practice proper audience behavior before, during, after production</p> <p>Checks for Understanding: Formative: 7.2 Summative: 7.2</p>	<p>Use theatre etiquette when observing performances</p>	
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Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
CONNECT Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. HS1.T.Cn1.A Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work. HS1.T.Cn1.B Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work. Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical text. HS1.T.Cn2.A Investigate historical, global, and social issues expressed in theatrical work. HS1.T.Cn2.B Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.			
Demonstrate an Understanding of Greek Theatre CLEs 5.1, 5.2, 5.3 SPIs 5.1.2, 5.2.1, 5.3.1	Discuss origins of Greek theatre to collect information relevant to theatre elements Discuss <u>Oedipus Rex</u> and <u>Antigone</u> as examples of Greek theatre Checks for Understanding: Formative: 5.1, 5.2, 5.3 Summative: 5.1	Interpret a scene from <u>Oedipus Rex</u> or <u>Antigone</u> demonstrating knowledge of Greek theatrical devices and styles Compare Greek theatre to contemporary theatre	Interdisciplinary Connections: <u>Social Studies</u> : study of the evolution of theatre relates to specific historical periods and cultures <u>Language Arts</u> : study of dramatic literary elements relates to all other literary works <u>Arts</u> : the interdisciplinary nature of theatre bring all of the arts together
Demonstrate an Understanding of Roman Theatre CLEs 5.1, 5.2, SPIs 5.1.1, 5.1.4, 5.2.1	Compare and contrast Roman theatre with Greek theatre Discuss major Roman playwrights and works to understand elements/structural components Discuss contemporary skits using aspects of Roman period Checks for Understanding: Formative: 5.1, 5.2, Summative: 5.1	Discuss and list the likenesses/differences with Roman and Greek theatre Discuss major Roman playwrights and their works to understand elements/structural components Name contemporary skits illustrating knowledge of themes of Roman drama	
Demonstrate an Understanding of Medieval Theatre CLEs 5.1, 5.2, SPIs 5.1.1, 5.1.4, 5.2.1	Discuss the middle ages evolution of theatre Discuss the emergence of liturgical and secular plays Discuss the importance of the pageant wagon and the continued "cycles" in modern times Discuss the relevancy of the passion play Checks for Understanding: Formative: 5.1, 5.2 Summative: 5.1	Read and discuss the middle ages evolution of theatre Read and discuss the emergence of liturgical and secular plays Read and discuss the importance of the pageant wagon and the continued "cycles" in modern times List passion plays that are still performed in Europe that originated in Medieval history	

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Renaissance Theatre</p> <p>CLEs 5.1, 5.2, 5.3</p> <p>SPIs 5.1.1, 5.1.4, 5.2.3, 5.3.1, 5.3.3,</p>	<p>Explain major styles and themes relating to Renaissance drama</p> <p>Explain emergence of Renaissance drama in Europe</p> <p>Read excerpts from Shakespeare’s major works explaining the themes and motifs within the play</p> <p>Direct students to create scenes with a modern day interpretation of William Shakespeare’s major works</p> <p>Checks for Understanding: Formative: 5.1, 5.2, 5.3 Summative: 5.1, 5.2, 5.3</p>	<p>Read and discuss major styles and themes relating to Renaissance drama</p> <p>Read and discuss information relating to Renaissance drama in Europe</p> <p>Work with team mates to create scenes with a modern day interpretation of William Shakespeare’s major works (as assigned by teacher illustrating basic knowledge of his body of work)</p>	
<p>Demonstrate an Understanding of Realistic Theatre</p> <p>CLEs 5.1, 5.2, 5.3</p> <p>SPIs 5.1.1, 5.31, 5.3.3</p>	<p>Give an overview of the historical context of realistic theatre</p> <p>Discuss realistic playwrights and their works</p> <p>Read excerpts from realistic drama to identify styles/themes/dramatic elements</p> <p>Checks for Understanding: Formative: 5.1, 5.2, 5.3 Summative: 5.2</p>	<p>Read and critique realistic plays illustrating knowledge of styles and themes of realistic theatre</p> <p>Read and report (orally or written) on a play from realistic theatre (teacher assigned) highlighting its contribution to the dramatic world</p>	
QUARTER 3			
PERFORM			
<p>Foundation P1 Select, analyze, and interpret artistic work for performance. HS1.T.P1.A Perform an improvised theatrical work for an audience.</p> <p>Foundation P2 Develop and refine artistic techniques and work for performance. HS1.T.P2.A Demonstrate various acting techniques in a rehearsal or scripted theatrical work. HS1.T.P2.B Select and apply specific technical elements to create a design for a theatrical work.</p> <p>Foundation P3 Express meaning through the performance of artistic work. HS1.T.P3.A Perform a rehearsed theatrical work for an audience. HS1.T.P3.B Adapt performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.</p>			
<p>Demonstrate an Understanding of Solo Acting</p> <p>CLEs</p>	<p>Explain solo acting vs duet acting</p> <p>Explain and discuss soliloquy, aside, monologue</p> <p>Discuss criteria for selecting monologues</p>	<p>Coach classmates monologue rehearsals</p> <p>Perform a monologue illustrating mastery of individual performance techniques. Self and group critique</p>	

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

2.2, 2.3, 2.4 SPIs 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.4.1, 2.4.2	Provide monologues and discuss ideas for selecting monologues to perform Guide and critique students in performance of monologues Checks for Understanding: Formative: 2.2, 2.3, 2.4 Summative: 2.2		
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Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Characterization</p> <p>CLEs 2.2, 2.3, 2.4</p> <p>SPIs 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.4.1</p>	<p>Discuss the important elements of a play that impact a character</p> <p>Explain vocal and physical choices determined for a character</p> <p>Explain development of mental, emotional, and physical character traits</p> <p>Checks for Understanding: Formative: 2.2, 2.3 Summative: 2.2, 2.3</p>	<p>In teams, select characters from a play and make a list their physical, emotional, and mental characteristics and how those characteristics are used to define the action of the play/drama</p> <p>Select one of the characters from the above play list and perform a short scene based on the predetermined character traits</p> <p>Choose a storybook character, determine the character traits and perform the character for the class. Self and group critique the performance</p>	
<p>Demonstrate an Understanding of On-Stage and Backstage</p> <p>CLEs 4.3, 4.4</p> <p>SPIs 4.3.1, 4.3.2, 4.3.3,</p>	<p>Explain the importance of stage movement, stage spaces, blocking techniques, stage directions</p> <p>Checks for Understanding: Formative: 4.3, 4.4 Summative: 4.3</p>	<p>Read and research functional movement for stage performances</p> <p>Block on paper a two-three minute scene; exchange your script with other classmates to role play according to the blocking directions. Points to consider: importance of the action to the scene, attention focused on the emphasis character, emphasis true to script, balanced stage picture, and emotional states/relationships of characters. Critique each other's work.</p>	
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS1.T.Cr1.A Create roles, imagined worlds, and improvised stories in a theatrical work. HS1.T.Cr1.B Apply basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work. HS1.T.Cr1.C Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS1.T.Cr2.A Collaborate with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work. HS1.T.Cr2.B Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.</p> <p>Foundation Cr3 Refine and complete artistic work. HS1.T.Cr3.A Create and implement design solutions for a theatrical work which support the story and given circumstance. HS1.T.Cr3.B Revise and improve an improvised or scripted theatrical work through repetition, collaboration, and self-review. HS1.T.Cr3.C Explore and use physical, vocal, and/or psychological traits to develop a performance that is believable, authentic, and relevant to a theatrical work.</p>			
<p>Demonstrate an Understanding of the Hierarchy of Production Staff and Duties</p> <p>CLEs 3.3, 4.1,</p> <p>SPIs</p>	<p>Explain duties of theatre staff: producer, director, stage manager, run crew, designers, actors, business manager, house manager, publicity personnel, choreographers, music director</p> <p>Checks for Understanding:</p>	<p>List the responsibilities of theatre staff associated with a theatre production</p> <p>Analyze a play as a director and share their director's vision by giving a three-five minute presentation</p> <p>Evaluate and critique the presentations</p>	<p>Interdisciplinary Connections: <u>Language Arts:</u> dramatic elements are similar to those in all literary works <u>Visual Arts:</u> set design, costuming, makeup associated with dramatic performances relate to visual art understandings</p>

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

3.3.1, 4.1.1	Formative: 3.3, 4.1 Summative: 3.3, 4.1		Math: designing sets/ props/costumes requires understanding of math calculations
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS1.T.R1.A Using participation and/or observation, identify artistic choices made in a theatrical work. HS1.T.R1.B Using participation and observation, describe and explain personal reactions to artistic choices made in a theatrical work.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS1.T.R2.A Consider multiple ways to develop a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work. HS1.T.R2.B Identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work. HS1.T.R2.C Recognize and share ideas about artistic choices when participating in and/or observing a theatrical work.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. HS1.T.R3.A Develop and implement a plan to evaluate a theatrical work. HS1.T.R3.B Investigate and assess how technical elements may support and/or represent a theme or idea in a theatrical work. HS1.T.R3.C When evaluating a theatrical work, explain preferences using supporting evidence and criteria.</p>			
Critiquing Process CLEs 7.1 SPIs 7.1.1, 7.1.2	Discuss critique criteria to direct analyze selected dramatic performance: Analysis, Interpretations, artistic merit, and theatre language Checks for Understanding: Formative: 7.1, 7.2 Summative: 7.1	Critique selected performances or theatrical productions using critique criteria provided by teacher Write a short analysis using appropriate theatre language when critiquing artwork	

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Styles of Drama</p> <p>CLEs 2.2, 2.3, 5.1, 7.1, 7.2, 8.1</p> <p>SPIS 2.3.1, 2.3.2, 2.3.3, 2.3.4, 5.1.1, 7.1.1, 7.2.1, 8.1.2</p>	<p>Explain romanticism and list elements of a romantic play; discuss the contributions and specific acting style of Stanislavski and Strasberg's method of acting</p> <p>Explain realism and list elements of a realistic play</p> <p>Explain naturalism and list elements of a naturalistic play</p> <p>Explain expressionism and list elements of an expressionistic play</p> <p>Explain epic theatre and list elements of an epic play</p> <p>Explain constructivism and list elements of a constructivist play</p> <p>Explain "theatre of the absurd" and list elements of an absurdist play</p> <p>Explain "total theatre" and list elements of total theatre [Discuss contributions of playwrights in the development of the above acting styles, including: Meisner, Stanislavski, Hagen, Strasberg, Mamet</p> <p>Checks for Understanding: Formative: 2.2, 2.3, 5.1, 7.1, 7.2, 8.1 Summative: 2.2, 2.3, 5.1, 7.1, 7.2, 8.1</p>	<p>Participate in discussions and critique of theatrical works using terminology related to dramatic elements</p> <p>Create timelines to show evolution of theatrical styles</p> <p>Research, write, and present a paper on a playwright that contributed to historical change of theatre styles; create and present a character using this playwright's style; create a costume design for this character</p> <p>Critique DVDs and plays to identify specific styles</p> <p>Demonstrate rules of theatre etiquette for recorded Productions</p> <p>Create a costume sketch for a character in one type of drama</p>	<p>Interdisciplinary Connections: Language Arts: literature</p>
<p>CONNECT</p> <p>Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. HS1.T.Cn1.A Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work. HS1.T.Cn1.B Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical text. HS1.T.Cn2.A Investigate historical, global, and social issues expressed in theatrical work. HS1.T.Cn2.B Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.</p>			
<p>Examining Historical/Cultural Aspects</p> <p>CLEs 5.1,5.2, 5.3</p> <p>SPIs 5.1.1, 5.2.1, 5.3.3</p>	<p>Discuss the impact of Theatre on authentic history</p> <p>Discuss and explain how theatre influences social changes</p> <p>Explain how history/culture influences drama</p> <p>Discuss the influence of actors/playwrights/dramatic works on history /culture</p> <p>Discuss style/theme/dramatic elements within selected dramatic works</p> <p>Checks for Understanding: Formative: 5.1, 5.2, 5.3</p>	<p>Discuss historical/cultural aspects of drama as it is reflected in society with an emphasis on Greek influences</p> <p>Discuss dramatic elements within selected dramatic works</p>	<p>Interdisciplinary Connections: <u>Social Studies:</u> historical literature reveals aspects of history/culture</p>

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

	Summative: 5.2		
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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
QUARTER 4			
PERFORM			
<p>Foundation P1 Select, analyze, and interpret artistic work for performance. HS1.T.P1.A Perform an improvised theatrical work for an audience.</p> <p>Foundation P2 Develop and refine artistic techniques and work for performance. HS1.T.P2.A Demonstrate various acting techniques in a rehearsal or scripted theatrical work. HS1.T.P2.B Select and apply specific technical elements to create a design for a theatrical work.</p> <p>Foundation P3 Express meaning through the performance of artistic work. HS1.T.P3.A Perform a rehearsed theatrical work for an audience. HS1.T.P3.B Adapt performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.</p>			
Demonstrate an Understanding of Techniques to Performing CLEs 2.2, 2.3, 2.4, 7.1 SPIs 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.4.1, 7.1.1, 7.1.2, 7.1.4	Describe aspects of performance anxiety Identify causes of performance anxiety Discuss ways to overcome performance anxiety Provide exercises/activities that include relaxation and breathing techniques, warm-ups, ice breaker and team building games to distinguish the importance and relationship of self and others Discuss the importance and techniques of observation in building believable characters Assign exercises/activities to improve observational skills Provide a DVD presentation of dramatic literature for viewing/critiquing performance techniques Discuss elements of communication by comparing and contrasting listening and hearing skills Provide activities for practicing listening skills Provide an audio presentation of dramatic literature to sharpen listening skills Checks for Understanding: Formative: 2.2, 2.3, 7.1 Summative: 2.2, 2.3	Discuss the necessity of being alert and responsive to perform Discuss the barriers to being alert and controlling nervous energy Discuss the meaning of stage fright and how the body reacts Discuss causes and control of anxiety /stage fright Participate in ice breaker activities Participate in performance exercises that illustrate relaxation techniques, warm-up exercises, and breath control techniques for calming anxiety Participate in games or other activities that demonstrate team building Practice techniques to overcome performance anxiety until the practice becomes habitual Participate in observational activities to improve skills, such as using sensory memory to recall impressions/feelings of an experience (or object) and recreate this so that the audience can visualize it Create a short performance-based assessment on observations Create and perform a believable character based on observing physical characteristics of another person	<p>Interdisciplinary Connections:</p> <p>Visual Art: visual images translated into performance art mirror reflections; observation skills are essential to all arts disciplines</p> <p>Science: the body and how it functions; body parts</p> <p>Language Arts: character building skills; part-to-whole relationships</p>

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

		Self assess this performance View and critique performance techniques of a DVD presentation of dramatic literature Discuss the differences in listening and hearing skills	
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CREATE

Foundation Cr1

Generate and conceptualize artistic ideas and work.

HS1.T.Cr1.A Create roles, imagined worlds, and improvised stories in a theatrical work.

HS1.T.Cr1.B Apply basic research to construct ideas about the visual composition and technical elements (e.g., costumes, props, sets, etc.) of a theatrical work.

HS1.T.Cr1.C Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.

Foundation Cr2

Organize and develop artistic ideas and work.

HS1.T.Cr2.A Collaborate with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.

HS1.T.Cr2.B Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.

Foundation Cr3

Refine and complete artistic work.

HS1.T.Cr3.A Create and implement design solutions for a theatrical work which support the story and given circumstance.

HS1.T.Cr3.B Revise and improve an improvised or scripted theatrical work through repetition, collaboration, and self-review.

HS1.T.Cr3.C Explore and use physical, vocal, and/or psychological traits to develop a performance that is believable, authentic, and relevant to a theatrical work.

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Production Design</p> <p>CLEs 3.1, 3.2</p> <p>SPIs 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4,</p>	<p>Use design elements to create sets/props</p> <p>Create scene design for a performance</p> <p>Demonstrate safe use of tools and set materials</p> <p>Demonstrate understanding of costume design relevant to play production</p> <p>Use makeup techniques appropriate for specific character</p> <p>Checks for Understanding: Formative: 3.1, 3.2 Summative: 3.2</p>	<p>Create a plan for a costume and makeup design for characters in a scene - illustrating mastery of basic elements of costume and makeup selection</p> <p>Practice putting on makeup on teammate for a selected character</p>	
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS1.T.R1.A Using participation and/or observation, identify artistic choices made in a theatrical work. HS1.T.R1.B Using participation and observation, describe and explain personal reactions to artistic choices made in a theatrical work.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS1.T.R2.A Consider multiple ways to develop a character using physical characteristics and prop and/or costume design choices that reflect cultural perspectives in theatrical work. HS1.T.R2.B Identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work. HS1.T.R2.C Recognize and share ideas about artistic choices when participating in and/or observing a theatrical work.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. HS1.T.R3.A Develop and implement a plan to evaluate a theatrical work. HS1.T.R3.B Investigate and assess how technical elements may support and/or represent a theme or idea in a theatrical work. HS1.T.R3.C When evaluating a theatrical work, explain preferences using supporting evidence and criteria.</p>			
<p>Demonstrate an Understanding of Review/Critique</p> <p>CLEs 7.1, 7.2</p> <p>SPIs 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.2.1, 7.2.4</p>	<p>Assign student attendance of a live performance outside of classroom</p> <p>Evaluate critique of performances including correct grammar usage, spelling and technical elements considering knowledge-based decisions and personal preferences (aesthetics)</p> <p>Guide students in selecting pieces for final portfolio</p> <p>Assign and direct presentation of personal portfolio</p> <p>Discuss career opportunities</p> <p>Discuss colleges and course offerings</p> <p>Checks for Understanding: Formative: 7.1, 7.2</p>	<p>Evaluate/analyze/write a report on a live performance attended outside of class; include correct grammar usage, spelling, and technical elements. Identify areas for improvement</p> <p>Keep and present a performance portfolio</p> <p>Research and discuss career opportunities</p>	

Summative: 7.1

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Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Theatre and other Media</p> <p>CLEs 6.3, 8.1, 8.2, 8.3</p> <p>SPIs 6.3.1, 6.3.3, 8.1.2, 8.1.3, 8.1.4, 8.2.2, 8.2.3, 8.2.4,</p>	<p>Explain and discuss the evolution of drama from stage to film including the relationship of historical events and influences on society Guide a discussion that compares and contrasts stage and film including the impact of technology on live and recorded performances</p> <p>Explain the evolution of drama from film to television; discuss the technological advances used in theatre, film, and television Guide a discussion comparing and contrasting film and television</p> <p>Discuss how live and recorded performances raise social awareness in a technology driven world, past to present</p> <p>Assign research and class teams to debate the merits and/or weaknesses of each type of media</p> <p>Compare common design elements of different art forms; music,dance, visual arts, and literature</p> <p>Explain synthesis of art forms in theatre; performance art, opera, musical theatre, dance and theatre, fine arts and theatre</p> <p>Check for Understanding: Formative: 6.3, 8.1, 8.2, 8.3 Summative: 8.1, 8.2, 8.3</p>	<p>Participate in critique discussions of multimedia dramatic works</p> <p>Research and discuss the impact of history on theatre, film, television</p> <p>Research and report on the technological advances used in theatre, film, and television</p> <p>Participate in an in-class debate about the merits and/or weaknesses of each type of media that illustrates an understanding of each type of media and its influence on social awareness</p> <p>Critique examples of performance art, opera, or musical theatre and discuss the common elements</p> <p>Critique examples of dance used in theatre to discuss the synthesis of art in theatre</p>	<p>Interdisciplinary Connections: Film/ Video/Television production: career related to theatre</p>

CONNECT

Foundation Cn1
Synthesize and relate knowledge and personal experiences to artistic endeavors.
 HS1.T.Cn1.A Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.
 HS1.T.Cn1.B Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.

Foundation Cn2
Relate artistic ideas and works with societal, cultural, and historical text.
 HS1.T.Cn2.A Investigate historical, global, and social issues expressed in theatrical work.
 HS1.T.Cn2.B Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.

Instructional Map

HS Theatre Arts I -Introduction to Theatre and Performing Arts

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Musical Theatre</p> <p>CLEs 6.1, 6.2, 7.1,</p> <p>SPIs 6.1.1, 6.1.3, 6.2.1, 6.2.3, 6.2.4, 7.1.1</p>	<p>Discuss elements of musical theatre; considerations: background, distraction, songs to tell a story, use of popular songs, creation of a totally integrated production with dance/music, underscoring, canon of musical composers and study of their works</p> <p>Direct the comparison of classical dramatic literature with its contemporary counterpart</p> <p>Guide a discussion for samples of past to present songs for the stage</p> <p>Explain dramatic elements of a song</p> <p>Show video/DVD's of movement for songs associate with theatre</p> <p>Discuss how to "sell" a song</p> <p>Direct song performances using techniques discussed</p> <p>Checks for Understanding: Formative: 6.1, 6.2, 7.1 Summative: 6.1, 7.1</p>	<p>Discuss the elements of musical theatre</p> <p>Define underscoring a scene with music; with a team, practice underscoring music for a performance as directed by teacher</p> <p>Read assigned pages to discover and discuss personnel necessary to stage musical theatre</p> <p>Analyze samples of stage songs and the dramatic elements; validate as it relates to content "reasons" for one's personal preferences</p> <p>Compare/contrast Romeo and Juliet to West Side Story Watch videos of movement for songs (Chicago, West Side Story, Mama Mia are good examples) Discuss canon of major musical theatre composers and their best known works</p> <p>Propose an idea to the class for a new musical; class will assess based on teacher evaluation tool. Class will discuss their thoughts and impressions.</p> <p>Perform a song (does not have to be an original) that could be used in the proposed musical</p> <p>Develop and perform a scene of the proposed musical that incorporates simple dance steps or unified movement</p>	<p>Interdisciplinary Connections: American/World History: content for plays/musicals, artists and their performances in relation to historical events; opera as a dramatic style in many cultures and time periods</p> <p>Dance: as an essential element in theatre</p> <p>Music: as an essential element in theatre</p>