

## 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 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.

### 2018 Revised TDOE Standards for Theatre

#### DOMAIN: Perform

##### Foundation P1

Select, analyze, and interpret artistic work for performance.

- A. Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.
- B. Demonstrate physical choices which help create meaning in a theatrical work.

##### Foundation P2

Develop and refine artistic techniques and work for performance.

- A. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
- B. Choose multiple technical elements that can be applied to a design in a theatrical work.

##### Foundation P3

Express meaning through the performance of artistic work.

- A. Incorporate voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).

#### DOMAIN: Create

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.

## Foundation Cr1

Generate and conceptualize artistic ideas and work.

- A. Identify solutions to staging challenges in a theatrical work.
- B. Identify solutions to design challenges in a theatrical work.
- C. Explore a scripted or improvised character by imagining possible given circumstances in a theatrical work.

## Foundation Cr2

Organize and develop artistic ideas and work.

- A. Analyze original ideas and artistic choices, and incorporate the ideas of others to improve, refine, and edit a devised or scripted theatrical work.
- B. Demonstrate appropriate theatre etiquette during a theatrical work.

## Foundation Cr3

## Foundation Cr3

Refine and complete artistic work.

- A. Discuss and identify artistic choices in order to refine a devised or scripted theatrical work.
- B. Identify the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).
- C. Explore various physical and vocal techniques for character development in an improvised or scripted theatrical work.

## DOMAIN: Respond

### Foundation R1

Perceive and analyze artistic work.

- A. Describe and record personal reactions to artistic choices in a theatrical work.

### Foundation R2

### Foundation R2

Interpret intent and meaning in artistic work.

- A. Make personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.
- B. Identify multiple cultural perspectives that may influence a theatrical work.
- C. Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.

### Foundation R3

Apply criteria to evaluate artistic work.

- A. Use supporting evidence and artistic criteria to evaluate a theatrical work.
- B. Use knowledge of multiple production elements to assess aesthetic choices in a theatrical work.
- C. Identify and evaluate issues and situations in a theatrical work from an audience member's perspective.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

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.

- A. Explain how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.
- B. Identify universal themes or common social issues, and express them through a theatrical work.

**Foundation Cn2**

Relate artistic ideas and works with societal, cultural, and historical text.

- A. Analyze two different versions of the same theatrical work to determine differences and similarities in each story.
- B. Investigate the time period and place of a theatrical work to understand performance and design choices.

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<i>Concept from Pacing Guide (no verbs) State Student Performance Indicators</i>	<i>Measurable Verb paired with student activities and products.</i>	<i>Measured demonstration of student activity/outcome quality.</i>	<i>Books, websites, articles</i>
<b>QUARTER 1</b>			
<p><b>PERFORM</b></p> <p><b>DOMAIN: Perform</b></p> <p><b>Foundation P1</b></p> <p><b>Select, analyze, and interpret artistic work for performance.</b></p> <ul style="list-style-type: none"> <li><b>A. Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.</b></li> <li><b>B. Demonstrate physical choices which help create meaning in a theatrical work.</b></li> </ul> <p><b>Foundation P2</b></p> <p><b>Develop and refine artistic techniques and work for performance.</b></p>			

# Instructional Map

# 6<sup>th</sup> Grade Theatre

- A. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
- B. Choose multiple technical elements that can be applied to a design in a theatrical work.

## Foundation P3

Express meaning through the performance of artistic work.

- A. Incorporate voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).

<p>Creative Drama</p>	<p>Demonstrate mirroring another person's body          Demonstrate physical characteristics of a person, animal, or thing          Perform in a manner of a described character          Demonstrate physical acting skills such as body alignment, isolation, rhythm, and character development</p>	<p>Participate in theatre games demonstrating mirroring and character portrayals of people/animals and objects.          Demonstrate physical acting skills through role play of a described character from favorite children stories, i.e., <i>Little Red Riding Hood</i>, <i>Three Little Pigs</i>, <i>Snow White</i>.</p>	<p><i>Exploring Theatre</i>: pp. 39 – 41, 50 - 64, 123 – 130, 160-165, 269-271</p>
<p>Dramatic Interpretation</p>	<p>Create, rehearse, and perform a believable character in a scripted or improvisational scene          Describe and analyze in written and oral form a character's wants, needs, and personality characteristics</p>	<p>Participate in theatre games creating and sustaining believable characters through improvisation          Using selected theatre works, describe a character including wants, needs, and personality</p>	<p><i>Exploring Theatre</i> : pp. 117, 118, 123-124, 131-135, 143, 173, 287-312</p>
<p>Pantomime</p>	<p>Create physical, emotional, and social dimensions using pantomime techniques to create the illusion of concrete objects as well as characters and scenes          Model pantomime of literary selections such as fairy tales, poetry, skits, or stories          Create a story pantomiming specific actions while using the body to express ideas, emotions, and characters with a beginning, middle, and end</p>	<p>Participate in theatre games using techniques to create pantomimes illustrating characters and scenes/animals/concrete objects          Pantomime/mime literary selections using the body to express ideas, emotions, character, and plot</p>	<p><i>Exploring Theatre</i> : pp. 67 – 78, 269-279</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Storytelling	Prepare and tell a personal story Discuss how everyone has personal stories Model effective storytelling techniques	Participate in a round robin storytelling exercise Demonstrate listening and speaking skills Participate in theatre games demonstrating storytelling techniques Discuss that everyone has personal stories to tell Perform and share stories relating to personal history	<i>Exploring Theatre</i> : pp. 70, 75-78, 315-328
<p><b>CREATE</b></p> <p><b>Foundation Cr1</b>                      Generate and conceptualize artistic ideas and work.                      A. Identify solutions to staging challenges in a theatrical work.                      B. Identify solutions to design challenges in a theatrical work.                      C. Explore a scripted or improvised character by imagining possible given circumstances in a theatrical work.</p> <p><b>Foundation Cr2</b>                      Organize and develop artistic ideas and work.                      A. Analyze original ideas and artistic choices, and incorporate the ideas of others to improve, refine, and edit a devised or scripted theatrical work.                      B. Demonstrate appropriate theatre etiquette during a theatrical work.</p> <p><b>Foundation Cr3</b>                      Refine and complete artistic work.                      A. Discuss and identify artistic choices in order to refine a devised or scripted theatrical work.                      B. Identify the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).                      C. Explore various physical and vocal techniques for character development in an improvised or scripted theatrical work.</p>			
Puppetry, Shadow Play, and Masks	Identify and explain differences among the five basic puppet types Explain the use of imagination to design and create an original puppet Dramatize a puppet character Model various puppet voices Explain and illustrate ways to develop a puppet script with original dialogue	Read textbook selections explaining the differences in puppet types Develop a script for a puppet show performance Create an original puppet character to present in a puppet show performance Create and use a "puppet voice" during the performance	<i>Exploring Theatre</i> : pp. 347-372 <i>Ready-To-Tell Tales</i> by David Holt and Bill Mooney: A multicultural collection of traditional tales contributed by more than forty of America's most experienced storytellers, with tips for telling the stories.

## Instructional Map

## 6<sup>th</sup> Grade Theatre

Model the performance of a shadow character  
Use movement to project characterization  
Produce characterization and improvisation while wearing an original mask  
Use movement to communicate attitudes, feelings, and moods while wearing a mask

Demonstrate a shadow character using movement for characterization  
While wearing an original mask, perform a scene from a specific story, communicating attitudes/feelings through movement

### RESPOND

#### Foundation R1

Perceive and analyze artistic work.

A. Describe and record personal reactions to artistic choices in a theatrical work.

#### Foundation R2

#### Foundation R2

Interpret intent and meaning in artistic work.

A. Make personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.

B. Identify multiple cultural perspectives that may influence a theatrical work.

C. Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.

#### Foundation R3

Apply criteria to evaluate artistic work.

A. Use supporting evidence and artistic criteria to evaluate a theatrical work.

B. Use knowledge of multiple production elements to assess aesthetic choices in a theatrical work.

C. Identify and evaluate issues and situations in a theatrical work from an audience member's perspective.

# Instructional Map

# 6<sup>th</sup> Grade Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Critiquing Process</p>	<p>Discuss the components of drama (discussion)</p> <p>Use factual information/make knowledge-based decisions (analysis)</p> <p>Explain feelings, ideas, and personal preferences/make aesthetic interpretations</p> <p>Make and share personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects</p> <p>Use theatre language when interpreting/assessing drama</p>	<p>Class discussion and written journal entries on the components of drama</p> <p>Analyze and use appropriate theatre language to critique selected dramatic works making personal and aesthetic interpretations about various aspects of theatre</p>	<p><i>Exploring Theatre</i>: pp. 45-48, 226, 238, 240-244</p>
<p><b>CONNECT</b></p> <p><b>Foundation Cn1</b>  <b>Synthesize and relate knowledge and personal experiences to artistic endeavors.</b>  <b>A. Explain how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.</b>  <b>B. Identify universal themes or common social issues, and express them through a theatrical work.</b></p> <p><b>Foundation Cn2</b>  <b>Relate artistic ideas and works with societal, cultural, and historical text.</b>  <b>A. Analyze two different versions of the same theatrical work to determine differences and similarities in each story.</b>  <b>B. Investigate the time period and place of a theatrical work to understand performance and design choices.</b></p>			
<p>Theatre and Society</p>	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences social changes</p> <p>Explain how history and culture influence drama</p> <p>Explain how the works of exemplary artists/dramatic writers throughout time can enhance education today</p> <p>Explain how style, theme, and dramatic elements vary</p>	<p>Critique of selected dramatic works explaining variations in the use of dramatic elements, style, theme, and the influence/interrelations of theatre artists on history/life/social changes</p> <p>Read textbook selections and write a report on play elements</p>	<p><i>Exploring Theatre</i>: pp. 1, 20, 27, 138, 140, 173, 231, 295, 316, 336, 354,</p>



# Instructional Map

# 6<sup>th</sup> Grade Theatre

Artistic Discipline	<p>Explain the concept of ensemble</p> <p>Show appropriate respect for the safety and maintenance of the work space and tools</p> <p>Model social discipline in dramatic activities</p> <p>Model good audience behavior</p>	<p>Read textbook selections on proper audience etiquette</p> <p>Present a collaborative drama work demonstrating cooperation, safety, and maintenance of work space/tools</p> <p>Demonstrate good audience behavior while watching class performances</p>	<p><i>Exploring Theatre</i>: pp. 42 – 43, 177, 226, 230-234</p>
<b>QUARTER 2</b>			
<b>PERFORM</b>			

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# Instructional Map

# 6<sup>th</sup> Grade Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Characterization	<p>Perform a character based on scripted material or improvisation using props, costumes, and imagery</p> <p>Model the performance of a character using physical movement, sound/speech, and facial expression</p> <p>Identify and clearly describe characters, their relationships, and environments from selected scripts</p>	<p>Participate in theatre games creating believable characters experimenting with physical and vocal skills</p> <p>With a partner, portray a character in a duet scene using body movement, facial expression, speech, props, costumes, and imagery.</p> <p>Memorize and perform lines from a scripted scene.</p> <p>Listen, observe, and respond in character to other actors</p>	<i>Exploring Theatre</i> : pp. 120 – 130, 134, 144-147
Voice and Diction	<p>Demonstrate understanding of the function and importance of relaxation and breathing techniques</p> <p>Demonstrate diction and voice control techniques</p>	<p>Participate in classroom breathing/relaxation/voice and diction exercises/activities learning the correct techniques Use the techniques to give an informal or persuasive speech</p> <p>Create an oral interpretation of a dramatic passage utilizing breathing/speaking techniques</p>	<i>Exploring Theatre</i> : pp. 82-106, 138
Physicality	Demonstrate physical acting skills such as body alignment, isolation, control of body parts, and rhythms to develop characterization	Perform character portrayals in theatre games illustrating body alignment/control and rhythm	<i>Exploring Theatre</i> : pp. 50 – 64, 84 – 87, 134, 144-147
<b>CREATE</b>			
Staging a Play	<p>Model the use stage terminology for blocking and stage directions</p> <p>Explain how costumes, props, and make-up enhance a stage production</p>	<p>Write, stage, rehearse, and perform a short scene</p> <p>Design and/or choose the appropriate costumes, props, and make-up for the scene</p>	<i>Exploring Theatre</i> : pp. 68-69, 154-166, 190-205, 254
<b>RESPOND</b>			

# Instructional Map

# 6<sup>th</sup> Grade Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Critiquing Process	<p>Discuss the components of characterization (discussion)</p> <p>Use factual information/produce knowledge-based decisions (analysis)</p> <p>Explain feelings, ideas, and personal preferences/make aesthetic interpretations</p> <p>Make personal decisions about the artistic merit of various characters in dramatic works</p> <p>Use theatre language when interpreting/assessing characterization</p>	<p>Read textbook selections to understand and discuss the process of creating characterization</p> <p>Critique selected works making knowledge based decisions and explain one's interpretations using appropriate theatre language</p> <p>Express personal preferences and decisions about quality/artistic merit of the pieces</p>	<p><i>Exploring Theatre</i>: pp. 45-48, 226, 238, 240-244</p>
Authentic Evaluation/Artistic Discipline	<p>Discuss constructive criticism</p> <p>Model giving feedback using constructive criticism</p>	<p>Watch a performance and offer feedback using constructive criticism</p> <p>Create a scene in which the characters do <u>not</u> use constructive criticism</p> <p>Discuss the impact of the characters not using constructive criticism</p>	<p><i>Exploring Theatre</i>: pp. 42 – 48, 177, 226, 230-244</p>
Evaluation Process Utilizing Digital Video Recording	<p>Demonstrate the meaningful integration of visual and performing art concepts and skills</p>	<p>Participate in a group performance of a play structured from a children's story demonstrating visual and performing skills</p> <p>Record the production and evaluate the performances</p>	<p><i>Exploring Theatre</i>: pp. 234-238, 242-244</p>
<b>CONNECT</b>			

# Instructional Map

# 6<sup>th</sup> Grade Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Theatre and Society	<p>Explain how characters depict life and authentic history/culture</p> <p>Explain how characters influence social opinion</p> <p>Explain how history and culture influence characterization</p> <p>Explain how the works of exemplary actors/actresses throughout time can enhance education today</p> <p>Explain how style, theme, and dramatic elements vary</p>	<p>Critique of selected dramatic works explaining variations in the use of dramatic elements, style, theme, and the influence/interrelations of theatre artists on history/life/social changes</p> <p>Explain how artists, past and present impact education today</p>	<p><i>Exploring Theatre</i>: pp. 1, 20, 27, 138, 140, 173, 231, 295, 316, 336, 354,</p>
Key Elements of a Play	<p>Demonstrate spectacle (the visible part of a play)</p> <p>Demonstrate sound (the audible part of a play)</p> <p>Demonstrate diction (language)</p> <p>Demonstrate character (person in a play)</p> <p>Demonstrate reasoning (emotions and speech essentials)</p> <p>Create plot (action and events)</p>	<p>Read specific textbook selections to understand the application of play elements in dramatic works</p> <p>Participate in a group analysis of a play to identify key elements</p> <p>Create and perform in a short skit demonstrating the understanding of play elements</p>	<p><i>Exploring Theatre</i>: pp. 76, 77, 88, 137 - 140, 213, 214, 235, 240, 324</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Plot Structure</p>	<p>Demonstrate understanding of the dramatic structure of a play including plot, exposition, conflict, climax, theme, acts, scenes, antagonist, and protagonist</p> <p>Explain character relationships in selected scenes</p>	<p>Read historical plays discussing dramatic and writing structure, as well as character relationships</p> <p>Create a flip story book/story board illustrating story progression, answering the 5 Ws in story design, and demonstrating character development</p> <p>Develop a story using the 5 Ws (ideas: Language story or character, historical event, person)</p> <p>Identify set characters, plot, themes, and conflicts by reading plays from variety of cultures and history</p> <p>Write and perform a monologue</p>	<p>pp. 75-78</p> <p>pp. 41, 122, 131-134, 144-147, 180-181, 377-426</p>

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