

## 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.

Middle School Theatre Standards

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for performance.

Standard T.P1.A

- 6 6.T.P1.A Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.
- 7 7.T.P1.A Discuss and justify various character objectives (choices) in a theatrical work.
- 8 8.T.P1.A Demonstrate and justify various character choices using given circumstances in a theatrical work.

Standard T.P1.B

- 6 6.T.P1.B Demonstrate physical choices which help create meaning in a theatrical work.
- 7 7.T.P1.B Discuss and justify various staging choices to enhance the story in a theatrical work.
- 8 8.T.P1.B Describe and justify how character relationships assist in telling a story of a theatrical work.

Foundation P2

Develop and refine artistic techniques and work for performance.

## Standard T.P2.A

- 6 6.T.P2.A Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
- 7 7.T.P2.A Participate in and/or lead a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
- 8 8.T.P2.A Practice various acting techniques to expand skills in a rehearsal or theatrical performance.

## Foundation P2

### Standard T.P2.B

- 6 6.T.P2.B Choose multiple technical elements that can be applied to a design in a theatrical work.
- 7 7.T.P2.B Demonstrate the use of multiple technical elements in a theatrical work.
- 8 8.T.P2.B Use multiple technical elements to create a design for a rehearsal or theatrical work.

## Foundation P3

Express meaning through the performance of artistic work.

### Standard T.P3.A

- 6 6.T.P3.A Incorporate voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).
- 7 7.T.P3.A Perform in a group-guided or teacher-guided theatrical experience, and present it informally to an audience.
- 8 8.T.P3.A Perform a rehearsed theatrical work for an audience.

### Standard T.P3.B

- 6
- 7
- 8 8.T.P3.B Perform in a specific stage space (proscenium, thrust, etc.). Acknowledge impact of stage style on the performance.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

#### Standard T.Cr1.A

- 6 6.T.Cr1.A Identify solutions to staging challenges in a theatrical work.
- 7 7.T.Cr1.A Investigate multiple perspectives and solutions to staging challenges in a theatrical work.
- 8 8.T.Cr1.A Investigate and justify multiple perspectives and solutions to staging problems in a theatrical work.

#### Standard T.Cr1.B

- 6 6.T.Cr1.B Identify solutions to design challenges in a theatrical work.
- 7 7.T.Cr1.B Present and explain solutions to design challenges in a theatrical work.
- 8 8.T.Cr1.B Discuss and justify solutions to design challenges of a performance space for a theatrical work.

#### Standard T.Cr1.C

- 6 6.T.Cr1.C Explore a scripted or improvised character by imagining possible given circumstances in a theatrical work.
- 7 7.T.Cr1.C Envision and describe a scripted or improvised character's inner thoughts and objectives in a theatrical work.

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.

8 8.T.Cr1.C Develop a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard T.Cr2.A

6 6.T.Cr2.A Analyze original ideas and artistic choices, and incorporate the ideas of others to improve, refine, and edit a devised or scripted theatrical work.

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

8 8.T.Cr2.A Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.

Standard T.Cr2.B

6 6.T.Cr2.B Demonstrate appropriate theatre etiquette during a theatrical work.

7 7.T.Cr2.B Demonstrate appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.

8 8.T.Cr2.B Share responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.A

6 6.T.Cr3.A Discuss and identify artistic choices in order to refine a devised or scripted theatrical work.

7 7.T.Cr3.A Analyze and refine artistic choices in a devised or scripted theatrical work.

8 8.T.Cr3.A Use analysis and rehearsal to refine a devised or scripted theatrical work.

Standard T.Cr3.B

6 6.T.Cr3.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.).

7 7.T.Cr3.B Research multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).

8 8.T.Cr3.B Implement a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).

Standard T.Cr3.C

6 6.T.Cr3.C Explore various physical and vocal techniques for character development in an improvised or scripted theatrical work.

7 7.T.Cr3.C Demonstrate effective physical and vocal traits of characters in an improvised or scripted theatrical work.

8 8.T.Cr3.C Refine effective physical and vocal traits of characters in an improvised or scripted theatrical work.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard T.R1.A

6 6.T.R1.A Describe and record personal reactions to artistic choices in a theatrical work.

7 7.T.R1.A Compare and contrast recorded personal and peer reactions to artistic choices in a theatrical work.

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.

8 8.T.R1.A Use artistic criteria to evaluate artistic choices in a theatrical work.

## Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.A

6 6.T.R2.A Make personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.

7 7.T.R2.A Discuss how personal experiences may influence other artists' character choices in a theatrical work.

8 8.T.R2.A Justify responses based on personal experiences when participating in or observing a theatrical work.

### Standard T.R2.B

6 6.T.R2.B Identify multiple cultural perspectives that may influence a theatrical work.

7 7.T.R2.B Describe how specific cultural perspectives can influence a theatrical work.

8 8.T.R2.B Analyze how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.

### Standard T.R2.C

6 6.T.R2.C Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.

7 7.T.R2.C Interpret and discuss how personal aesthetics, preferences, and beliefs are used in a theatrical work.

8 8.T.R2.C Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard T.R3.A

6 6.T.R3.A Use supporting evidence and artistic criteria to evaluate a theatrical work.

7 7.T.R3.A Use supporting evidence and criteria to evaluate a theatrical work.

8 8.T.R3.A Respond to and evaluate a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.

### Standard T.R3.B

6 6.T.R3.B Use knowledge of multiple production elements to assess aesthetic choices in a theatrical work.

7 7.T.R3.B Use knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.

8 8.T.R3.B Assess aesthetic choices by evaluating the production elements used in a theatrical work.

### Standard T.R3.C

6 6.T.R3.C Identify and evaluate issues and situations in a theatrical work from an audience member's perspective.

7 7.T.R3.C Identify how the intended or supposed purpose of a theatrical work appeals to a specific audience.

8 8.T.R3.C Use audience reaction to assess the impact of a theatrical work on that specific audience.

## 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.

## Standard T.Cn1.A

- 6 6.T.Cn1.A Explain how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.
- 7 7.T.Cn1.A Incorporate multiple perspectives and/or diverse community ideas in a theatrical work.
- 8 8.T.Cn1.A Examine a community issue through a theatrical work.

## Standard T.Cn1.B

- 6 6.T.Cn1.B Identify universal themes or common social issues, and express them through a theatrical work.
- 7 7.T.Cn1.B Use various theatrical works to examine contemporary social, cultural, or global issues.
- 8 8.T.Cn1.B Incorporate other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.

## Foundation Cn2

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

### Standard T.Cn2.A

- 6 6.T.Cn2.A Analyze two different versions of the same theatrical work to determine differences and similarities in each story.
- 7 7.T.Cn2.A Research and discuss how a playwright might have intended a theatrical work to be produced.
- 8 8.T.Cn2.A Research the story elements of a staged theatrical work, and compare them to another production of the same work.

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

### Standard T.Cn2.B

- 6 6.T.Cn2.B Investigate the time period and place of a theatrical work to understand performance and design choices.
- 7 7.T.Cn2.B Examine artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.
- 8 8.T.Cn2.B Identify and use artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.

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>			
<b>PERFORM</b>			
Demonstrate an Understanding of Storytelling	<p>Demonstrate understanding of the historical significance of storytelling</p> <p>Explain "round robin" storytelling using personal stories relating to family, events, or experiences</p>	<p>Write a report illustrating significance of storytelling</p> <p>Participate in round robin stories illustrating the understanding of improving listening, thinking and speaking skills while telling parts of a story that keeps the plot moving with action and believable characters</p> <p>Tell personal stories relating to family, events, or experiences.</p>	
Demonstrate an Understanding of Theatre Games	<p>Direct theatre games aimed at overcoming stage fright</p> <p>Direct theatre games aimed at improving memory/recall</p> <p>Explain, instruct, and guide theatre games aimed at improving vocal skills and diction</p>	<p>Participate in theatre games increasing performance self confidence, improving memory/recall, vocal skills and diction</p>	
Demonstrate an Understanding of Pantomime/Mime	<p>Compare, contrast, and define the art of Pantomime/Mime</p> <p>Dramatize pantomime routine</p> <p>Explain and instruct in pantomime methods</p>	<p>After reading textbook selections, compare and contrast mime/pantomime</p> <p>Participate in theater games using elements of pantomime/mime</p> <p>Pantomime a character and a specific situation both individually and with a group</p> <p>Prepare and perform pantomime/mime incorporating physical, emotional and social characters in scenes</p> <p>Self or group assess all performances</p>	

# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Improvisation	<p>Dramatize improvisational action and dialogue</p> <p>Explain and instruct methods for theatre script and production using appropriate techniques through group effort or improvisational skills for character creation and exploration, story line, development and spontaneity</p>	<p>Use theatre games demonstrating improvisation</p> <p>Improvise individual actions/ scenes from a story</p> <p>Use duet/group improvisation to write scene/situations for writing and producing a short script/story to present to the class</p>	
<b>CREATE</b>			
Critiquing Process	<p>Discuss the components/elements of a drama</p> <p>Explain knowledge-based decisions</p> <p>Discuss personal preferences about dramatic works (aesthetic decisions)</p> <p>Use theatre language when interpreting/assessing drama</p> <p>Discuss personal decisions about the artistic merit of dramatic works (judgment about quality)</p>	<p>Read textbook selections, naming and discuss drama elements</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>	
Demonstrate an Understanding of Interpretation	<p>Apply expression when reading a poem or speech</p> <p>Demonstrate vocal expression by participating in group reading/interpretation of a play</p> <p>Interpret a short speech/monologue from history using vocal expression</p>	<p>Interpret a selected poem or give a speech (teacher directed) and present to class using body and vocal expression.</p> <p>Self-assess performance</p> <p>Present a group reading with expression by interpreting a scene from a play</p> <p>Present, with vocal expression, an individualized interpretation of a short historical speech or teacher assigned speech topic</p>	
Demonstrate an Understanding of Improvisation	<p>Explain the process of improvisation</p>	<p>Read textbook selections identifying, discussing and writing in journal the process of improvisation</p>	
<b>RESPOND</b>			



# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Examining Historical/Cultural Aspects	<p>Explain contributions of exemplary actors, playwrights, screenwriters, directors, etc.</p> <p>Explain how style, theme and dramatic elements vary</p>	Read, at least, two classical theatrical works discussing artist's contributions to theatre	<p><b>Interdisciplinary Connections:</b> Language Arts: character development, verbal communication skills</p> <p>The Arts: design elements are similar throughout all arts disciplines</p> <p>TC: careers relating to theatre, film, TV, and technology</p> <p>Social Studies: story-lines in dramatic works relate to history and culture</p> <p>Science: use of body and vocal exercises relate to life science</p>
<b>CONNECT</b>			
Examining Historical/Cultural Aspects	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences history and vice versa</p>	Analyze selected historical dramatic works explaining how history/culture and drama are interchangeable, as well as how style, theme, and dramatic elements vary with the different playwrights and time periods	<p><b>Interdisciplinary Connections:</b> Language Arts: character development, verbal communication skills</p> <p>The Arts: design elements are similar throughout all arts disciplines</p> <p>TC: careers relating to theatre, film, TV, and technology</p> <p>Social Studies: story-lines in dramatic works relate to history and culture</p> <p>Science: use of body and vocal exercises relate to life science</p>

# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Artistic Discipline</p>	<p>Demonstrate social discipline in dramatic activities working individually and collaboratively with others</p> <p>Explain appropriate respect for safety and maintenance of the work space and tools</p> <p>Explain the importance of organizational skills through practice</p> <p>Instruct students to participate in all activities with sincerity and enthusiasm</p> <p>Encourage development of student self-respect and student respect for others through self-awareness gained from observation and good partner feedback</p> <p>Explain and role model good audience etiquette</p>	<p>Participate in theatre games using artistic discipline and audience etiquette while observing the participants</p>	
<b>QUARTER 2</b>			
<b>PERFORM</b>			
<p>Demonstrate an Understanding of Characterization</p>	<p>Explain the process of characterization</p> <p>Illustrate physical and vocal skills to create believable characters</p> <p>Perform improvisation of characters, dialogue, and actions which focus on the development and resolution of dramatic conflicts</p> <p>Explain the importance of observing people and their movements to develop original, stock, or stereotypical characters</p>	<p>Read textbook selections to understand the process of creating characterization. Create an improvisation of a character for a specific age, position, scene, etc.</p> <p>Create a character improvisation in a duet scene to show a particular action and resolution</p> <p>Observe people and their movements. Participate in <i>Charades</i> performing characters from films</p> <p>Participate in Theatre Games creating believable characters experimenting with physical and vocal skills</p>	<p><b>Interdisciplinary Connections:</b> Social Studies: monologues of speeches in history reveal the history and culture of a specific time</p>
<p>Demonstrate an Understanding of Monologue</p>	<p>Explain monologues Read monologues with expression</p> <p>Demonstrate an understanding of how to perform a monologue using vocal and physical characterization</p>	<p>Read to partner monologues with expressions</p> <p>Perform a short original monologue using vocal and movement characterization</p>	

# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Voice and Diction</p>	<p>Demonstrate the function and importance of quality, pitch, and flexibility Explain and instruct voice quality, pitch, flexibility, inflection, rhythm, and breath control by directing students in drills, exercises, and activities</p> <p>Demonstrate the function and importance of articulation, pronunciation, volume, and rate</p>	<p>Create a digital recording of a selected reading or teacher directed speech demonstrating the function and importance of diction/articulation/voice control/breath control/rhythm</p> <p>Self-critique for improving and developing the voice for dramatic speaking</p> <p>Participate in vocal exercises demonstrating the function, importance, and improving articulation/pronunciation/volume/rate. Self-assess all performances</p>	<p><b>Interdisciplinary Connections:</b> Science/Health: how the body functions</p>
<p>Demonstrate an Understanding of Physical Movement</p>	<p>Demonstrate physical acting skills such as body alignment, isolation, control of body parts, and rhythms to develop characterizations</p> <p>Demonstrate movement through ensemble work</p> <p>Demonstrate entrances and exits for full characterization, as well as for maintaining and creating a reality on stage</p> <p>Explain the necessity for physical energy to produce sparkle, freshness, and spontaneity in various roles</p> <p>Checks for Understanding</p>	<p>understanding of techniques used for improving body alignment, control, timing, and physical energy in developing characters</p> <p>Participate in Theatre Games utilizing physical movement for characters</p> <p>Participate in ensemble groups using knowledge of physical movement including the use of entering and exiting staging area while maintaining characterization</p>	
<p>Demonstrate an Understanding of Costuming</p>	<p>Demonstrate creating a costume for character</p> <p>Present pictures of costumes for a script scene</p> <p>Select a specific script for student produced costumes</p> <p>Checks for Understanding</p>	<p>Create costume sketches for a character in a specific play/scene</p> <p>Create costume sketches which include accessories for a scripted scene</p> <p>Explain the importance of the character costume in a scripted scene</p>	<p><b>Interdisciplinary Connections:</b> Visual Art: costuming and makeup for stage/camera demonstrate understanding of visual art design elements and principles; costume sketches demonstrate understanding of shape-to-form and drawing techniques</p>
<p>Demonstrate an Understanding of Makeup</p>	<p>Demonstrate the significance and understanding of applying makeup when creating a specific character for a skit</p> <p>Discuss the use of makeup for film roles vs. stage roles</p> <p>Checks for Understanding</p>	<p>Create a makeup design and present the significance of the design for a specific character</p> <p>Apply make-up on a partner for a particular skit</p> <p>Using class discussions, compare and contrast makeup for film vs. stage roles</p>	

# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Demonstrate an Understanding of Props and Accessories	<p>Demonstrate the use of props and accessories when creating a character for a specific role</p> <p>Display sketches of costumes which include props and accessories</p>	<p>Create sketches of costumes and select necessary props/accessories for a specific character from play/drama.</p> <p>Present and discuss the sketches to the class defining the necessity of these items in relationship to the role of the character</p>	
Demonstrate the Understanding of Staging the Play	<p>Demonstrate the rules and responsibilities of stage cast, crew ,and management Explain the roles of cast and crew, director, auditions, casting, and rehearsals</p> <p>Demonstrate knowledge of copyright and royalties</p> <p>Demonstrate script marking and demonstrate blocking</p>	<p>Participate in a performance task outline showing individual roles and responsibilities for director, cast, crew, and management. Read textbook selections and discuss auditioning process and rehearsals</p> <p>Examine copyright and determine royalties for 2 different plays</p> <p>Mark the blocking from one scene of a play script</p>	
Demonstrate an Understanding of Play Performance	<p>Guide/instruct student created, development, performance, and execution of a play for informal presentations by collaboration with a team Instruct and guide cooperation with directors, the making of staging choices (blocking, movement, choreography) to convey the meaning of scripted scenes</p>	<p>In collaboration with a team, create, and perform an original play in an informal setting demonstrating knowledge of executing play performance and cooperation with the cast/crew</p>	
<b>CREATE</b>			
Demonstrate an Understanding of Props and Accessories	<p>Exhibit props and accessories for a specific character portrayal</p>	<p>Model a completed costume for a specific character role</p>	

# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of the Key Elements of a Play</p>	<p>Explain the key elements of a play:</p> <ul style="list-style-type: none"> <li>• spectacle (the visible part of a play)</li> <li>• sound (the audible part of a play)</li> <li>• diction (language)</li> <li>• character (person in a play)</li> <li>• reasoning (emotions and speech essentials)</li> <li>• plot (action and events)</li> </ul> <p>Direct research of essential elements in original performances</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><b>Interdisciplinary Connections:</b></p> <p>Language Arts: dramatic literary elements relate to all literary elements of oral and written communication</p> <p>Social Studies: themes and styles revealed in dramatic literature relates to real life, history, and culture</p> <p>Science: Problem solving skills used in technical theatre demonstrate understanding of physical science</p>
<p>Demonstrate an Understanding of Plot Structure</p>	<p>Explain the differences among several types of plays including tragedy, comedy, and melodramas</p> <p>Discuss a play from a specific time period to determine character analysis, costuming, set design, and social relationships</p> <p>Explain the narrative essentials for a play such as the 5 Ws, atmosphere, and mood</p> <p>Guide students in analyzing a story, literature, or play to explain plot structure including preliminary situation, initial incident, rising action, climax, falling action, conclusion, and recognize the structure of the play in a dramatic script</p>	<p>Compare and contrast types of selected plays also determining character analysis, costuming, set design, and social relationships</p> <p>Present to the class a written paper on a historical play determining character analysis and relationships, costumes, set design, atmosphere, mood, and 5 W's</p>	<p><b>Interdisciplinary Connections:</b></p> <p>The Arts: Parts-to-whole understandings, interdisciplinary aspects, and use of creative thinking skills are universal in all creative endeavors</p>
<p>Demonstrate an Understanding of Story Development</p>	<p>Discuss a short story that has a definite beginning, middle, and ending</p> <p>Demonstrate understanding of story elements:</p> <ul style="list-style-type: none"> <li>• introduction of characters</li> <li>• rising action</li> <li>• climax/turning point</li> <li>• falling action</li> <li>• resolution</li> </ul> <p>Direct rewrites based on critique</p>	<p>Diagram a children's story, such as <i>Little Red Riding Hood</i>, showing actions of story divided into a beginning, middle, and end</p> <p>Participate in Theatre Games that illustrate developing a beginning, middle, end to complete stories</p> <p>Write and present a short story which demonstrates story elements.</p> <p>Use rewrites based on critiquing to compose a final version</p>	

# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Demonstrate an Understanding of Playwriting	<p>Explain the use of original story as beginning of a three-scene, one-act play Outline each scene by descriptions of each action, i.e., John enters door on stage left, John speaks to Mary about the events of Saturday night, Mary made excuses for her decisions, etc.</p> <p>Demonstrate the development of dialogue by acting out scenarios</p> <p>Critique student written dialogue as student performs in front of peers and supervise student revisions based on previously given criteria</p>	<p>Develop an original story illustrating understanding of beginning, middle and end and use of story elements by outlining character scenarios for each scene of an original one-act play</p> <p>Develop original dialogue through improvising the character scenarios with classmates, integrating the final marking of the script</p> <p>Perform written dialogue for peers and revise based on group critiquing</p>	
Demonstrate an Understanding of Technical Support	<p>Demonstrate visual art aspects of set design, costume design, and makeup</p> <p>Explain the significance of sound, lighting and theatre management to the success of productions</p> <p>Design a light and sound layout for original play</p>	<p>As part of a team, use a scene of a play to design the set, costumes, and character makeup.</p> <p>Mark the sound, lighting, and stage direction.</p> <p>Discuss the significance of these to the success of the production</p>	
<b>RESPOND</b>			
Examining Historical/Cultural Aspects	<p>Explain contributions of exemplary actors and dramatic works</p> <p>Explain how style, theme and dramatic elements influence the development of characters</p>	<p>Discuss TV shows that illustrate characters interchanging life and social opinions</p> <p>Critique selected samples of play scripts explaining the use of style, theme, literary elements that influence the development of characters</p>	<p><b>Interdisciplinary Connections:</b>            Social Studies: characters depict real people in a specific time period, and reflect culture</p> <p>Language Arts: elements in dramatic works are similar to those in all literary works</p> <p>Arts: parts-to-whole aspects in dramatic works relate to those in all of the arts</p>
Demonstrate an Understanding of Artistic Discipline	<p>Instruct how to rewrite and refine work based on feedback collected through a variety of tools such as rehearsal, notes, video/audio tape, and scoring rubrics</p>	<p>Use a variety of evaluation feedback from a performance in a dramatic presentation and rewrite to refine the work for final assessment</p>	

# Instructional Map

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

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Demonstrate an Understanding of Technical Theatre</p>	<p>Differentiate between electronic media presentations and live performances</p> <p>Discuss a wide range of occupations and careers associated with staged drama and film</p>	<p>Read textbook selections and discuss drama and film occupations/careers, comparing and contrasting live performances to media presentations</p> <p>Write a report on a chosen career choice for theatre personnel</p>	<p><b>Interdisciplinary Connections:</b> TC: careers associated with technical theatre</p>
<b>CONNECT</b>			
<p>Examining Historical/Cultural Aspects</p>	<p>Explain how characterization depicts real life</p> <p>Explain how characters can influence social opinions</p>	<p>Critique selection samples of dramatic literature explaining characterizations depicting life and how characters can influence social opinions.</p>	<p><b>Interdisciplinary Connections:</b> Social Studies: characters depict real people in a specific time period, and reflect culture</p> <p>Language Arts: elements in dramatic works are similar to those in all literary works</p> <p>Arts: parts-to-whole aspects in dramatic works relate to those in all of the arts</p>
<p>Critiquing Process</p>	<p>Demonstrate knowledge of the elements of characterization</p> <p>Discuss knowledge-based decisions about characters in specific dramatic works</p> <p>Express personal preferences about character portrayal in specific roles (aesthetic decisions)</p> <p>Use theatre language when interpreting/assessing characterization</p> <p>Discuss personal decisions about the artistic merit of character roles in film and stage (judgment about quality)</p>	<p>Discuss and write in a journal the elements of characterization</p> <p>Use knowledge-based decisions to analyze a variety of selected scripts explaining character portrayals in appropriate theatre language. Express personal preferences about quality/artistic merit of character roles in film and stage dramatic work</p>	