

Yorkville Community Unit School District 115

Theatre Arts Curriculum

**Yorkville CUSD 115
Theatre Arts Curriculum**

Table of Contents

Acknowledgments	Page 3
Yorkville CUSD 115 Mission Statement	Page 4
K-12 Theatre Arts Curriculum At-A-Glance	Pages 5-6
Explanation of Coding and Numbering	Page 7
K-12 Theatre Arts Curriculum Outcomes, Components, and Suggested Themes	
Elements of Theatre Curriculum	Pages 8-10
Elements of Performance Curriculum	Pages 11-13
Theatre Arts 1	Pages 14-18
Theatre Arts 2	Pages 19-24

Acknowledgments

The Theatre Arts Subject Area Committee created and aligned the Yorkville CUSD 115 Theatre Arts curriculum. Thanks for the time and sacrifice to the many members for the multitude of work each contributed to the creation of this curriculum. This team of professionals demonstrated a passion for their work and a true commitment to the students we serve.

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Yorkville CUSD 115 Mission Statement

Cultivating Learners Who Apply Skills and Experiences Enrich Society

Theatre Arts Subject Mission Statement

Yorkville theatre students will have experiences that will foster a life-long appreciation for theatre arts.

Yorkville CUSD 115

Theatre Arts K-12 Curriculum-at-a-Glance

Elements of Theatre (7th)

Through the study of theatre history, students will examine the foundational elements of production and performance.

- Students will identify elements of ancient Western and Eastern theatre, distinguish how performances evolved, and analyze the use of primary and secondary elements.
- Students will identify elements of developing theatre, distinguish how performances evolved, and analyze the use of primary and secondary elements
- Students will identify elements of modern theatre, distinguish how performances evolved, and analyze the use of primary and secondary elements.

Elements of Performance (8th)

Building on the foundational elements of theatre, students will perform, analyze, and evaluate theatrical production.

- Students will identify and apply verbal and nonverbal elements of theatrical performance to convey meaning.
- Students will identify elements of performance to analyze elements of production.
- Students will apply elements of acting and production to create meaning from a script.

Theatre Arts 1 (9-12)

Through offerings of various styles and elements of theatre, students will develop advanced skills in performance, production, application, analysis, and dramatic criticism.

- Students will apply and analyze the rules of improvisation
- Students will develop advanced skills of performance and production with a focus on character study
- Students will demonstrate organization, memorization, blocking, vocabulary application, and prior learning to produce and perform a humorous, dramatic, or assigned performance in a group of two
- Students will read a full-length play analyzing primary and secondary elements and presentation
- Students will apply skills to create and perform a memorized solo piece
- Students will demonstrate knowledge of the principles of criticism, and of the elements of production and performance to write an analytical and critical review

Theatre Arts 2 (9-12)

Building on skills and learning from Theatre Arts I, students will further develop speaking, performance, production, and writing skills.

- Students will demonstrate knowledge of the principles of dramatic performance
- Students will demonstrate knowledge of stages of melodrama, stock character, universal gestures, and exaggeration to produce a silent film
- Students will build on skills from TA1 to write and perform a monologue for a given situation (topic, purpose, audience)

- Students will be able to identify and describe terms related to musical theatre and filmed theatre; compare and contrast various forms of performance; and generate original ideas for productions
- Students will demonstrate knowledge of the principles of criticism and of the elements of production and performance to write an analytical and critical review

Explanation of Coding and Numbering

The following example provides clarification on the coding and numbering used for each of the grade level and course curricula in District 115.

Key Terms

Outcome: A positive statement about what the students themselves will do - verbs that describe specific, measurable action, and that has an end result.

Component: A statement that describes the knowing and understanding level thinking skills, both simple and complex. These skills are a result of students engaging in activities that may include questioning, research, experiments, collaboration, identification, analysis, summarization, and application.

Explanation for “TA.7.3”

- TA = Theatre Arts (subject area)
- 7 = 7th Grade (grade level or course)
- 3 = Outcome Number

Explanation for “TA.7.3.2”

- TA = Theatre Arts (subject area)
- 7 = 7th Grade (grade level or course)
- 3 = Outcome Number
- 2 = Component Number

Outcome 3:			
TA.7.3	Outcome: Students will identify elements of modern theatre, distinguish how performances evolved, and analyze the use of primary and secondary elements.		
	Students will . . .		IL Learning Standards NSTE Standards
	TA.7.3.1	Explain off-Broadway, regional theatre, community theatre, Vaudeville, Broadway, absurdism, showboats, stock companies, melodrama, minstrel companies, blackface, acting families, family realism, invisible theatre, collective work(s), social reform(s), and bourgeois theatre.	
	TA.7.3.2	Distinguish between elements of colonial American theatre, American theatre, and Latin American theatre.	
	TA.7.3.3	Illustrate a theatrical principle by combining elements and skills to create a performance, written work, or visual work.	

Elements of Theatre

Elements of Theatre Arts Curriculum

Focus: Through the study of theatre history, students will examine the foundational elements of production and performance.

Outcome 1:				
TA.7.1	Outcome: Students will identify and apply verbal and nonverbal elements of theatrical performance to convey meaning.			
	Students will . . .		IL Learning Standards	NSTE Standards
	TA.7.1.1	Identify the role of vocal organs in vocal productions.	26.A.3b	1,2,3,4,5,7
	TA.7.1.2	Identify resonators and articulators.	26.A.3b	1,2,3,4,5,7
	TA.7.1.3	Explain the theatrical conventions of “holding for a laugh,” “cheat out,” “breaking character,” ad lib, and non-verbal.	25.A.3b	1
	TA.7.1.4	Perform a monologue as the character.	26.B.3b	1,2,3,4,5,7
	TA.7.1.5	Perform a reading using appropriate vocal technique.	26.B.3b	1,2,3,4,5,7
	TA.7.1.6	Demonstrate articulation and enunciation.	26.B.3b	1,2,3,4,5,7
	TA.7.1.7	Perform a small group/duet scene to demonstrate conflict development and contextual dynamics.	26.B.3b	1,2,3,4,5,7
	TA.7.1.8	Interpret non-verbal communication and the meaning it conveys in a scene.	26.A.3b	1,2,3,4,5,7

Outcome 2:				
TA.7.2	Outcome: Students will identify elements of modern theatre, distinguish how performances evolved, and analyze the use of primary and secondary elements.			
	Students will . . .		IL Learning Standards	NSTE Standards
	TA.7.2.1	Define and recognize characteristics of off-Broadway, regional theatre, community theatre, Vaudeville, Broadway, absurdism, showboats, stock companies, melodrama, minstrel companies, blackface, acting families, family realism, invisible theatre, collective work(s), social reform(s), and bourgeois theatre.	25.A.3b	1,5,8
	TA.7.2.2	Distinguish elements of colonial American theatre, post-colonial American theatre, and Latin American theatre.	25.B.3	1,5,8
	TA.7.2.3	Illustrate a theatrical principle by combining elements and skills to create a performance, written work, or visual work.	26.B.3b	1,2,3,4,5,7

Elements of Performance

Elements of Performance Curriculum

Focus: Building on the foundational elements of theatre, students will perform, analyze, and evaluate theatrical production.

Outcome 1:				
TA.8.1	Outcome: Students will identify elements of ancient Western and Eastern theatre, distinguish how performances evolved, and analyze the use of primary and secondary elements.			
	Students will . . .		IL Learning Standards	NSTE Standards
	TA.8.1.1	Define and recognize characteristics of drama, ritual, pantomime, interpretive dance, playwright, rhetorical, theater, tragedy, Greek chorus, choragus, thespian, spectacle, closet drama, greenroom, nationalistic play, Noh, Kyogen, Bunraku, and Kabuki.	25.A.3b	1
	TA.8.1.2	Examine performance elements of oral tradition and dramatic literature as well as the practices of primitive tribes, ancient Egyptians, ancient Hebrews, ancient Greeks, ancient Romans, Hindus, Chinese, and Japanese in order to compare and contrast.	27.B.3	1,5,8
	TA.8.1.3	Design a character mask implementing cultural norms of ancient Western and/or Eastern theatre.	26.A.3b	1,2,3,4,5,7
	TA.8.1.4	Analyze a character mask design to construct meaning.	26.A.3b	1,2,3,4,5,7
	TA.8.1.5	Compose an interpretive dance to convey meaning.	26.A.3b	1,2,3,4,5,7
	TA.8.1.6	Perform an interpretive dance to convey meaning.	26.A.3b	1,2,3,4,5,7
	TA.8.1.7	Use pantomime to convey meaning.	26.A.3b	1,2,3,4,5,7

Outcome 2:			
TA.8.2	Outcome: Students will identify elements of developing theatre, distinguish how performances evolved, and analyze the use of primary and secondary elements.		
	Students will . . .	IL Learning Standards	NSTE Standards
TA.8.2.1	Define and recognize characteristics of pageant wagon, miracle plays, mansions, passion play, tableaux, mystery plays, trope, cycles, stock characters, groundlings, wooden 'O,' soliloquy, English Royal Patent of 1662, stage apron, proscenium arch, legitimate theatre, illusion of reality, realism, romanticism, and allusion.	26.A.3b	1,2,3,4,5,7
TA.8.2.2	Distinguish elements of Medieval Theatre, Renaissance Theatre, Elizabethan Theatre, and Continental Theatre.	25.B.3	1,5,8
TA.8.2.3	Identify the parts of the stage.	26.A.3b	1,2,3,4,5,7
TA.8.2.4	Identify the parts of the theater.	26.A.3b	1,2,3,4,5,7
TA.8.2.5	Perform improvised scenes using primary elements of theatre.	26.B.3b	1,2,3,4,5,7

Outcome 3:			
TA.8.3	Outcome: Students will identify elements of performance to analyze a production and create meaning from a script.		
	Students will . . .	IL Learning Standards	NSTE Standards
TA.8.3.1	Define and recognize the theatrical terms "at rise," blackout, "stage business," Goethe's principles, dramaturgy, and secondary elements.	25.A.3b	1,2,3,4,5,7
TA.8.3.2	Employ elements of production (sound, lighting, makeup, costumes, props, music, and scenery) to convey the meaning of a script.	26.A.3b	1,2,3,4,5,7
TA.8.3.3	Construct a dramaturgy for a script.	27.A.3b	1,5,8

TA.8.4	Outcome: Students will employ critical thinking skills to evaluate and critique performance.			
	Students will . . .		IL Learning Standards	NSTE Standards
	TA.8.4.1	Analyze characters in a performance to determine contribution to the plot and/or theme development.	25.A.3b	1
	TA.8.4.2	Assess the quality of an actor by comparing the actor's performances in multiple roles.	25.B.3	6,8
	TA.8.4.3	Critique a performance using Goethe's principles.	26.B.3b	1,2,3,4,5,7

Theatre Arts 1

High School

Theatre Arts 1 High School

Focus: Through offerings of various styles and elements of theatre, students will develop advanced skills in performance, production, application, analysis, and dramatic criticism.

Outcome 1: Improvisation			
TA1.HS.1	Outcome: Develop skills in performance, react/respond to a situation, “say yes” in a scene, “take care of your partner” in a scene, maintain clear and consistent circumstances, and critique improvisation.		
	Students will apply and analyze the rules of improvisation		IL Learning Standards
	TA1.HS.1.1	Apply the rule of “saying yes” in an improvised scene	TH:Pr4.1.I
	TA1.HS.1.2	Analyze improvisational performances to analyze strengths and weaknesses of “saying yes”	TH:Pr4.1.I
	TA1.HS.1.3	Apply the rule of “taking care of your partner” in an improvised scene	TH:Pr4.1.I
	TA1.HS.1.4	Analyze improvisational performances to analyze strengths and weaknesses of “taking care of your partner”	TH:Pr5.1.I
	TA1.HS.1.5	Apply pantomime in an improvised scene	TH:Pr4.1.I
	TA1.HS.1.6	Analyze improvisational performances to identify strengths and weaknesses of pantomime	TH:Pr5.1.I
	TA1.HS.1.7	Demonstrate clear and consistent circumstances in an improvised scene	TH:Pr5.1.II
	TA1.HS.1.8	Critique, reflect, and apply knowledge learned from improvisational performance from the unit	TH:Re8.1.I

Outcome 2: Character Study			
TA1.HS.2	Outcome: Analyze and Study Character		
	Students will develop advanced skills of performance and production with a focus on character study.		IL Learning Standards
	TA1.HS.2.1	Define terms related to character study: script, tactics, monologue, beat, character interpretation, character objectives, artistic choice, “fighting fors,” “fighting againsts”	TH:Re7.1.II
	TA1.HS.2.2	Execute movement/blocking as related to a character	TH:Re7.1.II
	TA1.HS.2.3	Create a character study based on the analysis of one character in a script employing the use of character traits, identified movement, script-based objectives, and a created backstory	TH:Re7.1.II
	TA1.HS.2.4	Critique, reflect, and apply knowledge learned from the unit	TH:Re8.1.I

Outcome 3: Duet Performance			
TA1.HS.3	Outcome: Perform a duet scene		
	Students will demonstrate organization, memorization, blocking, vocabulary application, and prior learning to produce and perform a humorous, dramatic, or assigned performance in a group of two.		IL Learning Standards
	TA1.HS.3.1	Analyze characters in the duet script with a focus on the relationship of those characters	TH:Cr3.1.I TH: Cr1.1.I TH: Cr1.1.II
	TA1.HS.3.2	Analyze the set and stage directions of a script	TH:Cr3.1.I TH: Cr3.1.II
	TA1.HS.3.3	Analyze scripted blocking and use of pause and tone in a script	TH:Cr3.1.I TH: Cr3.1.II

	TA1.HS.3.4	Demonstrate appropriate cutting of a scene while maintaining the integrity of the script	TH:Cr3.1.I TH: Cr3.1.II
	TA1.HS.3.5	Apply above analyses and skills to a memorized performance of the script	TH:Cr3.1.I TH: Cr3.1.II
	TA1.HS.3.6	Critique, reflect and apply knowledge learned from the unit.	TH:Re8.1.I TH:Re8.1.II TH:Re9.1.Ia

Outcome 4: Play Analysis: Page to Stage			
TA1.HS.4	Outcome: Develop understanding of the progression of a story to a play.		
	Students will read a full-length play analyzing primary and secondary elements and presentation.	IL Learning Standards	
	TA1.HS.4.1	Analyze the use and importance of the set in a play	TH:Re9.1.Ia, TH:Re9.1.Ib
	TA1.HS.4.2	Analyze the use and importance of blocking in a play	TH:Cr3.1.I TH: Cr3.1.II
	TA1.HS.4.3	Analyze the use and importance of stage direction in a play	TH:Cr3.1.I TH: Cr3.1.II
	TA1.HS.4.4	Analyze the use and importance of costuming in a play	TH:Cr3.1.I TH: Cr3.1.II
	TA1.HS.4.5	Analyze the use and importance of dialogue in a play	TH:Cr3.1.I TH: Cr3.1.II
	TA1.HS.4.6	Compare and contrast the script of a play to the stage performance (or filmed performance) of the same play (whether or not the name is exactly the same for both)	TH:Re9.1.11a, TH:Re7.1.11

Outcome 5: Introduction to Oral Interpretation			
TA1.HS.5	Outcome: Prepare and perform a monologue or a humorous or dramatic interpretation of literature.		
	Students will apply skills to create and perform a memorized solo piece.		IL Learning Standards
	TA1.HS.5.1	Apply character analysis skills to a solo script or text	TH:Pr4.1.II
	TA1.HS.5.2	Analyze the setting of a solo script or text	TH:Pr4.1.II
	TA1.HS.5.3	Analyze the scripted or implied stage direction and blocking of a solo script or text	TH:Pr4.1.II
	TA1.HS.5.4	Determine the plot and theme of a solo script or text	TH:Pr4.1.II
	TA1.HS.5.5	Apply character analysis, setting, blocking, and awareness of the plot and theme to develop a solo performance	TH:Pr4.1.II
	TA1.HS.5.6	Critique, reflect, and apply knowledge from the unit	TH:Re8.1.I

Outcome 6: Theatrical Critique			
TA1.HS.6	Outcome: Apply knowledge and principles of critique to review a live performance outside the classroom during the semester.		
	Students will demonstrate knowledge of the principles of criticism and of the elements of production and performance to write an analytical and critical review.		IL Learning Standards
	TA1.HS.6.1	Research Goethe's Formula for Play Analysis	TH:Re8.1.I TH:Re8.1.II
	TA1.HS.6.2	Outline a review of a live performance	TH:Re8.1.I
	TA1.HS.6.3	Write a critical review of a live performance utilizing Goethe's formula, and demonstrating knowledge and understanding of oral interpretation, movement/blocking, character analysis, stage direction, setting, costuming, and vocal expression	TH:Re8.1.I TH:Re8.1.II

Theatre Arts 2

High School

Theatre Arts 2 High School

A one semester course
Suggested Prerequisite: Theatre Arts 1

Focus: Building on skills and learning from Theatre Arts I, students will further develop speaking, performance, production, and writing skills.

Outcome 1: Dramatic Duet Performance			
TA2.HS.1	Outcome: Students will perform a dramatic duet utilizing emotions, timing, tension, rhythm, and “showing not telling,” and building on skills from TA1.		
	Students will demonstrate knowledge of the principles of dramatic performance		IL Learning Standards
	TA2.HS.1.1	Identify the emotions within a script	TH:Cr1.1.III
	TA2.HS.1.2	Define “tempo,” “timing,” “tension,” and “rhythm” as applied to drama	TH:Cr3.1.I TH:Cr3.1.II
	TA2.HS.1.3	Demonstrate “showing not telling” in a dramatic performance	TH:Cr4.1.I TH:Cr4.1.II TH:Cr4.1.III
	TA2.HS.1.4	Perform a dramatic duet scene applying skills and technique learned in this unit	TH:Cr3.1.I TH:Cr3.1.II TH:Cr4.1.I TH:Cr4.1.II TH:Cr4.1.III
	TA2.HS.1.5	Critique, reflect, and apply knowledge about dramatic performance	TH:Re8.1.I TH:Re8.1.II

Outcome 2: History of Silent Performance			
TA2.HS.2	Outcome: Students will perform a piece using the principles of melodrama.		
	Students will demonstrate knowledge of stages of melodrama, stock characters, universal gestures, exaggeration to produce a silent film.		IL Learning Standards

	TA2.HS.2.1	Define the three stages of melodrama: provocation, pangs, and penalty; stock characters; exaggeration	TH:Cr1.1.III TH:Cr2.II TH:Pr4.1.I
	TA2.HS.2.2	Define and demonstrate universal gestures	TH:Pr4.1.I TH:Re8.1.1.b TH:Re8.1.1.II TH:Re8.1.1.III
	TA2.HS.2.3	Identify the stages of melodrama, the characters, and appropriate gestures in a script	TH:Pr4.1.I TH:Re8.1.1.b TH:Re8.1.1.II TH:Re8.1.1.III
	TA2.HS.2.4	Evaluate the emotional landscape of a script and identify appropriate music to convey it	TH:Re.9.1.II
	TA2.HS.2.5	Evaluate a variety of silent films/scenes for their contribution to theatre	TH:Cr1.1.I TH:Cr1.1.II TH:Cr1.1.III
	TA2.HS.2.6	Produce a silent film building on previous learning about silent performance, and utilizing principles of melodrama	TH:Cr1.1.I TH:Cr1.1.II TH:Cr1.1.III TH:Cr2.I TH:Cr2.II TH:Cr2.III
	TA2.HS.2.7	Critique, reflect, and apply knowledge about dramatic performance	TH:Re8.1.I TH:Re8.1.II

Outcome 3: Theatrical Writing: Monologue		
TA2.HS.3	Outcome: Students will build on skills from TA1 to write and perform a monologue for a given situation (topic, purpose, audience).	
	Students will ...	IL Learning Standards
	TA2.HS.3.1	Apply character analysis skills to create a character in a solo script or text
		TH:Pr4.1.I TH:Pr4.1.II TH:Pr4.1.III

	TA2.HS.3.2	Create the setting that influences the character and/or plot development of the script	TH:Re9.1.I
	TA2.HS.3.3	Implement stage direction and blocking of a solo script or text	TH:Re9.1.I
	TA2.HS.3.4	Apply character analysis, setting, blocking, and awareness of the plot to develop a solo performance	TH:Re9.1.I
	TA2.HS.3.5	Perform the scene demonstrating and integrating learned concepts	TH:Cr3.1.I TH:Cr3.1.II TH:Cr3.1.III TH:Pr.6.1.I TH:Pr.6.1.II TH:Pr.6.1.III
	TA2.HS.3.6	Critique, reflect, and apply knowledge from the unit	TH:Re8.1.I TH:Re8.1.II

Outcome 4: Additional Forms of Theatre			
TA2.HS.4	Outcome: Students will identify and describe terms related to musical theatre and filmed theatre; compare and contrast various forms of performance; and generate ideas for productions.		
	Students will...		IL Learning Standards
	TA2.HS.4.1	Identify elements and characteristics of musical theatre	TH:Cr1.1.III TH:Cr2.II TH:Pr4.1.I
	TA2.HS.4.2	Compare musical theatre to other theatrical forms	TH:Re9.1.II
	TA2.HS.4.3	Create and present a proposal for a new musical	TH:Cr2.I TH:Cr2.II
	TA2.HS.4.4	Identify elements and characteristics of filmed theatre	TH:Cr1.1.III TH:Cr2.II TH:Pr4.1.I

	TA2.HS.4.5	Compare screenplays to scripts and films to live theatre	TH:Re9.1.II
	TA2.HS.4.6	Adapt a scene from a play into a screenplay	TH:Cr2.I TH:Cr2.II
	TA2.HS.4.7	Develop and present an idea for an original screenplay	TH:Re9.1 TH:Cr2.I TH:Cr2.II
	TA2.HS.4.8	Identify elements and characteristics of television	TH:Cr1.1.III TH:Cr2.II TH:Pr4.1.I
	TA2.HS.4.9	Compare television to films and live theatre	TH:Re9.1.II
	TA2.HS.4.10	Write and discuss an outline for a television episode	TTH:Re9.1 TH:Cr2.I TH:Cr2.II
	TA2.HS.4.11	Critique, reflect and apply knowledge about musical, filmed, and television performances	TH:Re8.1.I TH:Re8.1.II

Outcome 5: Theatrical Critique			
TA2.HS.5	Outcome: Apply knowledge and principles of critique to review a live, musical, or filmed performance outside the classroom during the semester.		
	Students will demonstrate knowledge of the principles of criticism, and of the elements of production and performance, to write an analytical and critical review.		IL Learning Standards
	TA2.HS.5.1	Review Goethe's Formula for Play Analysis (introduced in TH1)	TH:Re8.1.I TH:Re8.1.II
	TA2.HS.5.2	Outline a review of a performance	TH:Re8.1.I
	TA2.HS.5.3	Write a critical review of a live, musical, or filmed performance utilizing Goethe's formula, and demonstrating knowledge and understanding of oral interpretation, movement/blocking, character analysis,	TH:Re8.1.II

		stage direction, setting, costuming, and vocal expression	
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