



**School District
of the City of St.
Charles**

9-12 Theatre Curriculum:

Theatre 1
Theatre 2
Actor's Studio
Technical Theatre

Submitted to the Board of Education
July 9, 2015



9-12 Theatre Curriculum Committee

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Grades 9-12 Theatre Curriculum

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Grades 9-12 Theatre Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Theatre Scope & Sequence

| | Theatre 1 | Theatre 2 | Actor's Studio | Technical Theatre |
|--|-----------|-----------|----------------|-------------------|
| Students will study various films throughout history in regard to actors, directors, and social impact. | I | E | | |
| Students will read and perform scenes written from at least one script written by someone from a different cultural background. | I | E | M | |
| Students will write and deliver oral presentations for a variety of purposes and/or audiences. | I | E | R | |
| Students will master the elements of voice, diction, and dialect. | I | E | R | |
| Students will design technical theatre plots demonstrating knowledge of the elements of scenery, lighting, costumes, and makeup. | I | E | R | M |
| Students will write, perform, and direct their own dramatic presentations. | I | R | M | |
| Students will study and perform plays from various playwrights throughout history. | I | E | R | |
| Students will use technological tools to research and construct presentations about the performance arts. | I | E | R | M |
| Students will demonstrate knowledge of the basic vocabulary of the theatre arts. | I | M | R | R |
| Students will demonstrate the ability to work with others in the planning and execution of a dramatic presentation. | I | E | M | R |
| Students will understand the contributions of women and minorities to the performance arts. | | I | M | R |
| Students will learn to analyze dramatic works. | I | M | R | |
| Students will learn to evaluate dramatic presentations | I | E | M | R |

I = Introduce E = Enhance R = Reinforce M = Master

Theatre 1

Course Description

Rationale/Essential Outcomes

Curriculum Overview

Curriculum Units

THEATRE ONE

Course Description/Rationale:

Theatre I – Introduction to Public Performance

(Fine Arts) ½ unit; 9-12; prerequisite: none

Theatre One is designed to introduce students to the art of public performance. Students will gain confidence by performing original scenes for an audience of their peers. Through exploring a variety of performance styles such as pantomime, improvisation students will learn how to create scenes and original characters. As beginning performers, they will also learn how to give and receive constructive criticism.

Classroom Learning Objectives and Essential Outcomes

- ~ Implement preparatory skills prior to completing an initial public performance.
- ~ Create an original pantomimed performance utilizing pre-planned, specific stage movements.
- ~ Demonstrate improvisational techniques through a public performance.
- ~ Demonstrate the importance of vocal preparation as it relates to public performance.
- ~ Demonstrate the importance of blocking and body position as it relates to public performance.
- ~ Demonstrate learned techniques for preparing a public performance on the assigned performance date.



| | |
|--|---|
| COURSE OVERVIEW COURSE: Theatre I CREDIT(S): 1/2 Unit PREREQUISITES: None | CURRICULUM WRITTEN: Spring 2015 BOARD APPROVAL: REVISED: |
|--|---|

| | |
|--|--|
| COURSE DESCRIPTION: Theatre One is designed to introduce students to the art of public performance. Students will gain confidence by performing original scenes for an audience of their peers. Through exploring a variety of performance styles students will learn how to create scenes and original characters. As beginning performers, they will also learn how to give and receive constructive criticism. | COMMITTEE MEMBERS: Barbara Stanley-Bowlin and Louis Saubers |
|--|--|

| UNITS IN THIS COURSE | | DISTRICT COMMON ASSESSMENTS |
|--|---------------|-----------------------------|
| UNIT TITLE | UNIT DURATION | |
| Unit 1: Warm-up and Relaxation Techniques | 18 Weeks | |
| Unit 2: Pantomime | 18 Weeks | |
| Unit 3: Improvisation | 18 Weeks | |
| Unit 4: Voice and Diction | 18 Weeks | |
| Unit 5: Stage Directions and Vocabulary | 18 Weeks | |
| Unit 6: Preparation and Rehearsal Techniques | 18 Weeks | |

| BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE | | |
|---|---|---|
| TEXTBOOK INFORMATION | | ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES |
| TITLE: Introduction to Theatre Arts Student Handbook: A 36-Week Action Handbook | Publisher: Meriwether Publishing Edition: Author: Suzi Zimmerman ISBN: 9781566080903 | |



CONTENT AREA: Fine Arts
COURSE: Theatre I

STANDARD: (#1) Warm-up and Relaxation Techniques
 Student will implement preparatory skills prior to completing an initial public performance.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Warm-up Activities*
- *Relaxation Techniques*
- *Public Performance*

WENDURING UNDERSTANDINGS:

- **Student will implement preparatory skills prior to completing an initial public performance.**

ESSENTIAL QUESTIONS:

- **What is the correlation between relaxation and preparation?**
- **What are effective ways to prepare for public performance?**
- **What must I do to effectively present a performance?**
- **What are the purposes of warming up and/or relaxation?**
- **How does my performance benefit from adequate preparation?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|--|---|---|
| OBJECTIVE # 1 | Warm-up and Relaxation Techniques | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will implement preparatory skills prior to completing an initial public performance. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Students will be able to use their knowledge of warm-up activities and relaxation techniques to prepare for and effectively perform for an audience of their peers. | <ul style="list-style-type: none"> Warm-up Activities Relaxation Techniques Preparation Techniques Effective Public Performance | <ul style="list-style-type: none"> Participate in a variety of preparatory activities Perform before an audience of their peers |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through warm-up activities Coaches students in relaxation techniques | <ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in warm-up and relaxation activities Perform a theatrical work for an audience of their peers | 3 = Student will implement preparatory skills prior to completing an initial public performance. |
| INTERDISCIPLINARY CONNECTION | | PRIOR KNOWLEDGE CONNECTIONS |
| <ul style="list-style-type: none"> History, Fine Arts, Communication Arts | <ul style="list-style-type: none"> No prior knowledge of warm-up activities is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Performance Activity Participation | Summative Formative | Student will implement preparatory skills prior to completing an initial public performance. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | <p>3 = Student will implement preparatory skills prior to completing an initial public performance.</p> |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | <p>4 = Student performance will directly reflect the preparation techniques.</p> |

STRAND: Introduction to Public Performance
TOPIC: WARM-UPS AND RELAXATION TECHNIQUES
 ~ OBJECTIVE ~

Student will implement relaxation techniques in a public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|-------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | Student will: ~ Participate in relaxation and warm-up exercises. ~ Demonstrate relaxation techniques through the successful completion of a classroom performance. | ~ Three Minute Speech ~ ~ Class Song Performance ~ |
| 2 | Student attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Theatre I

STANDARD: (#2) Pantomime
 Student will create an original pantomimed performance utilizing preplanned, specific stage movements.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Characterization*
- *Movement*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will create an original pantomimed performance utilizing preplanned, specific stage movements.

ESSENTIAL QUESTIONS:

- What is the correlation between physical movement and characterization?
- How can I effectively convey a story without utilizing sound?
- What must I do to effectively present a pantomimed performance?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|--|
| OBJECTIVE # 1 | Pantomime | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will create an original pantomimed performance utilizing preplanned, specific stage movements. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| <ul style="list-style-type: none"> Student will create an original pantomimed performance utilizing preplanned, specific stage movements | <ul style="list-style-type: none"> Key terms/vocabulary Preparation Techniques Effective Public Performance | <ul style="list-style-type: none"> Recall key terms and vocabulary Rehearse in a solo or group setting Present a pantomimed performance before an audience of their peers |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Gives lectures/presentations Facilitates class discussions Guides students through miming activities Coaches students in rehearsal | <ul style="list-style-type: none"> Restates key vocabulary Participates/Leads class discussions Participate in miming activities Perform a pantomime for an audience of their peers | 3 = Student will create an original pantomimed performance utilizing preplanned, specific stage movements. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> History, Fine Arts, Communication Arts | <ul style="list-style-type: none"> No prior knowledge of pantomime is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Performance Activity Participation Handouts and Reading Selections | Summative Formative Formative | Student will create an original pantomimed performance utilizing preplanned, specific stage movements. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | <p>3 = Student will create an original pantomimed performance utilizing preplanned, specific stage movements.</p> |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | <p>4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught.</p> |

STRAND: Introduction to Public Performance

TOPIC: PANTOMIME

~ OBJECTIVE ~

Student will implement relaxation techniques in a public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|--|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | Student will: ~ Create an original Pantomimed performance utilizing pre-planned, specified stage movements. | ~ Old Age Pantomime ~ ~ 250 Pound Object Pantomime ~ ~ Fairytale Pantomime ~ |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Theatre I

STANDARD: (#3) Improvisation
 Student will demonstrate improvisational techniques through a public performance.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Characterization*
- *Critical Thinking with limited preparation*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will demonstrate improvisational techniques through a public performance.

ESSENTIAL QUESTIONS:

- What is the correlation between acceptance and scene work?
- How can I effectively convey a story within set constraints?
- What must I do to effectively present an improvised performance?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | | |
|--|---|---|---|
| OBJECTIVE # 1 | Improvisation | | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will demonstrate improvisational techniques through a public performance. | | |
| WHAT SHOULD STUDENTS... | | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> | |
| Student will demonstrate improvisational techniques through a public performance. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparation Techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present an improvised performance before an audience of their peers | |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) | |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through improvisational activities • Coaches students in rehearsal | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in improvised activities • Perform an improvised scene for an audience of their peers | 3 = Student will demonstrate improvisational techniques through a public performance. | |
| INTERDISCIPLINARY CONNECTION | | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • History, Fine Arts, Communication Arts | | <ul style="list-style-type: none"> • No prior knowledge of improvisation is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | | |
| ASSESSMENT DESCRIPTION | | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation • Handouts and Reading Selections | | Summative Formative Formative | Student will demonstrate improvisational techniques through a public performance. |

| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
|--|---|---|
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will demonstrate improvisational techniques through a public performance. |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Introduction to Public Performance

TOPIC: IMPROVISATION

~ OBJECTIVE ~

Student will demonstrate the importance of Improvisation as it relates to public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | Student will: ~ Create an improvised character in an original improvised scene setting or scenario. | ~ Improvisational Themed Games ~ ~ Character based Improvisational Exercises ~ ~ Original Improvisation Scene ~ |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Theatre I

STANDARD: (#4) Voice and Diction
 Student will demonstrate the importance of vocal preparation as it relates to public performance.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Enunciation*
- *Public Oratory Skills*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will demonstrate the importance of vocal preparation as it relates to public performance.

ESSENTIAL QUESTIONS:

- Why is vocal preparation imperative to successful performance?
- How can I effectively demonstrate vocal clarity?
- In what way does the quality of my voice effect my audience?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|---|
| OBJECTIVE # 1 | Voice and Diction | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will demonstrate the importance of vocal preparation as it relates to public performance. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate the importance of vocal preparation as it relates to public performance. | <ul style="list-style-type: none"> • Key terms/vocabulary • Vocalization exercises • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared performance before an audience of their peers utilizing learned vocal techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through vocal exercises • Coaches students in rehearsal | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in vocal exercises • Perform a public performance which demonstrates adequate vocal technique | 3 = Student will demonstrate the importance of vocal preparation as it relates to public performance. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of voice and diction is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will demonstrate the importance of vocal preparation as it relates to public performance. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | <p>3 = Student will demonstrate the importance of vocal preparation as it relates to public performance.</p> |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | <p>4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught.</p> |

STRAND: Introduction to Public Performance

TOPIC: VOICE AND DICTION

~ OBJECTIVE ~

Student will demonstrate the importance of voice as it relates to public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | Student will: ~ Successfully memorize and perform a tongue twister for a group of their peers. | ~ Betty Botter Tongue Twister ~ (or similar hard-consonant stressing poem) |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Theatre I

STANDARD: (#5) Stage Directions and Theatre Vocabulary
 Student will demonstrate the importance of blocking and body position as it relates to public performance.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Stage Directions*
- *Blocking*
- *Body Position*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will demonstrate the importance of blocking and body position as it relates to public performance.

ESSENTIAL QUESTIONS:

- Why is adequate staging imperative to successful performance?
- How can I demonstrate character through movement?
- In what way does the position of my body effect my audience?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|---|
| OBJECTIVE # 1 | Stage Directions and Theatre Vocabulary | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will demonstrate the importance of blocking and body position as it relates to public performance. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate the importance of blocking and body position as it relates to public performance. | <ul style="list-style-type: none"> • Key terms/vocabulary • Staging exercises • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared performance before an audience of their peers utilizing learned staging techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through vocal exercises • Coaches students in rehearsal | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in staging exercises • Perform a public performance which demonstrates adequate staging technique | 3 = Student will demonstrate the importance of blocking and body position as it relates to public performance. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of blocking and body positioning is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation | Summative Formative | Student will demonstrate the importance of blocking and body position as it relates to |

| <ul style="list-style-type: none"> Handouts and Reading Selections | Formative | public performance. |
|--|---|---|
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Various AIP interventions | <ul style="list-style-type: none"> Outline key vocabulary words Return to activity process and rework inadequate elements | 3 = Student will demonstrate the importance of blocking and body position as it relates to public performance. |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> AIP or in class | <ul style="list-style-type: none"> Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Introduction to Public Performance
TOPIC: STAGE DIRECTIONS AND THEATRE VOCABULARY

~ OBJECTIVE ~

Student will demonstrate the importance of blocking, and body position as it relates to public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | Student will: ~ Demonstrate understanding of proper blocking or stage movement in an original scene. | ~ Improvised Scene ~ ~ Pantomime Scene ~ ~ Original Song/Dialogue Scene ~ |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Theatre I

STANDARD: (#6) Preparation and Rehearsal Techniques
 Student will demonstrate learned techniques for preparing a public performance on the assigned performance date.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Rehearsal Procedures*
- *Time Management*
- *Group Process*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will demonstrate learned techniques for preparing a public performance on the assigned performance date.

ESSENTIAL QUESTIONS:

- Why is adequate preparation essential to a successful performance?
- Why are performance dates essential to the performing arts?
- How do I prepare for a public performance?
- What is my collaborative working style?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|---|
| OBJECTIVE # 1 | Preparation and Rehearsal Techniques | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#6) Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective scheduling techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared performance, on the assigned date before an audience of their peers utilizing learned preparatory techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through rehearsal exercises • Coaches students in rehearsal techniques and planning | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a public performance which demonstrates adequate use of rehearsal time and preparatory activities | 3 = Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. |
| INTERDISCIPLINARY CONNECTION | | PRIOR KNOWLEDGE CONNECTIONS |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | | <ul style="list-style-type: none"> • No prior knowledge of rehearsal technique is needed for this objective |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance | Summative | Student will demonstrate learned techniques |

| | | |
|---|------------------------|---|
| <ul style="list-style-type: none"> • Activity Participation • Handouts and Reading Selections | Formative Formative | for preparing a public performance on the assigned performance date. |
|---|------------------------|---|

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Introduction to Public Performance
TOPIC: PREPARATION AND REHEARSAL TECHNIQUES

~ OBJECTIVE ~

Student will demonstrate learned techniques for preparing a public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p style="text-align: center;">Student will:</p> <p>~ Adequately prepare elements necessary to convey a character within a public performance.</p> <p>~ Student will be able to present a public performance on the date assigned to them.</p> | <p>~ Prepared Dialogue Piece ~</p> <p>~ Pantomime scene ~</p> <p>~ Improvised Scene ~</p> <p>~ Memorized Poem or Tongue Twister ~</p> <p>~ Original Song/Dialogue Scene ~</p> |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |

Theatre 2

Course Description

Rationale/Essential Outcomes

Curriculum Overview

Curriculum Units

THEATRE TWO

Course Description/Rationale

THEATRE 2 – ACTING AND THEATRE APPRECIATION

(Fine Arts) ½ unit; 9-12; prerequisite: Theatre 1

Theatre Two students will build upon the performance skills developed in Theatre One. Students will perform a variety of both original and scripted scenes. Dramatic structure and theatre history are also explored through fun and interactive activities and scenes. Through self-reflection and performance evaluation, students will gain an appreciation for the art of public performance and its importance to our culture.

Classroom Learning Objectives and Essential Outcomes

- ~ Create and perform an original character based upon a learned dialect or vocal quality.
- ~ Demonstrate the historical context of a classical scene through public performance.
- ~ Demonstrate an understanding of the history and styles of musical theatre.
- ~ Demonstrate scene development through characterization and dialogue.
- ~ Demonstrate learned techniques for preparing a public performance on the assigned performance date.



COURSE OVERVIEW

COURSE: Theatre II
CREDIT(S): 1/2 Unit
PREREQUISITES: Theatre I

CURRICULUM WRITTEN: Spring 2015
BOARD APPROVAL:
REVISED:

COURSE DESCRIPTION: Theatre Two students will build upon the performance skills developed in Theatre One. Students will perform a variety of both original and scripted scenes. Dramatic structure and theatre history are also explored through interactive activities and scenes. Through self-reflection and performance evaluation, students will gain an appreciation for the art of public performance and its importance to our culture.

COMMITTEE MEMBERS: Barbara Stanley-Bowlin and Louis Saubers

| UNITS IN THIS COURSE | | DISTRICT COMMON ASSESSMENTS |
|--|---------------|-----------------------------|
| UNIT TITLE | UNIT DURATION | |
| Unit 1: Diction and Dialect | 18 Weeks | |
| Unit 2: Theatre History | 18 Weeks | |
| Unit 3: Musical Theatre | 18 Weeks | |
| Unit 4: Duet Scenes and Monologues | 18 Weeks | |
| Unit 5: Preparation and Rehearsal Techniques | 18 Weeks | |

| BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE | | |
|--|---|---|
| TEXTBOOK INFORMATION | | ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES |
| TITLE: Introduction to Theatre Arts Student Handbook: A 36-Week Action Handbook | Publisher: Meriwether Publishing Edition: Author: Suzi Zimmerman ISBN: | |



CONTENT AREA: Fine Arts
COURSE: Theatre II

STANDARD: (#1) Diction and Dialect
 Student will create and perform an original character based upon a learned dialect or vocal quality.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Elements of vocal technique*
- *Dialects and Accents*
- *Creating a character through voice*
- *Enunciation and Vocal Support*

ENDURING UNDERSTANDINGS:

Student will create and perform an original character based upon a learned dialect or vocal quality.

ESSENTIAL QUESTIONS:

- Why is adequate use of voice essential to a successful performance?
- Why vocal characteristics essential to the performing arts?
- How do I create a character through vocal traits?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|--|---|
| OBJECTIVE # 1 | Diction and Dialect | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will create and perform an original character based upon a learned dialect or vocal quality. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will create and perform an original character based upon a learned dialect or vocal quality. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective vocal techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared performance before an audience of their peers utilizing learned vocal techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through vocal exercises • Coaches students in vocal techniques and dialects | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a public performance which demonstrates adequate use of vocal traits and dialect | 3 = Student will create and perform an original character based upon a learned dialect or vocal quality. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of vocal technique is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will create and perform an original character based upon a learned dialect or vocal quality. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | <p>3 = Student will create and perform an original character based upon a learned dialect or vocal quality.</p> |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | <p>4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught.</p> |

STRAND: Theatre Appreciation
TOPIC: DICTION AND DIALECT
 ~ OBJECTIVE ~

Student will create an original character based upon a learned dialect or vocal quality.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | ~ Performer exceeds expectations. ~ Dialect choices informed by character decisions. |
| 3 | Student will: ~ Create an original character driven by vocal traits, utilizing proper diction and delivery techniques. | ~ Puppetry Scene ~ ~ Original Dialect Centered Scene ~ |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | ~ Scene is strong, but dialect use is inconsistent. ~ |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | ~ Scene attempted, but dialect is not present. ~ ~ Dialect only present on certain words or phrases. ~ |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | ~ Performance not attempted ~ ~ Performance met none of the grading criteria ~ |



CONTENT AREA: Fine Arts
COURSE: Theatre II

STANDARD: (#2) Theatre History
 Student will demonstrate the historical context of a classical scene through public performance.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Periods of Theatre History*
- *Classic Theatrical Literature*
- *Historical Context*

ENDURING UNDERSTANDINGS:

Student will demonstrate the historical context of a classical scene through public performance.

ESSENTIAL QUESTIONS:

- What cultures were key influences in theatre history?
- What does historical context add to scene preparation?
- How do I portray a historical character or perform a classical scene?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|--|--|---|
| OBJECTIVE # 1 | Pantomime | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#2) Student will demonstrate the historical context of a classical scene through public performance. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate the historical context of a classical scene through public performance. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective classical performance techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared performance before an audience of their peers utilizing learned historical context |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through theatre history • Coaches students in classical performance techniques | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a public performance which demonstrates adequate use of historical context | 3 = Student will demonstrate the historical context of a classical scene through public performance. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • History, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge theatre history is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will demonstrate the historical context of a classical scene through public performance. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | <p>3 = Student will demonstrate the historical context of a classical scene through public performance.</p> |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | <p>4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught.</p> |

STRAND: Theatre Appreciation

TOPIC: THEATRE HISTORY

~ OBJECTIVE ~

Student will demonstrate an understanding of Theatre within Historical Context.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|--|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | ~ Project exceeds expectation. Performer covers not only historical content but also explores context. ~ |
| 3 | Student will: ~ Demonstrate understanding of the Theatrical Arts within the appropriate Historical context. | ~ Theatre History Project ~ ~ Theatre History Test ~ ~ Theatre History Performance ~ |
| 2 | Student attempted project, but lack of preparation resulted multiple errors in presentation. | ~ Insufficient research or ineffective presentation skills. ~ |
| 1 | With help, student was able to attempt presentation but lacked appropriate preparation and content. | ~ Project contains minimal research. ~ ~ Presentation is difficult to follow. ~ |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | ~ Project not attempted ~ ~ Project met none of the grading criteria ~ |



CONTENT AREA: Fine Arts
COURSE: Theatre II

STANDARD: (#3) Musical Theatre
 Student will demonstrate an understanding of the history and styles of Musical Theatre.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Musical Theatre History*
- *Musical Theatre Styles*
- *Musical Theatre Viewing*

ENDURING UNDERSTANDINGS:

Student will demonstrate an understanding of the history and styles of musical theatre.

ESSENTIAL QUESTIONS:

- What cultures were key influences in musical theatre history?
- What are the various styles of musical theatre?
- How do I appreciate a musical theatre performance?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|---|
| OBJECTIVE # 1 | Musical Theatre | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#3) Student will demonstrate an understanding of the history and styles of musical theatre. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate an understanding of the history and styles of musical theatre. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective musical performance techniques • Musical Theatre Appreciation | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Identify styles of musical theatre • View and appreciate the elements of a piece of musical theatre |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through musical theatre history • Coaches students in styles of musical theatre | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in class lectures and viewing days • View and evaluate a piece of musical theatre | 3 = Student will demonstrate an understanding of the history and styles of musical theatre. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • History, Fine Arts, Music, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge musical theatre is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will demonstrate an understanding of the history and styles of musical theatre. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will demonstrate an understanding of the history and styles of musical theatre. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Theatre Appreciation

TOPIC: MUSICAL THEATRE

~ *OBJECTIVE* ~

Student will demonstrate an understanding of the history and styles of Musical Theatre.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | ~ Project exceeds expectation. Performer covers not only musical content but also explores context. ~ |
| 3 | Student will: ~ Research and create a media presentation on a piece of Musical Theatre. | ~ Musical Theatre Presentation ~ ~ Musical Viewing Quizzes ~ ~ Musical Theatre Test ~ |
| 2 | Student attempted presentation, but lack of preparation causes multiple errors in the final presentation. | ~ Insufficient research or ineffective presentation skills. ~ |
| 1 | With help, student was able to attempt presentation but lacked appropriate preparation and content. | ~ Project contains minimal research. ~ ~ Presentation is difficult to follow. ~ |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | ~ Project not attempted ~ ~ Project met none of the grading criteria ~ |



CONTENT AREA: Fine Arts
COURSE: Theatre II

STANDARD: (#4) Duet Scenes and Monologues
 Student will demonstrate scene development through characterization and dialogue.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Scene staging and preparation*
- *Dialogue memorization*
- *Creating a character*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will demonstrate scene development through characterization and dialogue.

ESSENTIAL QUESTIONS:

- How can I create a character while respecting the author's words and intent?
- What elements are essential to an effective performance?
- What techniques can I utilize when memorizing dialogue?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|--|--|--|
| OBJECTIVE # 1 | Duet Scenes and Monologues | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#4) Student will demonstrate scene development through characterization and dialogue. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate scene development through characterization and dialogue. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective preparatory techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared memorized performance before an audience of their peers utilizing learned characterization techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through scene studies • Coaches students in preparatory techniques | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a memorized public performance which demonstrates characterization | 3 = Student will demonstrate scene development through characterization and dialogue. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of vocal technique is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation | Summative Formative | Student will demonstrate scene development through characterization and dialogue. |

| | | |
|---|-----------|--|
| <ul style="list-style-type: none"> • Handouts and Reading Selections | Formative | |
|---|-----------|--|

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will demonstrate scene development through characterization and dialogue. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Theatre Appreciation
TOPIC: DUET SCENES AND MONOLOGUES
 ~ OBJECTIVE ~

Student will demonstrate scene development through characterization and dialogue.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | ~ Performance exceeds expectations. Monologue or scene are completely driven by character choices. ~ |
| 3 | Student will: ~ Create an original characterization within the context of a memorized Duet Scene or Monologue. | ~ Duet Scene ~ ~ Monologue ~ |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | ~ Insufficient preparation leads to errors in memorized dialogue or stage movement. ~ |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | ~ Blocking fails to represent scripted movement ~ ~ Spoken lines do not match those in the script. ~ |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | ~ Performance not attempted ~ ~ Performance met none of the grading criteria ~ |



CONTENT AREA: Fine Arts
COURSE: Theatre II

STANDARD: (#5) Preparation and Rehearsal Techniques
 Student will demonstrate learned techniques for preparing a public performance on the assigned performance date.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Rehearsal Procedures*
- *Time Management*
- *Group Process*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will demonstrate learned techniques for preparing a public performance on the assigned performance date.

ESSENTIAL QUESTIONS:

- Why is adequate preparation essential to a successful performance?
- Why are performance dates essential to the performing arts?
- How do I prepare for a public performance?
- What is my collaborative working style?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|---|
| OBJECTIVE # 1 | Pantomime | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#5) Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective scheduling techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared performance, on the assigned date before an audience of their peers utilizing learned preparatory techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through rehearsal exercises • Coaches students in rehearsal techniques and planning | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a public performance which demonstrates adequate use of rehearsal time and preparatory activities | 3 = Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of rehearsal technique is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance | Summative | Student will demonstrate learned techniques |

| | | |
|---|------------------------|---|
| <ul style="list-style-type: none"> • Activity Participation • Handouts and Reading Selections | Formative Formative | for preparing a public performance on the assigned performance date. |
|---|------------------------|---|

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Introduction to Public Performance
TOPIC: PREPARATION AND REHEARSAL TECHNIQUES

~ OBJECTIVE ~

Student will demonstrate learned techniques for preparing a public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p style="text-align: center;">Student will:</p> <p>~ Adequately prepare elements necessary to convey a character within a public performance.</p> <p>~ Student will be able to present a public performance on the date assigned to them.</p> | <p style="text-align: center;">~ Prepared Dialogue Piece ~</p> <p style="text-align: center;">~ Pantomime scene ~</p> <p style="text-align: center;">~ Improvised Scene ~</p> <p style="text-align: center;">~ Memorized Poem or Tongue Twister ~</p> <p style="text-align: center;">~ Original Song/Dialogue Scene ~</p> |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |

Actor's Studio

Course Description

Rationale/Essential Outcomes

Curriculum Overview

Curriculum Units

ACTOR'S STUDIO

Course Description/Rationale:

ACTOR'S STUDIO – ADVANCED PUBLIC PERFORMANCE

(Fine Arts) ½ unit; 9-12; prerequisite: Theatre 1/Theatre 2, Permit to Enroll Form/Audition. Students may enroll in this course more than once as class activities will change each semester.

Actor's Studio is an advanced acting class. The emphasis of this class is the creation of original theatrical work. Students will actively participate in playwriting, staging, directing and acting. Through exploring every aspect of theatrical creation, students will produce and perform in an original theatrical performance. Students will also study global theatrical performance styles. This course will culminate in a public performance for an invited audience.

Classroom Learning Objectives and Essential Outcomes

- ~ Prepare and perform a scripted monologue for an audience.
- ~ Prepare and perform a scripted scene for an audience.
- ~ Write a scripted theatrical piece intended for public performance.
- ~ Understand the contributions of great theatre artists and their relationship to the modern theatrical landscape.
- ~ Demonstrate learned techniques for preparing a public performance on the assigned performance date.



COURSE OVERVIEW

COURSE: Actor's Studio
CREDIT(S): 1/2 Unit
PREREQUISITES: Theatre I, Theatre II, Permit to

CURRICULUM WRITTEN: Spring 2015
BOARD APPROVAL:
REVISED:

COURSE DESCRIPTION: Actor's Studio is an advanced acting class. The emphasis of this class is the creation of original theatrical work. Students will actively participate in playwriting, staging, directing and acting. Through exploring every aspect of theatrical creation, students will produce and perform an original theatrical performance. This course will culminate in a public performance for an invited audience.

COMMITTEE MEMBERS: Barbara Stanley-Bowlin and Louis Saubers

| UNITS IN THIS COURSE | | DISTRICT COMMON ASSESSMENTS |
|--|---------------|-----------------------------|
| UNIT TITLE | UNIT DURATION | |
| Unit 1: Monologue Performance | 18 Weeks | |
| Unit 2: Scene Performance | 18 Weeks | |
| Unit 3: Playwriting | 18 Weeks | |
| Unit 4: Theatre Artists and Contributions | 18 Weeks | |
| Unit 5: Preparation and Rehearsal Techniques | 18 Weeks | |

| BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE | | |
|---|--|---|
| TEXTBOOK INFORMATION | | ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES |
| TITLE: The Theatre Experience | Publisher: McGraw-Hill Humanities Edition: Thirteenth Author: Edwin Wilson ISBN: | |
| TITLE: Introduction to Theatre Arts Student Handbook: A 36-Week Action Guide | Publisher: Meriwether Publishing Edition: Author: Suzi Zimmerman ISBN: | |
| TITLE: Great Scenes for Young Actors, Volume 2 | Publisher: Smith and Kraus Publishing, Inc. Edition: Author: Jack Sharrar and Craig Slaight ISBN: | |
| TITLE: Great Monologues for Young Actors, Volume 2 | Publisher: Smith and Kraus Publishing, Inc. Edition: Author: Jack Sharrar and Craig Slaight ISBN: | |



CONTENT AREA: Fine Arts
COURSE: Actor's Studio

STANDARD: (#1) Monologue Performance
 Student will prepare and perform a scripted monologue for an audience.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Preparatory elements of a Monologue or Soliloquy*
- *Character Interpretation*
- *Staging Elements*
- *Public Performance and Reflection*

ENDURING UNDERSTANDINGS:

Student will prepare and perform a scripted monologue for an audience.

ESSENTIAL QUESTIONS:

- Why is adequate preparation essential to a successful performance?
- What does it take to create a characterization?
- How are my character choices perceived by an audience?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|--|---|---|
| OBJECTIVE # 1 | Monologue Performance | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will prepare and perform a scripted monologue for an audience. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will prepare and perform a scripted monologue for an audience. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective rehearsal and preparatory techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a memorized monologue or soliloquy for an audience utilizing learned techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through preparatory exercises • Coaches students in performance techniques | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a public performance which demonstrates adequate use of preparation and technique | 3 = Student will prepare and perform a scripted monologue for an audience. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of monologue performance is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation | Summative Formative Formative | Student will prepare and perform a scripted monologue for an audience. |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> Handouts and Reading Selections | | |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Various AIP interventions | <ul style="list-style-type: none"> Outline key vocabulary words Return to activity process and rework inadequate elements | 3 = Student will prepare and perform a scripted monologue for an audience. |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> AIP or in class | <ul style="list-style-type: none"> Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Public Performance
TOPIC: MONOLOGUE PERFORMANCE
 ~ OBJECTIVE ~

Student will prepare and perform a scripted monologue for an audience.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|--|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | Student will: ~ Perform a memorized, scripted monologue for an audience. | ~ Original written Monologue ~ ~ Mock-Audition Monologue ~ ~ Original Work Project Performance ~ |
| 2 | Student attempted each activity, but lack of preparation either physically or mentally causes multiple errors in final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Actor's Studio

STANDARD: (#2) Scene Performance
 Student will prepare and perform a scripted scene for an audience.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Preparatory elements of a partnered or group scene*
- *Character Interpretation*
- *Staging Elements*
- *Public Performance and Reflection*

ENDURING UNDERSTANDINGS:

Student will prepare and perform a scripted scene for an audience.

ESSENTIAL QUESTIONS:

- Why is adequate preparation essential to a successful performance?
- What does it take to create a characterization?
- How are my character choices perceived by an audience?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|--|---|--|
| OBJECTIVE # 1 | Scene Performance | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i> <i>CA3, CA6, SS1, SS2, SS6, Goal</i> <i>4</i> | STANDARD: (#1) Student will prepare and perform a scripted scene for an audience. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will prepare and perform a scripted scene for an audience. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective rehearsal and preparatory techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a memorized scene for an audience utilizing learned techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through preparatory exercises • Coaches students in performance techniques | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a public performance which demonstrates adequate use of preparation and technique | 3 = Student will prepare and perform a scripted scene for an audience. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of duet or partnered performance is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation | Summative Formative Formative | Student will prepare and perform a scripted scene for an audience. |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Handouts and Reading Selections | | |
|---|--|--|

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will prepare and perform a scripted scene for an audience. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Public Performance
TOPIC: SCENE PERFORMANCE
~ OBJECTIVE ~

Student will prepare and perform a scripted scene for an audience.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p style="text-align: center;">Student will:</p> <p style="text-align: center;">~ Perform a memorized, scripted scene for an audience.</p> | <p style="text-align: center;">~ Original written Scene ~ ~ Duet or Partnered Scene ~ ~ Original Work Project Performance ~</p> |
| 2 | Student attempted project, but lack of preparation resulted multiple errors in presentation. | |
| 1 | With help, student was able to attempt presentation but lacked appropriate preparation and content. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Actor's Studio

STANDARD: (#3) Playwriting
 Student will write a scripted theatrical piece intended for public performance.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Dramatic Structure*
- *Character Interpretation*
- *Staging Elements*
- *Staged Reading and Reflection*

ENDURING UNDERSTANDINGS:

Student will write a scripted theatrical piece intended for public performance.

ESSENTIAL QUESTIONS:

- **What are the elements of dramatic structure?**
- **What does it take to create a new work?**
- **How can I create characters and situations through dialogue and staging?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|--|---|
| OBJECTIVE # 1 | Playwriting | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will write a scripted theatrical piece intended for public performance. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will write a scripted theatrical piece intended for public performance. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective pre-writing and evaluation techniques • Effective Staged Reading and Feedback | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Write in a solo or small group setting • Produce an original script intended for public performance |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through preparatory exercises • Coaches students in writing techniques and styles | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in writing work days • Create an original script for a staged reading | 3 = Student will write a scripted theatrical piece intended for public performance. |
| INTERDISCIPLINARY CONNECTION | | PRIOR KNOWLEDGE CONNECTIONS |
| <ul style="list-style-type: none"> • Fine Arts, Communication Arts | | <ul style="list-style-type: none"> • No prior knowledge of playwriting is needed for this objective |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation | Summative Formative Formative | Student will write a scripted theatrical piece intended for public performance. |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> Handouts and Reading Selections | | |
| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> Various AIP interventions | <ul style="list-style-type: none"> Outline key vocabulary words Return to activity process and rework inadequate elements | 3 = Student will write a scripted theatrical piece intended for public performance. |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> AIP or in class | <ul style="list-style-type: none"> Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Public Performance
TOPIC: PLAYWRITING
 ~ OBJECTIVE ~

Student will write a scripted theatrical piece intended for public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p style="text-align: center;">Student will:</p> <p style="text-align: center;">~ Write a scripted theatrical piece intended for public performance.</p> | <p>~ Original Monologue or Soliloquy ~</p> <p>~ Original Duet Scene ~</p> <p>~ Original Group Scene ~</p> |
| 2 | Student attempted presentation, but lack of preparation causes multiple errors in the final presentation. | |
| 1 | With help, student was able to attempt a presentation but lacked appropriate preparation and content. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Actor's Studio

STANDARD: (#4) Theatre Artists and Contributions
 Student will understand the contributions of great theatre artists and their relationship to the modern theatrical landscape.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Dramatic Structure*
- *Character Interpretation*
- *Staging Elements*
- *Staged Reading and Reflection*

ENDURING UNDERSTANDINGS:

Student will understand the contributions of great theatre artists and their relationship to the modern theatrical landscape.

ESSENTIAL QUESTIONS:

- What elements do great theatre artists share in common?
- How have previous generations changed the modern theatre?
- Who are our great contemporary theatrical artists and what are their contributions doing to change the way we see theatre?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|--|---|
| OBJECTIVE # 1 | Theatre Artists and Contributions | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#4) Student will understand the contributions of great theatre artists and their relationship to the modern theatrical landscape. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will understand the contributions of great theatre artists and their relationship to the modern theatrical landscape. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective research techniques • Effective Presentation | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Research and write in an individualized setting • Produce an original presentation on the life and work of a great theatre artist |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through preparatory exercises • Coaches students in research techniques and presentation styles | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in research and writing work days • Create an original presentation on the life and work of a theatre artist | 3 = Student will understand the contributions of great theatre artists and their relationship to the modern theatrical landscape. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • History, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of theatre artists or history is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will understand the contributions of great theatre artists and their relationship to the modern theatrical landscape. |

| HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i> | | |
|--|---|---|
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will understand the contributions of great theatre artists and their relationship to the modern theatrical landscape. |
| HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i> | | |
| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Public Performance
TOPIC: THEATRE ARTISTS AND CONTRIBUTIONS
 ~ OBJECTIVE ~

Student will understand the contributions of great theatre artists in relation to the modern theatre.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p style="text-align: center;">Student will:</p> <p style="text-align: center;">~ Research and create a media presentation on a Theatre Artist detailing their contributions to the arts.</p> | <p>~ Theatre Artist Presentation ~ ~ Theatre Artist Quizzes ~ ~ Theatre Artist Test ~</p> |
| 2 | Student attempted presentation, but lack of preparation causes multiple errors in the final presentation. | |
| 1 | With help, student was able to attempt presentation but lacked appropriate preparation and content. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Actor's Studio

STANDARD: (#5) Preparation and Rehearsal Techniques
 Student will demonstrate learned techniques for preparing a public performance on the assigned performance date.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Rehearsal Procedures*
- *Time Management*
- *Group Process*
- *Public Performance*

ENDURING UNDERSTANDINGS:

Student will demonstrate learned techniques for preparing a public performance on the assigned performance date.

ESSENTIAL QUESTIONS:

- Why is adequate preparation essential to a successful performance?
- Why are performance dates essential to the performing arts?
- How do I prepare for a public performance?
- What is my collaborative working style?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|---|
| OBJECTIVE # 1 | Preparation and Rehearsal Techniques | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#6) Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective scheduling techniques • Effective Public Performance | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Rehearse in a solo or group setting • Present a prepared performance, on the assigned date before an audience of their peers utilizing learned preparatory techniques |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through rehearsal exercises • Coaches students in rehearsal techniques and planning | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in rehearsals • Perform a public performance which demonstrates adequate use of rehearsal time and preparatory activities | 3 = Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Speech, Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of rehearsal technique is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Performance | Summative | Student will demonstrate learned techniques |

| | | |
|---|------------------------|---|
| <ul style="list-style-type: none"> • Activity Participation • Handouts and Reading Selections | Formative Formative | for preparing a public performance on the assigned performance date. |
|---|------------------------|---|

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will demonstrate learned techniques for preparing a public performance on the assigned performance date. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Introduction to Public Performance
TOPIC: PREPARATION AND REHEARSAL TECHNIQUES
 ~ OBJECTIVE ~

Student will demonstrate learned techniques for preparing a public performance.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p style="text-align: center;">Student will:</p> <p>~ Adequately prepare elements necessary to convey a character within a public performance.</p> <p>~ Student will be able to present a public performance on the date assigned to them.</p> | <p>~ Prepared Dialogue Piece ~</p> <p>~ Pantomime scene ~</p> <p>~ Improvised Scene ~</p> <p>~ Memorized Poem or Tongue Twister ~</p> <p>~ Original Song/Dialogue Scene ~</p> |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |

Technical Theatre

Course Description

Rationale/Essential Outcomes

Curriculum Overview

Curriculum Units

TECHNICAL THEATRE

Course Description/Rationale:

TECHNICAL THEATRE – ADVANCED STUDY OF TECHNICAL THEATRICAL ELEMENTS

(Fine Arts) ½ unit; 9-12; prerequisite: Theatre1/Theatre2, Permit to Enroll. Students may enroll in this course more than once as class activities will change each semester.

Technical Theatre students will explore all of the backstage elements of theatrical production. Students will participate in the scenic, lighting and costume design process. Properties, mask and puppetry building will also be explored. Students will understand how each technical element relates to play production. This course will culminate the creation of a design portfolio containing all of these technical elements.

Classroom Learning Objectives and Essential Outcomes

- ~ Create a scenic design based upon research and a selected theatrical work.
- ~ Create a costume design based upon research and a selected theatrical work.
- ~ Create a lighting design based upon research and a selected theatrical work.
- ~ Create a makeup design based upon research and a selected theatrical work.
- ~ Create a comprehensive portfolio of completed design work for peer review.



| | |
|---|---|
| COURSE OVERVIEW COURSE: Technical Theatre CREDIT(S): 1/2 Unit PREREQUISITES: Theatre I, Theatre II, Permit to Enroll Form/Audition | CURRICULUM WRITTEN: Spring 2015 BOARD APPROVAL: REVISED: |
|---|---|

COURSE DESCRIPTION:
 the backstage elements of theatrical production. Students will participate in the scenic, lighting and costume design process. Students will understand how each technical element relates to play production. This course will culminate in the creation of a design portfolio containing these technical elements.

| UNITS IN THIS COURSE | | DISTRICT COMMON ASSESSMENTS |
|--------------------------|---------------|-----------------------------|
| UNIT TITLE | UNIT DURATION | |
| Unit 1: Scenic Design | 18 Weeks | |
| Unit 2: Costume Design | 18 Weeks | |
| Unit 3: Lighting Design | 18 Weeks | |
| Unit 4: Makeup Design | 18 Weeks | |
| Unit 5: Design Portfolio | 18 Weeks | |

| BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE | | |
|--|--|---|
| TEXTBOOK INFORMATION | | ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES |
| TITLE: Technical Theatre for Non-Technical People | Publisher: Allworth Press Edition: Second Author: Drew Campbell ISBN: | |



CONTENT AREA: Fine Arts
COURSE: Technical Theatre

STANDARD: (#1) Scenic Design
 Student will create a scenic design based upon research and a selected theatrical work.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Design Research and Inspiration*
- *Script Analysis*
- *Character Analysis*

ENDURING UNDERSTANDINGS:

Student will create a scenic design based upon research and a selected theatrical work.

ESSENTIAL QUESTIONS:

- **What are the elements of scenic design?**
- **What does it take to create an original design?**
- **How can I create characters and dramatic expression through design?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|--|
| OBJECTIVE # 1 | Scenic Design | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will create a scenic design based upon research and a selected theatrical work. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will create a scenic design based upon research and a selected theatrical work. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective research and practice • Effective Final Design | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Write in a solo or small group setting • Produce an original scenic design rendering |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through research process • Coaches students in design techniques and styles | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in research days • Create an original scenic design rendering | 3 = Student will create a scenic design based upon research and a selected theatrical work. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of design is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Design/Presentation • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will create a scenic design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will create a scenic design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Study of Technical Theatrical Elements

TOPIC: SCENIC DESIGN

~ OBJECTIVE ~

Student will create a scenic design based upon research and a selected theatrical work.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|---|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | Student will: ~ Create an original scenic design from a selected theatrical work. | ~ Final Color Rendering ~ ~ Rough Sketch of Scenic Design ~ ~ Ground Plan of Scenic Design ~ |
| 2 | Student attempted project, but lack of preparation resulted multiple errors in presentation. | |
| 1 | With help, student was able to attempt presentation but lacked appropriate preparation and content. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Technical Theatre

STANDARD: (#2) Costume Design
 Student will create a costume design based upon research and a selected theatrical work.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Design Research and Inspiration*
- *Script Analysis*
- *Character Analysis*

ENDURING UNDERSTANDINGS:

Student will create a costume design based upon research and a selected theatrical work.

ESSENTIAL QUESTIONS:

- What are the elements of costume design?
- What does it take to create an original design?
- How can I create characters and dramatic expression through design?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|--|---|
| OBJECTIVE # 1 | Costume Design | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will create a costume design based upon research and a selected theatrical work. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will create a costume design based upon research and a selected theatrical work. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective research and practice • Effective Final Design | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Write in a solo or small group setting • Produce an original costume design rendering |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through research process • Coaches students in design techniques and styles | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in research days • Create an original costume design rendering | 3 = Student will create a costume design based upon research and a selected theatrical work. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of design is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Design/Presentation • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will create a costume design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will create a costume design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Study of Technical Theatrical Elements

TOPIC: COSTUME DESIGN

~ OBJECTIVE ~

Student will create a costume design based upon research and a selected theatrical work.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|-------|---|--|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p>Student will: ~ Create an original costume design from a selected theatrical work.</p> | <p>~ Final Color Rendering (2 min.) ~ ~ Rough Sketch of Costume Design ~ ~ Costume Design Research Project ~</p> |
| 2 | Student attempted presentation, but lack of preparation causes multiple errors in the final presentation. | |
| 1 | With help, student was able to attempt presentation but lacked appropriate preparation and content. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Technical Theatre

STANDARD: (#3) Lighting Design
 Student will create a lighting design based upon research and a selected theatrical work.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Design Research and Inspiration*
- *Script Analysis*
- *Character Analysis*

ENDURING UNDERSTANDINGS:

Student will create a lighting design based upon research and a selected theatrical work.

ESSENTIAL QUESTIONS:

- **What are the elements of lighting design?**
- **What does it take to create an original design?**
- **How can I create characters and dramatic expression through design?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|--|
| OBJECTIVE # 1 | Lighting Design | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will create a lighting design based upon research and a selected theatrical work. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will create a lighting design based upon research and a selected theatrical work. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective research and practice • Effective Final Design | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Write in a solo or small group setting • Produce an original lighting design rendering |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through research process • Coaches students in design techniques and styles | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in research days • Create an original lighting design rendering | 3 = Student will create a lighting design based upon research and a selected theatrical work. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of design is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Design/Presentation • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will create a lighting design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will create a lighting design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Study of Technical Theatrical Elements

TOPIC: LIGHTING DESIGN

~ OBJECTIVE ~

Student will create a lighting design based upon research and a selected theatrical work.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|-------|--|--|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p>Student will:</p> <p>~ Create an original lighting design based upon a selected theatrical work.</p> | <p>~ Final Color Rendering or layover ~ ~ Lighting Plot or Hang Diagram ~ ~ Lighting “Look” book project ~</p> |
| 2 | Student attempted presentation, but lack of preparation causes multiple errors in the final presentation. | |
| 1 | With help, student was able to attempt presentation but lacked appropriate preparation and content. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Technical Theatre

STANDARD: (#4) Makeup Design
 Student will create a makeup design based upon research and a selected theatrical work.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Design Research and Inspiration*
- *Script Analysis*
- *Character Analysis*

ENDURING UNDERSTANDINGS:

Student will create a makeup design based upon research and a selected theatrical work.

ESSENTIAL QUESTIONS:

- **What are the elements of makeup design?**
- **What does it take to create an original design?**
- **How can I create characters and dramatic expression through design?**

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|---|--|
| OBJECTIVE # 1 | Makeup Design | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will create a makeup design based upon research and a selected theatrical work. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will create a makeup design based upon research and a selected theatrical work. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective research and practice • Effective Final Design | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Write in a solo or small group setting • Produce an original makeup design rendering |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through research process • Coaches students in design techniques and styles | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in research days • Create an original makeup design rendering | 3 = Student will create a makeup design based upon research and a selected theatrical work. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of design is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Design/Presentation • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will create a makeup design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will create a makeup design based upon research and a selected theatrical work. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Study of Technical Theatrical Elements

TOPIC: MAKEUP DESIGN

~ OBJECTIVE ~

Student will create a makeup design based upon research and a selected theatrical work.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|-------|--|--|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p>Student will:</p> <p>~ Create an original makeup design based upon a selected theatrical work.</p> | <p>~ Implementation of makeup design on self or partner ~</p> <p>~ Full color makeup design ~</p> <p>~ Rough sketch of makeup design ~</p> <p>~ Character research project ~</p> |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |



CONTENT AREA: Fine Arts
COURSE: Technical Theatre

STANDARD: (#5) Design Portfolio
 Student will create a comprehensive portfolio of completed design work for peer review.

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Reading(s) / Handouts from textbook
- Various websites and databases
- Content related instructional videos

BIG IDEA(S):

- *Design Research and Inspiration*
- *Script Analysis*
- *Character Analysis*

ENDURING UNDERSTANDINGS:

Student will create a comprehensive portfolio of completed design work for peer review.

ESSENTIAL QUESTIONS:

- What are the elements of makeup design?
- What does it take to create an original design?
- How can I create characters and dramatic expression through design?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|---|---|-----------------------|----------------------------|
| Show Me Content: FA 1 | Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts | X | |
| FA 2 | The principles and elements of different art forms | X | |
| FA 3 | The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts | X | |
| FA 4 | Interrelationships of visual and performing arts and the relationships of the arts to other disciplines | X | |
| Show Me Standards: Goal 2 | Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. | X | |

| | | |
|---|--|---|
| OBJECTIVE # 1 | Design Portfolio | |
| REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS CA3, CA6, SS1, SS2, SS6, Goal 4</i> | STANDARD: (#1) Student will create a comprehensive portfolio of completed design work for peer review. | |
| WHAT SHOULD STUDENTS... | | |
| UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> | BE ABLE TO DO? <i>Skills; Products</i> |
| Student will create a comprehensive portfolio of completed design work for peer review. | <ul style="list-style-type: none"> • Key terms/vocabulary • Preparatory activities • Effective research and practice • Effective Final Design | <ul style="list-style-type: none"> • Recall key terms and vocabulary • Write in a solo or small group setting • Produce an original portfolio of all completed design work |
| FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING | | |
| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Gives lectures/presentations • Facilitates class discussions • Guides students through research process • Coaches students in design techniques and styles | <ul style="list-style-type: none"> • Restates key vocabulary • Participates/Leads class discussions • Participate in research days • Create an original portfolio of all completed design work | 3 = Student will create a comprehensive portfolio of completed design work for peer review. |
| INTERDISCIPLINARY CONNECTION | PRIOR KNOWLEDGE CONNECTIONS | |
| <ul style="list-style-type: none"> • Fine Arts, Communication Arts | <ul style="list-style-type: none"> • No prior knowledge of design is needed for this objective | |
| HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED? | | |
| ASSESSMENT DESCRIPTION | FORMATIVE/ SUMMATIVE | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> • Design Portfolio/Presentation • Activity Participation • Handouts and Reading Selections | Summative Formative Formative | Student will create a comprehensive portfolio of completed design work for peer review. |

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

| TEACHER INSTRUCTIONAL ACTIVITY | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> • Various AIP interventions | <ul style="list-style-type: none"> • Outline key vocabulary words • Return to activity process and rework inadequate elements | 3 = Student will create a comprehensive portfolio of completed design work for peer review. |

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> • AIP or in class | <ul style="list-style-type: none"> • Students may lead activities or coach small group sessions. | 4 = In addition to score 3.0, student performance will demonstrate in-depth inferences and application that go beyond what was taught. |

STRAND: Advanced Study of Technical Theatrical Elements

TOPIC: DESIGN PORTFOLIO

~ OBJECTIVE ~

Student will create a portfolio of completed original work for peer review.

| Score | GRADING CRITERIA | SAMPLE TASKS |
|----------|--|---|
| 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. | |
| 3 | <p>Student will:</p> <p>~ Create a portfolio of completed theatrical design work.</p> | <p>~ Theatrical Portfolio ~</p> <p>~ Portfolio presentation ~</p> <p>~ Peer review and constructive criticism ~</p> |
| 2 | Student attempted performance, but lack of preparation either physically or mentally causes multiple errors in the final performance. | |
| 1 | With help, student was able to complete the majority of their performance. Performance lacked sustainability on the part of the performer. | |
| 0 | Even with help, no understanding or skill demonstrated. Assignment not attempted or incomplete. | |

9-12 Theatre Curriculum

Appendix

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER

Product/Performance (PP)

| 1. Develop and apply skills to communicate ideas through theatrical performances. | | | | | | | | | | |
|---|---|--|--|---|---|---|---|--|---|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| A. | Tell stories about themselves with a beginning, middle, and end | Tell stories about a character with a beginning, middle, and end | Tell stories through role-play, imitation, and recreating dialogue | Tell stories through group improvisation using original idea and conflict | Write a brief story about an historical event or figure | Write an original story based on teacher-generated theme (e.g., DARE, social studies based) | Write an expanded story using themes taught across the curriculum | Write scenes from personal experience with conflict and resolution | Write in small groups, an original one act play utilizing character development and plot elements | <p>Proficient Write an original scene utilizing character development and plot elements</p> <p>Advanced Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution</p> |
| | Script Writing | | | | | | | | | |
| National Standards | 1a, 1b | 1a, 1b | 1a, 1b | 1a, 1b | 1a, 1b | 1a, 1b | 1a, 1b | 1a, 1b | 1a, 1b | 1a, 1b |
| Content Standards | FA 1, 2.1 | FA 1, 2.1 | FA 1, 2.1 | FA 1, 2.1 | FA 1, 2.1 | FA 1, 2.1 | FA 1, 2.1 | FA 1, 2.1 | FA 1, 2.1, 4.5, 4.6 | FA 1, 4.1, 4.5 |

Product/Performance (PP)

| 1. Develop and apply skills to communicate ideas through theatrical performances. | | | | | | | | | | |
|---|--|---|--|--|---|---|--|--|--|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| B. | Use skills in expressive movement and/or pantomime | Express a feeling through gesture and voice (e.g., fear, surprise, joy) | Use role playing to investigate proper social skills | Participate in dramatic play that reflects the environment and portrays character (e.g. build a snow man and show that it is cold) | Express emotions and ideas to imitate life experiences. Improvise dialogue to tell stories, specific settings, and scenes | Use vocal skills (e.g., clarity, variety, and volume) through reading aloud and interpreting characters | Show concentration, pantomime, and body alignment to develop believable characters | Speak, move, and generate ideas spontaneously through improvisation and acting | Display logical choices within the boundaries of situation and character in dramatic circumstances | <p>Proficient Use basic terms of theatre (see glossary) Utilize warm-up techniques for preparation of body, voice and mind Improvise using emotional and sensory recall Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character</p> <p>Advanced Use advanced terms of theatre Create and lead warm-up techniques for preparation of body, voice and mind Create a character using emotional, intellectual, social characteristics and sensory recall Using script analysis, identify and create a believable emotional build for a character Use subtext in portrayal of characters in classical/contemporary scenes</p> |
| | Acting | Use the voice (e.g., speaking, sound effect), in multiple ways | | | | | | | | |
| National Standards | 2a, 2b | 2b | 2c | 2a, 2c | 2a, 2c | 2a, 2b | 2b | 2b, 2c | 2a, 2b, 2c | (P): 2a, 2c (A): 2a, 2b, 2c, 2d, 2e |
| Content Standards | FA 1, 2.1 | FA 1, 2.4 | FA 1, 3.1 3.3 4.3 | FA 1, 3.3 | FA 1, 2.1 | FA 1, 3.5 | FA 1, 2.1, 2.5 | FA 1, 2.3, 3.5, 3.6 | FA 1, 2.3, 3.5, 3.6 | FA 1, 3.5, 3.6 |

Product/Performance (PP)

| 1. Develop and apply skills to communicate ideas through theatrical performances. | | | | | | | | | | | |
|---|---|--|---|--|--|---|---|---|---|--|--|
| C. | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 | |
| Design and Technical Theatre | Create playing space (e.g. moving chairs) and costumes using basic materials (e.g. hats, aprons, props) | Adapt the environment using basic materials (e.g., draw scenery on board, turn on/off room lights, move furniture) | Display simple costumes that reflect the character (e.g. wigs, shawls, vests) | Use props, costumes, sound, and setting safely | Apply technical theatre elements such as setting, sound, properties, lighting, costumes or makeup (e.g., dressing up as historical Missouri figures) | Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking | Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes | Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes | Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes | <p>Proficient Apply stagecraft skills safely Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity</p> <p>Advanced Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg)</p> | |
| | National Standards | 3a | 3a, 3b | 3b | 3b | 3b | 3a, 3d | 3a, 3b, 3c, 3d | 3a, 3b, 3c, 3d | 3a, 3b, 3c, 3d | (P): 3a, 3c, 3d, 3e (A): 3b, 3f, 3g, 3h, 3i |
| | Content Standards | FA 1, 1.8, 1.10, 2.1, 3.3 | FA 1, 1.8, 1.10, 2.1, 3.3 | FA 1, 1.8, 1.10, 2.1, 3.3 | FA 1, 1.8, 1.10, 2.1, 3.3, 4.7 | FA 1, 3.1, 3.3 | FA 1, 1.8, 1.10, 2.1, 3.1, 3.3 | FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 | FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 | FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 | FA 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7 |

Product/Performance (PP)

| 1. Develop and apply skills to communicate ideas through theatrical performances. | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| D. | | | | | | | | | | |
| Directing | | | | | | | | | | <p>Proficient Evaluate the director's role in creating a production Block a scripted scene</p> <p>Advanced Direct a dramatic text including interpreting the text and playwright's intent, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance</p> |
| National Standards | | | | | | | | | | (P): 3a, 3b, 3c (A): 3c, 3e, 3f |
| Content Standards | | | | | | | | | | FA 1, 1.8, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 |

Product/Performance (PP)

| 1. Develop and apply skills to communicate ideas through theatrical performances. | | | | | | | | | | |
|--|--|--|--|-------------------------------------|-------------------------------------|--|---|---|---|---|
| E. | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| Audience Etiquette | Practice appropriate audience behavior | Practice appropriate audience behavior | Practice appropriate audience behavior | Model appropriate audience behavior | Model appropriate audience behavior | Model appropriate audience behavior at a variety of performances | Model appropriate audience behavior at various performances | Model appropriate audience behavior at various performances | Model appropriate audience behavior at various performances | Model appropriate audience behavior at various performances |
| | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) |
| | FA 1, 1.10, 4.3, 4.7 | FA 1, 1.10, 4.3, 4.7 | FA 1, 1.10, 4.3, 4.7 | FA 1, 1.6, 1.10, 4.2 | FA 1, 1.6, 1.10, 4.2 | FA 1, 1.10, 4.2, 4.3 | FA 1, 1.10, 4.2, 4.3 | FA 1, 1.10, 4.2, 4.3 | FA 1, 1.10, 4.2, 4.3 | FA 1, 1.10, 4.2, 4.3 |

Product/Performance (PP)

| 1. Develop and apply skills to communicate ideas through theatrical performances. | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|---|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| F. | Participate in a performance for a class or invited audience | Participate in a performance for a class or invited audience | Participate in a performance for a class or invited audience | Participate in a performance for a class or invited audience | Participate in a performance for a class or invited audience | Participate in a performance for a class or invited audience | Rehearse, polish and present a performance for a class or invited audience | Rehearse, polish and present a performance for a class or invited audience | Rehearse, polish and present a performance for a class or invited audience | Proficient Rehearse, polish and present a performance for a class or invited audience |
| | Performing | | | | | | | | | Advanced Stage a performance of a script |
| National Standards | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c | 2a, 2b, 2c, 2d, 2e |
| Content Standards | FA 1, 2.1, 2.4, 2.5 | FA 1, 2.1, 2.4, 2.5 | FA 1, 2.1, 2.4, 2.5 | FA 1, 2.1, 2.4, 2.5 | FA 1, 2.1, 2.4, 2.5 | FA 1, 2.1, 2.4, 2.5 | FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | FA 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 | FA 1, 1.9, 2.1, 2.2, 2.4, 2.5, 3.1, 3.5 |

Elements and Principles (EP)

| 1. Select and apply theatrical elements to communicate ideas through the creation of theatre | | | | | | | | | | |
|--|---------------------------------------|--|--------------------------------|-----------------|----------------------------|---|--|--|--|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| A. | Identify a beginning, middle, and end | Identify character, problem, solution, and setting | Identify dialogue and puppetry | Identify action | Identify symbol and scenes | Identify stage direction, mood, relationship and plot | Identify objective, stock characters, act divisions, and theme | Identify protagonist, antagonist, monologue, and dramatic conflict | Identify genre (e.g., comedy, tragedy, melodrama, farce, satire, drama) through line, exposition, climax, falling action, initial incident, rising action, and opening situation | <p>Proficient Identify spine, fourth wall, foil, subtext, aside, unities, and denouement</p> <p>Advanced Identify duex ex machina, pace, and styles (e.g., realism, naturalism, abstractism, epic, expressionism, comedy of manner, opera, theatre of cruelty and absurd, invisible theatre, performance art, musical theatre, vaudeville, madrigal)</p> |
| | Script Writing | | | | | | | | | |
| National Standards | 1a | 1a | 1b | 1a | 1a | 1a | 1a | 1a | 1a | (P): 1a (A): 7g |
| Content Standards | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 | FA 2, 1.6, 1.10 |

Elements and Principles (EP)

| 1. Select and apply theatrical elements to communicate ideas through the creation of theatre | | | | | | | | | | |
|--|---|--|---|---|---|--|---|--|--|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| B. | Tell what an actor is and name actors in the modern world | Show a variety of gestures (e.g., raise hand, shrug, nod head) and explain their meaning | Identify dialogue and lines of a script | Identify lead/principal, chorus, and role/supporting role | Identify vocal inflection and how it shows character in reading | Identify audition, callback, call , stage directions (i.e., upstage, downstage, center, left, right), projection, curtain call | Identify warm-up, concentration, cross, and posture | Identify cue, notes, on/off book, cheat/open out, and cold-reading | Identify ensemble and polish ensemble work | <p>Proficient Identify centering, counter-cross, upstaging, emotional memory, motivation, obstacle, objective, tactic, action, pitch, rate, phrasing, volume, tempo, quality, and prepared audition</p> <p>Advanced Identify Method acting, master gesture, actor's tendency, and master teacher's approaches (e.g., Stanislavski, Hagen, Spolin, Strasberg, Alexander, Grotowski, Brecht, Suzuki, Adler, Artaud, Brook)</p> |
| | Acting | | | | | | | | | |
| National Standards | | 7a | 7a | | 7a | 2b | 2b | 2b | 2b, 2c | (A): 2a, 2b, 2d, 2e |
| Content Standards | FA 2, 1.9 | FA 2, 2.1, 3.5 | FA 2, 1.6, 1.9 | FA 2,1.9 | FA 2, 1.9, 3.5, 3.6 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 |

Elements and Principles (EP)

| 1. Select and apply theatrical elements to communicate ideas through the creation of theatre | | | | | | | | | | |
|--|-------------------------------------|-----------------------------------|-----------------------------------|---|---|--|--|--|--|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| C. | Define playing space and costumes | Define playing space and costumes | Define playing space and costumes | Identify technical theatre elements such as setting, sound, properties, lighting, costumes, and make-up | Identify the safe use of props, costumes, sound and setting | Identify space that has been appropriately set up for playmaking | Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes | Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes | Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes | Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes |
| | Design and Technical Theatre | | | | | | | | | <p>Proficient Identify and apply stagecraft skills Identify and apply technical knowledge and skills necessary to safely create and/or operate functional scenery, properties, lighting, sound, costumes, make-up and publicity</p> <p>Advanced Identify and apply the technical responsibilities of the head of crews for production Identify specialized areas of study in technical theatre</p> |
| National Standards | 3b | 3b | 3b | 3b | 3b | 3d | 3a, 3b, 3c | 3a, 3b, 3c | 3a, 3b, 3c | (P): 3a, 3d (A): 3a, 3d, 3f, 3h |
| Content Standards | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.9 | FA 2, 1.8, 1.9 |

Elements and Principles (EP)

| 1. Select and apply theatrical elements to communicate ideas through the creation of theatre | | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| D. | | | | | | | | | | |
| Directing | | | | | | | | | | <p>Proficient Define the director's responsibility to the author's intent, script, actors, designers, technicians and the audience Identify the director's role in creating a production Identify the skills necessary to block a scripted scene</p> <p>Advanced Identify the skills needed in directing a dramatic text including interpreting the text, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance</p> |
| National Standards | | | | | | | | | | (P): 4b, 4c (A): 4b, 4c, 4d, 4e |
| Content Standards | | | | | | | | | | FA 2, 1.4, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.5, 4.6, 4.7 |

Artistic Perceptions (AP)

| 1. Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance | | | | | | | | | | |
|--|---|---|--|--|--|---|--|--|--|--|
| A. | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| Analysis and Evaluation | Discuss the effect a story has on its audience through the sharing of personal opinions | Discuss the effect a story has on its audience through the sharing of personal opinions | Discuss why the story has the effect it does on the audience | Discuss what the students see in a dramatic presentation, including the quality of the acting and technical elements | Develop and apply appropriate criteria to use in critiquing the work of others | Communicate artistic choices and offer alternatives to solve problems and build consensus | Adapt and develop a performance activity based on constructive criticism | Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary | Evaluate strengths and identify areas of improvement in peer performance | <p>Proficient Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary</p> <p>Advanced Apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television or electronic media</p> |
| National Standards | 7c | 7c | 7a, 7b | 7d | 7d | 7c | 7c | 7c | 7c | (P): 7c, 7d (A): 7f, 7h |
| Content Standards | FA 2, 2.3, 3.5 | FA 2, 2.3, 3.5 | FA 2, 1.6, 2.3, 3.5 | FA 2, 2.3, 2.4, 3.5, 4.6 | FA 2, 2.3, 2.4, 3.5, 4.1, 4.6 | FA 2, 1.10, 3.1, 3.4, 3.5, 3.6, 4.1, 4.6 | FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6 | FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6 | FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6 | FA 2, 1.10, 2.1, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.6 |

Artistic Perceptions (AP)

| 1. Develop and apply skills to explain perceptions about and evaluations of theatre and theatrical performance | | | | | | | | | | |
|---|---|---|--|--|--|---|---|---|---|--|
| B. | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| Personal Preferences | Orally express impressions and observations related to dramatic activities and performances | Orally express impressions and observations related to dramatic activities and performances | Express impressions and observations related to dramatic activities and performances (e.g., students could write letters or draw pictures to high school performers who visited their class and performed) | Express impressions and observations related to dramatic activities and performances | Express impressions and observations related to dramatic activities and performances | Express and compare personal reactions to artistic choices in comedy, tragedy or other dramatic forms (e.g., outside performances brought into school or on television) | Express and compare personal reactions to artistic choices in comedy, tragedy or other dramatic forms (e.g., outside performances brought into school or on television) | Choose calculated and reasonable risks physically, emotionally and artistically | Choose calculated and reasonable risks physically, emotionally and artistically | Articulate, justify and apply personal criteria for critiquing dramatic texts and performances |
| National Standards | 7b, 7c | 7b, 7c | 7b, 7c | 7b, 7c | 7b, 7c | 7c | 7c | 7c, 7d | 7c, 7d | 7a, 7b, 7c, 7d, 7e, 7f |
| Content Standards | FA 3, 1.5, 2.3, 2.4 | FA 3, 1.5, 2.3, 2.4 | FA 3, 1.5, 2.3, 2.4 | FA 3, 1.5, 2.3, 2.4 | FA 3, 1.5, 2.3, 2.4 | FA 3, 1.5, 1.9, 2.3, 2.4 | FA 3, 1.5, 1.9, 2.3, 2.4 | FA 3, 1.5, 2.3, 2.4 | FA 3, 1.5, 2.3, 2.4 | FA 3, 1.1, 1.5, 1.9, 2.3, 2.4, 3.2, 3.7, 4.1 |

Interdisciplinary Connections (IC)

| 1. Develop and apply skills necessary to make connections between theatre and other arts | | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|---|
| A. | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| Interrelationships of the Arts | Use music, creative movement and visual components in dramatic play | Use music, creative movement and visual components in dramatic play | Use music, creative movement and visual components in dramatic play | Use music, creative movement and visual components in dramatic play | Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations | Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations | Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations | Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects | Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects | Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances |
| National Standards | 6c | 6c | 6c | 6c | 6b | 6b | 6c | 6a, 6c, 6d | 6a, 6c, 6d | (P): 6a, 6b, 6c (A): 6d, 6e, 6f |
| Content Standards | 2.1, 2.4, 2.5 | 2.1, 2.4, 2.5 | 2.1, 2.4, 2.5 | 2.1, 2.4, 2.5 | 2.1, 2.4, 2.5 | 2.1, 2.4, 2.5 | 2.1, 2.4, 2.5 | 1.5, 1.9, 2.1, 2.4, 2.5, 3.6, 4.1 | 1.5, 1.9, 2.1, 2.4, 2.5, 3.6, 4.1 | 1.5, 1.9, 2.1, 2.4, 2.5, 3.6, 4.1 |

Interdisciplinary Connections (IC)

| 1. Develop and apply skills necessary to make connections between theatre and other arts | | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---|---|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| B. | | | | | | | | | Use hardware and software in the design elements of theatre | <p>Proficient</p> <ul style="list-style-type: none"> Use hardware and software in lighting Use hardware and software in sound Use hardware and software in scenic elements Use hardware and software in makeup and costuming Use hardware and software in script writing Use hardware and software in properties Use hardware and software in business & house management <p>Advanced</p> <ul style="list-style-type: none"> Plan & incorporate the usage of hardware and software in lighting Plan & incorporate the usage of hardware and software in sound Plan & incorporate the usage of hardware and software in scenic elements Plan & incorporate the usage of hardware and software in makeup and costuming Plan & incorporate the usage of hardware and software in script writing Plan & incorporate the usage of hardware and software in properties Plan & incorporate the usage of hardware and software in business & house management |
| | | | | | | | | | | |
| National Standards | | | | | | | | | 3c, 3d | 3f, 3h, 3i |
| Content Standards | | | | | | | | | FA 4, 1.4, 2.7, 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 | FA 4, 1.4, 2.7, 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 |

Interdisciplinary Connections (IC)

| 2. Develop and apply skills necessary to make connections between theatre and other non-arts disciplines | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|---|
| A. | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| Integration into Non-Arts Disciplines | Listen to a story and act out the story in dramatic play | Listen to a story and act out the story in dramatic play | Listen to a story and act out the story in dramatic play | Write a paragraph (fiction or nonfiction) and act out the characters in the story in dramatic play | Write a paragraph (fiction or nonfiction) based on Missouri history and act out the characters in the story in dramatic play | Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own | Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own | Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class | Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class | <p>Proficient</p> <p>Analyze budgetary needs of the technical aspect of a theatrical production Predict the fiscal responsibilities of a production (e.g., royalties, costume and set expenses) Analyze a play and design a set using scale for a non-realized production Use lighting equipment and accessories to demonstrate an understanding of the lighting spectrum Use sound equipment to demonstrate an understanding of human hearing</p> <p>Advanced</p> <p>Portray theatre as a reflection of life in particular times, places and cultures Trace historical and cultural developments in theatrical styles and genres Apply budgetary needs of the technical aspect of a theatrical production Plan fiscal responsibilities of a production Analyze a play and design a set using scale for a realized production Design lighting to demonstrate an understanding of the lighting spectrum</p> |
| National Standards | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) | (N/A) |
| Content Standards | FA 4, 1.5, 2.1 | FA 4, 1.5, 2.1 | FA 4, 1.5, 2.1 | FA 4, 1.5, 1.6, 2.1 | FA 4, 1.5, 1.6, 2.1 | FA 4, 1.9, 3.5, 3.6 | FA 4, 1.9, 3.5, 3.6 | FA 4, 1.7, 1.9, 2.1, 3.6, 4.3 | FA 4, 1.7, 1.9, 2.1, 3.6, 4.3 | FA 4, 1.5, 1.7, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.3, 4.5, 4.6, 4.7 |

Historical and Cultural Contexts (HC)

| 1. Develop and apply skills necessary to understand the role of theatre in past and present cultures throughout the world | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|--|--|--|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| A. | | | | | | | Research historical and cultural dramatic events and festivals | Examine and compare characteristics of theatrical works from various cultures throughout history | Examine and compare characteristics of theatrical works from various cultures throughout history | <p>Proficient Research the cultural and historical background of a specific play</p> <p>Advanced Research, evaluate and synthesize cultural and historical information to support artistic choices</p> |
| Research | | | | | | | | | | |
| National Standards | | | | | | | 5a | 5a | 5a | (P): 5a (A): 5a, 5b |
| Content Standards | | | | | | | FA 5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1 | FA 5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1 | FA5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1 | FA 5, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.7, 4.1 |

Historical and Cultural Contexts (HC)

| 1. Develop and apply skills necessary to understand the role of theatre in past and present cultures throughout the world | | | | | | | | | | |
|---|--|---|---|--|---|---|---|---|---|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| B. | Identify the difference between fantasy and reality in dramatic play | Identify the difference between fantasy and reality in literature and media | Imitate and synthesize life experiences (e.g., when you are sick, on the playground, in the lunch line when meeting strangers) in dramatic play | Utilize dramatic play to complete a piece of open ended literature | Introduce problem solving through dramatic play | Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change | Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change | Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change | Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change | Describe the roles of theatre, film, television and electronic media in American society |
| Theatre in Life | | | | | | | | | | <p>Advanced Analyze and apply knowledge of social, political and dramatic aspects of theatre, film and television</p> |
| National Standards | | | | | | | | | | |
| Content Standards | FA 5, 1.7 | FA 5, 1.7 | FA 5, 2.1, 4.7 | FA 5, 1.6 | FA 5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 | FA 5, 1.7, 4.2, 4.3 | FA 5, 1.7, 4.2, 4.3 | FA 5, 1.7, 4.2, 4.3 | FA 5, 1.7, 4.2, 4.3 | FA 5, 1.7, 3.5, 4.2, 4.3 |

Historical and Cultural Contexts (HC)

| 2. Develop and apply skills necessary to understand cultural diversity and heritage as they relate to theatre | | | | | | | | | | |
|---|---|---|---|---|---|--|--|--|--|--|
| A. | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| Cultural Diversity and Heritage | Identify diverse cultural dimensions in dramatic play | Identify diverse cultural dimensions in dramatic play | Reflect historical and diverse cultural influences in dramatic activities | Reflect historical and diverse cultural influences in dramatic activities | Imitate life experiences of famous Missourians in dramatic play | Examine and compare characteristics of theatrical works from various cultures throughout history | Examine and compare characteristics of theatrical works from various cultures throughout history | Examine and compare characteristics of theatrical works from various cultures throughout history | Examine and compare characteristics of theatrical works from various cultures throughout history | <p>Proficient Identify, compare and contrast the lives, works and influences of representative theatre artists from various cultures and historical time periods (e.g., Shakespeare, Moliere, Ibsen, Julie Taymor, Peter Brook, Sondheim)</p> <p>Advanced Analyze and evaluate historical and cultural influences on theatre</p> <p>Analyze and evaluate historical and cultural influences on theatre</p> |
| National Standards | 8a | 8a | 8a | 8a | 8a, 8b | 8a, 8d | 8a, 8d | 8a, 8d | 8a, 8d | (P): 8a, 8b, 8c (A): 8a, 8b, 8c, 8d, 8e, 8f |
| Content Standards | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4 | FA 5, 1.7, 2.4, 3.5 |

Historical and Cultural Contexts (HC)

| 2. Develop and apply skills necessary to understand cultural diversity and heritage as they relate to theatre | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---|---|--|---|--|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
| B. | | | | | | Observe the performance of artists and identify vocations of theatrical artists | Investigate and categorize theatre artists and their contribution | Compare and contrast selected occupations in theatre | Compare and contrast vocations in theatre | <p>Proficient Select career and vocational opportunities in theatre and describe the training, skills, self-discipline and artistic discipline needed to pursue them</p> <p>Advanced Evaluate career and vocational opportunities in theatre, film, television, and electronic media justifying choices, and analyze the training, skills, self-discipline and artistic discipline needed to pursue them</p> |
| Careers | | | | | | | | | | |
| National Standards | | | | | | 8b | 8b, 8c | 8b, 8c | 8b, 8c | 8b |
| Content Standards | | | | | | 4.8 | 1.6, 1.7, 4.8 | 4.8 | 4.8 | 4.8 |

Historical and Cultural Contexts (HC)