



7th Grade Theater Arts Curriculum

Board Approved: 3/20/2025

Course Information

Middle School
Quarter: 9 weeks

Course Description:

This course is designed as an exploratory class that will improve the students' self-confidence and skills when presenting themselves in front of an audience. Students will learn to explore, express, and connect with others and the world around them. This class includes various types of live or recorded materials applicable to individual and group projects. Examples of these include presentations, improvisation, theatre games, communication, media, and technical theatre. The students' training will develop critical and creative thinking ability. Techniques taught in Theatre Arts are beneficial in many core classes.

Transfer Goals:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Curriculum Standards: [MLS Fine Arts Theater Standards](#)

Curriculum Resource(s): Dramanotebook.com, Theatrefolk.com Drama Teacher Academy, Broadwayhd.com, *Sixty Comedy Duet Scenes For Teens: Real-Life Situations for Laughter* by Laurie Allen, *62 Comedy Duet Scenes for Teens: More Real-Life Situations For Laughter* by Laurie Allen, *101 Monologues for Middle School Actors* by Rebecca Young

**priority standards indicated in bold*

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Unit 1: Explore

Timeframe: 3 weeks

Unit Description: This exploratory unit will include exercises and warm-ups to encourage the student to explore their physical and vocal abilities. Topics will include improvisation, creative expression, movement, and vocal expression.

Enduring Understandings:

- Actors' choices in how they portray characters, use their voices, move, and interact with others can change how the story is understood and felt by the audience.
- The essential building blocks for a theatrical performance are actors, directors, technical theatre elements, and audience.
- Teamwork and cooperation improve problem-solving skills, increase motivation and engagement, and encourage community in ensembles.
- Improvisation improves the ability to respond quickly and effectively to unexpected situations, leading to more creative problem-solving and better stress management in everyday life.

Essential Questions:

- How do actor's choices influence what we see onstage?
- What are the building blocks necessary for a theater performance?
- How is teamwork and cooperation relevant to a successful performance?
- How does the skill of improvisation affect everyday life?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
<u>TH:Cr3A.7b</u>	• I can develop and portray a character using various physical and vocal traits in a drama/theatre work.
<u>TH:Pr5A.7a</u>	• I can vocally, physically, and mentally prepare for a performance through acting exercises and warm-up
<u>TH:Cr2A.7b</u>	• I can work cooperatively to create an original performance.
<u>TH:Cr1A.7c</u>	• I can explain how character choices affect their character development. • I can write and present an original performance using various character choices.
<u>TH:Cn11B.7a</u>	• I can analyze a script for the playwright's intention.
<u>TH:Pr4A.7a</u>	• I can identify the importance of: Plot outline, Blocking/Stage Directions, and set. • I can understand how blocking affects performance. • I can utilize blocking to stage a performance.

**priority standards indicated in bold*

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TH:Cr1A.7a	• I can demonstrate knowledge of stage areas and body positions by performing them onstage.
TH:Cr3A.7c	• I can rehearse and apply multiple technical elements to a scene or performance.
TH:Pr5A.7c	• I can demonstrate proper audience etiquette during classroom or other observed performances.

**priority standards indicated in bold*

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Unit 2: Express

Timeframe: 3 weeks

Unit Description: This expressive unit will include exploring choices for staging a production. Topics include reading, analysis, and writing of scripts, character development, storytelling, and application of technical production elements.

Enduring Understandings:

- Performance elements such as dialogue, body language, and backstory create characters that are engaging, understandable, and meaningful to the audience.
- Rehearsals help refine acting skills, including line delivery, timing, and emotional expression.
- Aspects such as lighting, sound, set design, and special effects can significantly affect how actors deliver their performances and how they are perceived by the audience.
- Actors bring their unique perspective to a role, shaping the character's personality, emotions, and motivations.
- Peer feedback offers different viewpoints and constructive criticism that can highlight blind spots, helping you refine your skills and make more informed improvements.

Essential Questions:

- How are performance elements used to create believable characters?
- How does the rehearsal process affect your performance?
- How can technical elements be utilized to enhance performance?
- How do actor's choices influence what we see onstage?
- How does peer feedback help you improve?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
TH:Pr6A.7A	• I can present a rehearsed performance for an audience.
TH:Cr3A.7a	• I can understand the importance of focus and repetition in the rehearsal process. • I can use the rehearsal process to incorporate peer review.
TH:Pr5A.7a	• I can utilize warm-ups and games to prepare for performance.
TH:Cr2A.7b	• I can work cooperatively to create an original performance.
TH:Pr5A.7c	• I can identify the importance of: respect for the performers, the audience, the performance space, staying quiet unless audience participation is required, applause, standing ovation, staying seated, intermission, and electronic devices off. • I can understand the roles and responsibilities of being part of an audience. • I can demonstrate proper audience etiquette during classroom or other observed performances.
TH:Pr4A.7b	• I can devise a character objective and use it in the performance of a

**priority standards indicated in bold*

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	drama/theatre work.
TH:Pr5A.7b	• I can apply various technical elements in performance.
TH:Cr1A.7b	• I can experiment with adding design elements of theatre to a variety of scripted performances.
TH:Cn11A.7a	• I can select and incorporate an element of music, dance, art, and/or media to add meaning and conflict to a drama/theatre work.

**priority standards indicated in bold*

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Unit 3: Connect

Timeframe: 3 weeks

Unit Description: This unit will build connections between the performer and the audience. Topics will include script analysis, performance critique, and self-reflection.

Enduring Understandings:

- Studying music and theatre can improve our creativity, communication skills, and understanding of other's differences, while also helping us express our emotions and work better with others.
- Studying the music and theatre of other cultures provides insights into their social structures, beliefs, and values, offering a deeper understanding of their historical context and everyday life.
- Music deepens the emotional tone of a theatrical work by aligning themes with characters' emotions which intensifies the audience's engagement.
- Personal experiences, such as cultural heritage, past events, and individual values, shape our responses to theatre by affecting how we interpret characters and themes.

Essential Questions:

- How can studying music/theatre benefit our lives?
- How can we learn about other cultures and societies by studying the music/theater of others?
- How does music influence the storytelling of a theatrical work?
- How do your personal experiences affect how you respond to theatre?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
TH:Re9A.7c	• I can understand how knowing your audience defines your choices. • I can create or observe a performance with a target audience in mind.
TH:Re8A.7a	• I can create a character or performance of a story based on personal aesthetic choices and life experiences.
TH:Re9A.7a	• I can constructively critique a drama/theatre work using given criteria.
TH:Cr2A.7a	• I can justify character choices using background knowledge and historical and cultural context to inform my performance.
TH:Re8A.7c	• I can review and analyze a theatrical work.
TH:Re9A.7b	• I can evaluate and apply a production element to enhance a performance piece.
TH:Re7A.7a	• I can constructively critique a drama/theatre work.
TH:Cn10A.7a	• I can create or perform a drama/theatre work with multiple perspectives.

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TH:Re8A.7b	• I can provide evidence from my perspective to explain my reaction to a drama/theatre work.
TH:Cn11B.7b	• I can evaluate and incorporate appropriate props, costumes, and sets for a specific time period in a drama/theatre work.

**priority standards indicated in bold*

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