

SPEECH AND DRAMA 7TH GRADE

Course Overview

Course Description: This course builds upon and advances skills learned in the sixth grade. Dramatic literature is introduced, and more emphasis is placed on effective rehearsal techniques and character development. This class introduces students to a more intense study of movement, vocalization, acting areas, and body positioning while helping students become more confident with stronger acting choices. Students develop higher-level thinking and performance skills while analyzing characters and text in scripted scene work as well as in improvisational exercises and games.

Scope and Sequence:

Title	Description
History and Context	Students explore the context in which a work of art was created by exploring its history and culture.
Performance	Students learn and practice the vast set of skills needed for performances through engaging in performance and production.
Script/Text Analysis	Through reading and discussing quality literary sources, students hone their artistic sensibilities and develop their own artistic voice.

Enduring Understandings:

- Art is a powerful, valuable tool for self-expression and communication.
- Theatre is collaborative; it takes people coming together.
- Theatre both reflects and affects life.

Essential Questions:

- How can participation in theatre (on or off stage) help develop empathy?
- How does participation in theatre (on or off stage) impact our choices, morality, reasoning, and ethics?
- How does participation in theatre (on or off stage) affect our behavior?
- How is theatre a reflection of life?
- How does theatre affect life?

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UNIT 1: History and Context

UNIT 1 DESCRIPTION/OVERVIEW

History and culture provide the backdrop for any play. Literature does not exist in a vacuum. Instead, each work is both a product of a culture as well as a reflection of a historical era. In order to understand and appreciate a work of art, one must understand the context in which it was created and which it reflects.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- All students benefit from participation in the performing arts. Working together requires dropping preconceived notions, personality differences, and prejudices. - The conventions of theatre evolve and change, yet there are some fundamental aspects that remain the same throughout eras. - We are agents of change and impact the evolution of theatre. - Understanding the historical context of a piece of theatre enables us to bring a play to life and change the direction. - Historical context shows us how theatre both reflects and affects life.	- How can participation in theatre (on or off stage) help develop empathy? - How does participation in theatre (on or off stage) impact our choices, morality, reasoning, and ethics? - How does participation in theatre (on or off stage) affect our behavior? - How is theatre a reflection of life? - How does theatre affect life?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Political context of a period of history or work of art. - Artistic movements, genres, and styles within a period of history or work of art. - Timeline of important events within a period of history or concurrent with a work of art.	- Continue to connect the political context to their understanding of the work of art. - Continue to place the work of art within an artistic movement, genre and/or style. - Continue to utilize an understanding of important events that occurred within the time period of a piece's creation or the period it represents to enhance the overall meaning or understanding of the work of art as a whole.

Missouri Learning Standards
Create Envision/Conceptualize: Generate and conceptualize artistic ideas and work. (TH:Cr1A.8) a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work. (TH:Cr1A.8) b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work. (TH:Cr1A.8) c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work. Develop: Organize and develop artistic ideas and work (TH:Cr2A.1). (TH:Cr2A.8) a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. (TH:Cr2A.8) b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work Rehearse: Refine and complete artistic work.

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UNIT 1: History and Context

- (TH:Cr3A.8) a. Use repetition and analysis in order to revise devised or scripted drama/theatre work
- (TH:Cr3A.8) b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.
- (TH:Cr3A.8) c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
 - (TH:Pr4A.8) a. Explore different pacing to better communicate the story in a drama/theatre work.
 - (TH:Pr4A.8) b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle
- **Prepare: Develop and refine artistic techniques and work for presentation.**
 - (TH:Pr5A.8) a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
 - (TH:Pr5A.8) b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.
 - (TH:Pr5A.8) c. Demonstrate appropriate audience etiquette for the venue, purpose, and style.a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
 - (TH:Pr6A.8) a. Perform a rehearsed drama/theatre work for an audience.

Respond

- **Reflect: Perceive and analyze artistic work.**
 - (TH:P7A.8) a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.
- **Interpret: Interpret intent and meaning in artistic work.**
 - (TH:P8A.8) a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
 - (TH:P8A.8) b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work
 - (TH:P8A.8) c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work
- **Evaluate: Apply criteria to evaluate artistic work.**
 - (TH:P9A.8) a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
 - (TH:P9A.8) b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
 - (TH:P9A.8) c. Assess the impact of a drama/theatre work on a specific audience.

Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
 - (TH:P10A.8) a. Examine a community issue through multiple perspectives in a drama/theatre work.
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
 - (TH:P11B.8) a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
 - (TH:P11B.8) a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
 - (TH:P11B.8) b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

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UNIT 2: PERFORMANCE

UNIT 2 DESCRIPTION/OVERVIEW

Theatre is a multi-faceted performance art requiring a vast skill set, from acting, singing and dancing to directing and film production. Engaging in performance and production reaches many of the skills necessary for theatre.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Excellence is not accidental. It is achieved and chosen through practice and participation. - Perseverance is required for achievement. - The performing arts require preparation and planning. The challenges of any theatrical production are unique and must be addressed for success. - Literature is the skeleton; art is what makes it walk. The meaning of literature is not only found in the text itself, but lies beneath or in-between the lines (sub-text). - Plays aren't about words. Plays are what you do with the words. - The whole is greater than the sum of its parts. - Theatre is collaborative; it takes people coming together.	- How can participation in theatre (on or off stage) help develop empathy? - How does participation in theatre (on or off stage) impact our choices, morality, reasoning, and ethics? - How does participation in theatre (on or off stage) affect our behavior? - How is theatre a reflection of life? - How does theatre affect life?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Collaboration - Ensemble - Movement - Stage Directions - Blocking - Diction/Enunciation - Character - Character Analysis - Memorization - Directability - Observation/Imitation	- Create a character for performance. - Realize this character with memorized lines, movement, blocking, and stage directions. - Utilize observations, imitation, and character analysis to breathe life into the character. - Use character to help tell the story in relation to the other characters through collaboration with the director and the ensemble of performers.

Missouri Learning Standards
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UNIT 2: PERFORMANCE

- **Rehearse: Refine and complete artistic work.**
 - (TH:Cr3A.8) a. Use repetition and analysis in order to revise devised or scripted drama/theatre work
 - (TH:Cr3A.8) b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.
 - (TH:Cr3A.8) c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
 - (TH:Pr4A.8) a. Explore different pacing to better communicate the story in a drama/theatre work.
 - (TH:Pr4A.8) b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle
- **Prepare: Develop and refine artistic techniques and work for presentation.**
 - (TH:Pr5A.8) a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
 - (TH:Pr5A.8) b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.
 - (TH:Pr5A.8) c. Demonstrate appropriate audience etiquette for the venue, purpose, and style.a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
 - (TH:Pr6A.8) a. Perform a rehearsed drama/theatre work for an audience.

Respond

- **Reflect: Perceive and analyze artistic work.**
 - (TH:P7A.8) a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.
- **Interpret: Interpret intent and meaning in artistic work.**
 - (TH:P8A.8) a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
 - (TH:P8A.8) b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work
 - (TH:P8A.8) c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work
- **Evaluate: Apply criteria to evaluate artistic work.**
 - (TH:P9A.8) a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
 - (TH:P9A.8) b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
 - (TH:P9A.8) c. Assess the impact of a drama/theatre work on a specific audience.

Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
 - (TH:P10A.8) a. Examine a community issue through multiple perspectives in a drama/theatre work.
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
 - (TH:P11B.8) a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
 - (TH:P11B.8) a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
 - (TH:P11B.8) b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

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UNIT 3: SCRIPT/TEXT ANALYSIS

UNIT 3 DESCRIPTION/OVERVIEW

Scripted theatre comprises the vast majority of theatrical experience. Close reading, interpretation and evaluation are all critical in understanding and appreciating dramatic literature and the author's purpose. In reading and discussing quality literary sources students hone their artistic sensibilities and develop their own artistic voice.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Excellence is not accidental. It is achieved and chosen through practice and participation. Perseverance is required for achievement. • Art is a powerful, valuable tool for self-expression and communication. • Literature is the skeleton; art is what makes it walk. The meaning of literature is not only found in the text itself, but lies beneath or in-between the lines (sub-text). • Plays aren't about words. Plays are what you do with the words. • We are agents of change and impact the evolution of theatre.	• How can participation in theatre (on or off stage) help develop empathy? • How does participation in theatre (on or off stage) impact our choices, morality, reasoning, and ethics? • How does participation in theatre (on or off stage) affect our behavior? • How is theatre a reflection of life? • How does theatre affect life?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Plot • Character • Dialogue • Theme • Meaning • Subtext	• Consider a piece of literature, deduce meaning and character, then create (as an actor, designer or director) a work of art. • Think and problem-solve as an actor, director, technician and/or critic. • Become articulate, informed audience members of performance art. • Make connections with people from all walks of life while working toward a common goal. • Foster empathy through character study. • Appreciate and use artwork for personal expression.

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