Theatre

High School

Grade: 9-12 **Course:** Theatre I

District Adopted Materials:

Standard 1: Developing Scripts

Benchmark 1: The students understands the basic elements of a story

Benchmark 2: The student knows how to improvise dialogue to tell stories

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identifies the five basic elements of plot (exposition/conflict/action/climax/resolve)	Analysis	Comprehension	I/R/M	3-6 hrs.
☐ Analyzes theatrical works to identify parts of plot (conflict from resolution)				
☐ Improvises dialogue while role-playing a character in an imaginary situation.				
☐ Demonstrates a complete story through improvisational acting.				
☐				

Standard 2: Directing theatrical activities

Benchmark 1: The student recognizes how to collaborate with peers to produce a classroom dramatization.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Leads a group in decision-making for an original classroom performance.		Comprehension	I/R/M	6-18 hrs.
☐ Collaborate with peers in creating and presenting an improvisational performance.				
☐ Demonstrates team work in dramatizing written texts & life experiences.				
☐				

Standard 3: Developing Acting Skills

Benchmark 1: The student imagines & clearly describes Character and their relationships.

Benchmark 2: Student uses variations of voice, movement and gestures for different characters.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Explores, assumes and imitates various character roles.	Analysis	Comprehension	I/R/M	16-20 hrs.
☐ Describes a variety of Characters/roles from real and fantasy situations.				
☐ Explores and recognizes character relationships in specific situations.				
☐ Improvises and role-plays a character from a real or fictional story.				
☐ Participates in structured play to free voice and gesture.				
☐ Uses clear articulation and audible projection during class/public performance				
☐ Combine effective audible, vocal and physical qualities when depicting a character.				

Standard 4: Designing and Producing Theatre

Benchmark 1: The student recognizes the variety of roles and responsibilities necessary for theatrical production.
Benchmark 2: The student visualizes and designs a setting appropriate to a story.
Benchmark 3: The student uses simple objects and materials for props, costumes and physical settings.
Benchmark 4: The student understands and demonstrates safe use of hand and power tools and materials in the scene shop.
Benchmark 5: The student understands how to design simple advertising and marketing materials.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Defines the different jobs associated with the production of play.	Analysis	Comprehension	I/R/M	16-24 hrs.
☐ Gives reasons why these roles are important to play production.				
☐ Draft/draw and color a picture for a single setting/scene in a story.				
☐ Create a 3-D setting for at least one scene of a play production				
☐ Use materials to create mask, stage makeup, costumes & props for a dramatization.				
☐ Create a simple set for a select scene within a given space.				
☐ Use tables, chairs and other objects to create a set for a production				
☐ Correctly uses scissors, pencils and other tools to create costumes and props.				
☐ Understands and correctly uses hand & power tools to create set walls & platforms.				
☐ Creates Posters, programs and other marketing materials for a production				

Standard 5: Evaluating & Reflecting on the characteristics and merits of Dramatic Content and theatrical forms in their works.

Benchmark 1: The student identifies how dramatic elements comm. meaning & elicit emotions in stories, performances & electronic media.
Benchmark 2: The student recognizes the contextual aspects of performances from various cultures, time and places.
Benchmark 3: The student demonstrates responsible audience etiquette.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Defines and uses theatrical terms/Vocabulary when discussing the Theatre Arts	Analysis	Comprehension	I/R/M	12-16 hrs.
☐ Identifies dramatic elements in live productions through play reviews discussing Character, plot and set design.				
☐ Classifies basic dramatic genres (Comic, Dramatic, Musical, Realistic & Fantasy).				
☐ Identifies the dramatic elements that make their own and others' performances successful or unsuccessful and why.				
☐ Articulate & discuss emotional reactions to the whole, as well as parts of theatrical experiences.				
☐ Explain how main ideas relate to self and society.				
☐ Recognize how theatre communicates ideas about past & present cultural & social context.				

☐ Explain the do's and don'ts regarding appropriate audience etiquette				
☐ Explain why electronic devices (ie. Cameras and cell phones) disturb and disrespect the actors on stage as well as interfere with wireless sound systems.				

Standard 6: Integrating Theatre with other Arts, Non-art disciplines and community

Benchmark 1: The student recognizes and understands connections between theatre and other disciplines.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identify connections that exist between Theatre and the Language Arts.	Analysis	Comprehension	I/R/M	3-6 hrs.
☐ Use Social issues to develop themes for scripts (ex. Jelly bean or Bang Bang……)				
☐ Assist in employing vocal & instrumental music for story dramatization (ie. Musicals)				
☐ Develop settings that may employ the visual art elements (ex. painting backdrops)				

Grade: 9-12 **Course:** Theatre II

District Adopted Materials:

Standard 1: Developing Scripts

Benchmark 1: The students understands the basic elements of a story

Benchmark 2: The student knows how to improvise dialogue to tell stories

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identifies the five basic elements of plot (exposition/conflict/action/climax/resolve)	Analysis	Comprehension	I/R/M	3-6 hrs.
☐ Analyzes theatrical works to identify parts of plot (conflict from resolution)				
☐ Improvises dialogue while role-playing a character in an imaginary situation.				
☐ Demonstrates a complete story through improvisational acting.				

Standard 2: Directing theatrical activities

Benchmark 1: The student recognizes how to collaborate with peers to produce a classroom dramatization.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Leads a group in decision-making for an original classroom performance.		Comprehension	I/R/M	6-18 hrs.
☐ Collaborate with peers in creating and presenting an improvisational performance.				
☐ Demonstrates team work in dramatizing written texts & life experiences.				

Standard 3: Developing Acting Skills

Benchmark 1: The student imagines & clearly describes Character and their relationships.

Benchmark 2: Student uses variations of voice, movement and gestures for different characters.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Explores, assumes and imitates various character roles.	Analysis	Comprehension	I/R/M	16-20 hrs.
☐ Describes a variety of Characters/roles from real and fantasy situations.				
☐ Explores and recognizes character relationships in specific situations.				
☐ Improvises and role-plays a character from a real or fictional story.				
☐ Participates in structured play to free voice and gesture.				
☐ Uses clear articulation and audible projection during class/public performance				
☐ Combine effective audible, vocal and physical qualities when depicting a character.				

Standard 4: Designing and Producing Theatre

Benchmark 1: The student recognizes the variety of roles and responsibilities necessary for theatrical production.
Benchmark 2: The student visualizes and designs a setting appropriate to a story.
Benchmark 3: The student uses simple objects and materials for props, costumes and physical settings.
Benchmark 4: The student understands and demonstrates safe use of hand and power tools and materials in the scene shop.
Benchmark 5: The student understands how to design simple advertising and marketing materials.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Defines the different jobs associated with the production of play.	Analysis	Comprehension	I/R/M	16-24 hrs.
☐ Gives reasons why these roles are important to play production.				
☐ Draft/draw and color a picture for a single setting/scene in a story.				
☐ Create a 3-D setting for at least one scene of a play production				
☐ Use materials to create mask, stage makeup, costumes & props for a dramatization.				
☐ Create a simple set for a select scene within a given space.				
☐ Use tables, chairs and other objects to create a set for a production				
☐ Correctly uses scissors, pencils and other tools to create costumes and props.				
☐ Understands and correctly uses hand & power tools to create set walls & platforms.				
☐ Creates Posters, programs and other marketing materials for a production				

Standard 5: Evaluating & Reflecting on the characteristics and merits of Dramatic Content and theatrical forms in their works.

Benchmark 1: The student identifies how dramatic elements comm. meaning & elicit emotions in stories, performances & electronic media.
Benchmark 2: The student recognizes the contextual aspects of performances from various cultures, time and places.
Benchmark 3: The student demonstrates responsible audience etiquette.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Defines and uses theatrical terms/Vocabulary when discussing the Theatre Arts	Analysis	Comprehension	I/R/M	12-16 hrs.
☐ Identifies dramatic elements in live productions through play reviews discussing Character, plot and set design.				
☐ Classifies basic dramatic genres (Comic, Dramatic, Musical, Realistic & Fantasy).				
☐ Identifies the dramatic elements that make their own and others' performances successful or unsuccessful and why.				
☐ Articulate & discuss emotional reactions to the whole, as well as parts of theatrical experiences.				
☐ Explain how main ideas relate to self and society.				

☐ Recognize how theatre communicates ideas about past & present cultural & social context.				
☐ Explain the do's and don'ts regarding appropriate audience etiquette				
☐ Explain why electronic devices (ie. Cameras and cell phones) disturb and disrespect the actors on stage as well as interfere with wireless sound systems.				

Standard 6: Integrating Theatre with other Arts, Non-art disciplines and community

Benchmark 1: The student recognizes and understands connections between theatre and other disciplines.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identify connections that exist between Theatre and the Language Arts.	Analysis	Comprehension	I/R/M	3-6 hrs.
☐ Use Social issues to develop themes for scripts (ex. Jelly bean or Bang Bang……)				
☐ Assist in employing vocal & instrumental music for story dramatization (ie. Musicals)				
☐ Develop settings that may employ the visual art elements (ex. painting backdrops)				

Grade: 9-12 **Course:** Advance Theatre "Repertory Acting Company"

District Adopted Materials:

Standard 1: Developing Scripts

Benchmark 1: The student combines the dramatic elements of theatre, the structural parts of a script and the basic elements of a story to create a script.

Benchmark 2: The student effectively uses research material in making artistic scriptwriting choices.

Benchmark 3: The student creates and revises script through the following stages: written script, rehearsal, performance.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identifies the five basic elements of plot (exposition/conflict/action/climax/resolve)	Analysis	Comprehension	I/R/M	3-6 hrs.
☐ Analyzes theatrical works to identify parts of plot (conflict from resolution)				
☐ Improvises dialogue while role-playing a character in an imaginary situation.				
☐ Demonstrates a complete story through improvisational acting.				

Standard 2: Directing theatrical activities

Benchmark 1: The student collaborates with technical staff and production designers to direct a performance.

Benchmark 2: The students produce a play from audition through performance.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Leads a group in decision-making for an original classroom performance.		Comprehension	I/R/M	6-18 hrs.
☐ Collaborate with peers in creating and presenting an improvisational performance.				
☐ Demonstrates team work in dramatizing written texts & life experiences.				

Standard 3: Developing Acting Skills

Benchmark 1: The student creates characters consistent with classical, contemporary and non-realistic dramatic texts.

Benchmark 2: Student evaluates use of physical techniques to create a character.

Benchmark 3: The student selects a psychological acting approach to create a specific character.

Benchmark 4: The student creates an effective acting ensemble.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Explores, assumes and imitates various character roles.	Analysis	Comprehension	I/R/M	16-20 hrs.
☐ Describes a variety of Characters/roles from real and fantasy situations.				
☐ Explores and recognizes character relationships in specific situations.				
☐ Improvises and role-plays a character from a real or fictional story.				

☐ Participates in structured play to free voice and gesture.				
☐ Uses clear articulation and audible projection during class/public performance				
☐ Combine effective audible, vocal and physical qualities when depicting a character.				

Standard 4: Designing and Producing Theatre

Benchmark 1: The student fulfills the roles and responsibilities a unified unit necessary for a successful theatrical production.
Benchmark 2: The student designs a unified production.
Benchmark 3: The student completes a set for a production.
Benchmark 4: The student creates and implements marketing plans for a self-scripted production.

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Defines the different jobs associated with the production of play.	Analysis	Comprehension	I/R/M	16-24 hrs.
☐ Gives reasons why these roles are important to play production.				
☐ Draft/draw and color a picture for a single setting/scene in a story.				
☐ Create a 3-D setting for at least one scene of a play production				
☐ Use materials to create mask, stage makeup, costumes & props for a dramatization.				
☐ Create a simple set for a select scene within a given space.				
☐ Use tables, chairs and other objects to create a set for a production				
☐ Correctly uses scissors, pencils and other tools to create costumes and props.				
☐ Understands and correctly uses hand & power tools to create set walls & platforms.				
☐ Creates Posters, programs and other marketing materials for a production				

Standard 5: Evaluating & Reflecting on the characteristics and merits of Dramatic Content and theatrical forms in their works.

Benchmark 1: The student identifies the possible or actual intentions of respective theatre artists and justifies personal interpretations in comparison using aesthetic criteria.
Benchmark 2: The student recognizes and compares critics' evaluations of performances with personal meanings and emotional responses.
Benchmark 3: The student explains the historical origins of various dramatic genres and theatrical forms and how historical contexts affect contemporary audience responses.
Benchmark 4: The student analyzes how criticism affects audience responses toward performances.

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Defines and uses theatrical terms/Vocabulary when discussing the Theatre Arts	Analysis	Comprehension	I/R/M	12-16 hrs.
☐ Identifies dramatic elements in live productions through play reviews discussing Character, plot and set design.				
☐ Classifies basic dramatic genres (Comic, Dramatic, Musical, Realistic & Fantasy).				

☐ Identifies the dramatic elements that make their own and others' performances successful or unsuccessful and why.				
☐ Articulate & discuss emotional reactions to the whole, as well as parts of theatrical experiences.				
☐ Explain how main ideas relate to self and society.				
☐ Recognize how theatre communicates ideas about past & present cultural & social context.				
☐ Explain the do's and don'ts regarding appropriate audience etiquette				
☐ Explain why electronic devices (ie. Cameras and cell phones) disturb and disrespect the actors on stage as well as interfere with wireless sound systems.				

Standard 6: Integrating Theatre with other Arts, Non-art disciplines and community

Benchmark 1: The student integrates all the arts and non-art disciplines when taking a performance from page to stage.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Identify connections that exist between Theatre and the Language Arts.	Analysis	Comprehension	I/R/M	3-6 hrs.
☐ Use Social issues to develop themes for scripts (ex. Jelly bean or Bang Bang……)				
☐ Assist in employing vocal & instrumental music for story dramatization (ie. Musicals)				
☐ Develop settings that may employ the visual art elements (ex. painting backdrops)				
☐ Keeps a journal recording their learning experiences through the theatre process				