

SMMUSD VAPA CURRICULUM for Introductory Theatre (6th grade)

<p>Theatre</p> 	<p align="center">CONTENT GOAL</p>	<p align="center">ACTIVITIES/ SKILLS</p>	<p align="center">MATERIALS/ RESOURCES</p>	<p align="center">ASSESSMENTS</p>
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STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.

<p align="center">ARTISTIC PERCEPTION</p>	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew</i>, to describe theatrical experience.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.</p>	<p>Identify and utilize stage terms in class discussions and rehearsals.</p> <p>Read a script of a play and identify the mood, and theme. Select one character and write out the subtext throughout a scene.</p> <p>Critique a commercial by analyzing how the artistic elements (lighting, acting, costuming, direction, etc.) are used to persuade the consumer.</p> <p>Critique a political film by analyzing how the artistic elements (lighting, acting, costuming, direction, etc.) are used to promote a specific political opinion any given subject</p>	<p>Variety of play texts <i>Drama for Reading and Performance</i></p> <p>Variety of films</p> <p>Commercial reel</p> <p>Vocabulary lists</p> <p>Political films</p>	<p>Teacher observations</p> <p>Address elements specifically in reflection</p> <p>Terminology quizzes and tests</p> <p>Student critiques</p> <p>Journaling</p>

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STANDARD 2: CREATIVE EXPRESSION: Creating, performing and participating in theatre.

<p align="center">CREATIVE EXPRESSION</p>	<p><i>Development of Theatrical Skills</i></p> <p>2.1 Participate in improvisational, composition, demonstrating an understanding of text, subtext, and context.</p> <p><i>Creation/ Invention in Theatre</i></p> <p>2.2 Use effective vocal expression, gesture, facial expression and timing to create character.</p> <p>2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.</p>	<p>Create an improvisation that begins with lines from the script but transitions into the subtext for the character.</p> <p>Perform scenes and plays that provide a wide range of character types requiring varied speech and movement patterns.</p> <p>Develop the vocal and physical characteristics of a famous person in history or popular culture</p> <p>Improvise and write scenes where each student's character interact with each other</p> <p>Write a scene or play, including dialogue, action, and scenic elements.</p> <p>Create a short film with site specific dialogue.</p>	<p>A variety of play texts: classical, modern, comedic, absurdist, etc.</p> <p>Performance rubrics</p> <p>Scene starter cards</p> <p>Digital cameras and accessories</p> <p>Film editing technology</p> <p>Variety of costumes</p> <p>Portable/ freestanding lighting</p> <p>Variety of props</p> <p>Black boxes for staging</p>	<p>Teacher observations</p> <p>Peer critique</p> <p>Performance rubric</p> <p>Present productions in front of an audience</p> <p>Videotaped assessment</p> <p>Student self-assessment</p>

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STANDARD 3: Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of theatre.

<p align="center">HISTORICAL AND CULTURAL CONTEXT</p>	<p><i>Role and Cultural Significance of Theatre</i> 3.1 Create scripts that reflect particular historical periods or cultures.</p> <p><i>History of Theatre</i> 3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.</p>	<p>Identify, compare, and contrast similar characters and situations in stories and dramas from and about various cultures.</p> <p>Explain how a play is a reflection of its culture (ie: Greek plays functioned as worship of Greek gods)</p> <p>Study and perform dramatic adaptations of cultural stories using appropriate period costume, speech, and set.</p> <p>Use cultural theatrical tools such as puppets and masks to dramatize student scripted scene</p>	<p>Text of plays (variety)</p> <p>Theatre history textbooks</p> <p>Library</p> <p>Internet</p> <p>Images/ footage of representative plays from a variety of cultures.</p> <p>Appropriate costuming, staging, lighting and props</p> <p>Mask making materials</p> <p>Puppet making materials</p>	<p>Quizzes and tests</p> <p>Teacher observations</p> <p>Peer critique</p> <p>Performance rubric</p> <p>Present productions in front of an audience</p> <p>Videotaped assessment</p> <p>Student self-assessment</p> <p>Research reports</p>

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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and critiquing theatrical experiences.

<p align="center">AESTHETIC VALUING</p>	<p><i>Critical Assessment of Theatre</i> 4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.</p> <p><i>Derivation of Meanings from Works of Theatre</i> 4.2 Identify examples of how theatre, television, and film, can influence or be influenced by politics and culture.</p>	<p>Evaluate props, sets, lighting, costumes, and makeup for a specific play and/or film</p> <p>Create a simple scene (including with props, set-lighting, costumes and make-up) to support one side of a political argument in today's society, then change it to support the other side</p> <p>Research famous films, television shows, and plays and through presentation describe their effect on society at the time (ie: <i>All in the Family</i>'s example of racism causes people to discuss bigotry in America, etc)</p> <p>View different types of dramatic forms from different cultures and discuss how it's a reflection of its time.</p>	<p>Variety of play texts</p> <p>Variety of films and television shows</p> <p>Sample Rubrics</p> <p>Vocabulary lists</p> <p>DVD Player</p> <p>DVD's</p> <p>Internet</p> <p>Library</p>	<p>Teacher Observations</p> <p>Terms quizzes and tests</p> <p>Rubric for reviews</p> <p>Peer critique</p> <p>Student self-assessment</p> <p>Production designs</p>

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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in theatre, film/video, and electronic media to other art forms and subject areas and to careers.

<p align="center">CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p><i>Connections and Applications</i> 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history-social science of how persuasion and propaganda are used in advertising</p> <p><i>Careers and Career-Related Skills</i> 5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.</p>	<p>Analyze a commercial by describing its impact on the viewer.</p> <p>Create an advertising campaign for a play.</p> <p>Learn to work within time constraints.</p> <p>Research and describe the skills needed to pursue a career in media, advertising, etc.</p> <p>Discuss theatrical skills and how they might be utilized across the curriculum.</p> <p>Interview professional artists in advertising, design, and entertainment</p>	<p>Internet</p> <p>Library</p> <p>Speech Rubric</p> <p>Commercial reel</p> <p>Space on a server</p> <p>Guest Speaker</p>	<p>Teacher Observations</p> <p>Student Reflections</p> <p>Student self-assessment</p> <p>Rubric</p> <p>Journaling</p>