






SMMUSD VAPA CURRICULUM for Introductory Theatre (6th grade)

Theatre 	CONTENT GOAL	ACTIVITIES/ SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.				
ARTISTIC PERCEPTION	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as <i>action/reaction</i>, <i>vocal projection</i>, <i>subtext</i>, <i>theme</i>, <i>mood</i>, <i>design</i>, <i>production values</i>, and <i>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.				
CREATIVE EXPRESSION	<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.				
HISTORICAL AND CULTURAL CONTEXT	<i>Role and Cultural Significance of Theatre</i> 3.1 Create scripts that reflect particular historical periods or cultures.	Identify, compare, and contrast similar characters and situations in stories and dramas from and about various cultures. Explain how a play is a reflection of its culture (ie: Greek plays functioned as worship of Greek gods)	Text of plays (variety) Theatre history textbooks Library Internet Images/ footage of representative plays from a variety of cultures. Appropriate costuming, staging, lighting and props Mask making materials Puppet making materials	Quizzes and tests Teacher observations Peer critique Performance rubric Present productions in front of an audience Videotaped assessment Student self-assessment Research reports
	<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.	Study and perform dramatic adaptations of cultural stories using appropriate period costume, speech, and set. Use cultural theatrical tools such as puppets and masks to dramatize student scripted scene		

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	STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and critiquing theatrical experiences.			
AESTHETIC VALUING	<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.			
CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<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	Analyze a commercial by describing its impact on the viewer. Create an advertising campaign for a play. Learn to work within time constraints.	Internet Library Speech Rubric Commercial reel Space on a server Guest Speaker	Teacher Observations Student Reflections Student self-assessment Rubric Journaling
	<i>Careers and Career-Related Skills</i> 5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.	Research and describe the skills needed to pursue a career in media, advertising, etc. Discuss theatrical skills and how they might be utilized across the curriculum. Interview professional artists in advertising, design, and entertainment		