



SMMUSD VAPA CURRICULUM for Introductory Theatre (7th 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 Demonstrate the ability to use appropriate theatrical terms when describing their own and other theatrical works.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify dramatic elements in a script.</p>	<p>Identify and utilize stage terms and directions such as playwright, rehearsal, dress rehearsal, run-through and cold reading in class discussions and rehearsals.</p> <p>Read and analyze a play for elements of plot.</p> <p>Critique live productions of theatrical works by analyzing the artistic elements (lighting, acting, costuming, direction, etc.)</p>	<p>Variety of play texts <i>Drama for Reading and Performance</i></p> <p>Variety of films / DVD's</p> <p>Sample Reviews</p> <p>Vocabulary lists</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> 2.1 Use improvisation in rehearsal to discover character and motivation.</p> <p>2.2 Maintain a rehearsal script/ notebook to record directions and blocking.</p> <p><i>Creation/ Invention in Theatre</i> 2.3 Create characters, environments, and actions that exhibit tension and suspense.</p>	<p>Use improvisation in rehearsal to discover character and motivation</p> <p>Have students improvise the moment before a specific play or scene begins</p> <p>Maintain a rehearsal script/ notebook to record directions and blocking.</p> <p>Write a paragraph creating a realistic biography for a character.</p> <p>Experiment with different tactics within a scene by picking different verbs out of a hat</p> <p>Create a character using voice, blocking and movement.</p> <p>Design sound to enhance a scene</p> <p>Tell a story to the class using only one sensory element (sound, lights, smell, task)</p>	<p>A variety of play texts: classical, modern, comedic, absurdist, etc.</p> <p>Performance rubrics</p> <p>Scene starter cards</p> <p>CD player and variety of CD's (including sound effects CD)</p> <p>Digital cameras and accessories</p> <p>Variety of costumes</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 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures.</p> <p><i>History of Theatre</i> 3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kath kali dance theatre, and Commedia Dell’Arte.</p>	<p>Research, design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures.</p> <p>Research and present on the various theatre styles throughout history.</p> <p>Study and perform dramatic adaptations of cultural stories using appropriate period costume, speech, and set.</p> <p>Explain how culture affects production values of dramatic performances</p> <p>Present and perform a basic story in multiple theatrical styles. Discuss the effect that each theatrical style has on the same story</p>	<p>Text of plays (variety)</p> <p>Theatre history textbooks</p> <p>Library</p> <p>Internet</p> <p>Images/ footage of theatre technologies</p> <p>Appropriate costuming, staging, lighting and props</p> <p>Mask maker</p> <p>Mask 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.				
AESTHETIC VALUING	<p><i>Critical Assessment of Theatre</i> 4.1 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.</p> <p><i>Derivation of Meanings from Works of Theatre</i> 4.2 Explain how cultural influences affect the content or meaning of works of theatre.</p>	<p>Develop and apply appropriate criteria to classroom dramatizations and work in theatre and film.</p> <p>Use criteria to describe, analyze, and evaluate the artistic choices found in their own dramatic performances and that of professionals.</p> <p>View different types of dramatic forms from different cultures and discuss common features and differences</p> <p>Write reviews of the classroom dramatizations from different cultural standpoints</p> <p>Develop reviews in an “Entertainment Tonight” style performance</p>	<p>Variety of play texts</p> <p>Variety of films</p> <p>Professional performance field trip or traveling troupe.</p> <p>Sample Reviews</p> <p>Rubrics</p> <p>Vocabulary lists</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>Videotape Performances</p>

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<p>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>				
<p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p><i>Connections and Applications</i></p> <p>5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in oral presentation</p>	<p>Work collaboratively to produce a scene or play that communicates a concept from another curricular area</p> <p>Learn to work within time constraints</p> <p>Research and describe the skills needed to pursue a theatre or theatre related career.</p> <p>Discuss theatrical skills and how they might be utilized across the curriculum</p> <p>Interview professionals in law, government, and education and discuss how they use theatrical skills in their profession</p>	<p>Internet</p> <p>Library</p> <p>Speech Rubric</p> <p>Vocal exercises</p> <p>Diction exercises</p> <p>Guest Speaker</p>	<p>Teacher Observations</p> <p>Student Reflections</p> <p>Student self-assessment</p> <p>Rubric</p> <p>Videotaped assessment</p>