


SMMUSD VAPA CURRICULUM for Advanced Theatre (8th grade)

 Theatre	CONTENT GOAL	ACTIVITIES/ SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
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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 and analyze recurring themes and patterns in a script to make production choices in design and direction.</p> <p>1.3 Analyze the use of figurative language and imagery in dramatic texts</p>	<p>Identify and utilize stage terms and directions during production process.</p> <p>Compare and contrast the theatrical elements and themes of a variety of plays and films</p> <p>Discuss the author's use of language to create mood and feeling in a text.</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</p> <p>Sample Reviews</p> <p>Vocabulary lists</p> <p>Field trip to a live performance</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 Create short dramatizations in selected styles of theatre, such as vaudeville, melodrama, modern, absurdist, classical, comedic, tragic, etc.</p> <p><i>Creation/ Invention in Theatre</i> 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</p>	<p>Perform pantomimes, monologues, scenes and improvisations.</p> <p>Create a character using voice, blocking and movement</p> <p>As a group, students create one character that they all must take on physically and vocally as an ensemble</p> <p>Create improvisations of scenes by using scene starters and various improv games.</p> <p>Students direct scenes.</p> <p>Utilize proper vocal techniques (i.e. clear enunciation, vocal inflection, projection, etc).</p> <p>Recognize and perform beat changes within a scene.</p> <p>Improvise a simple scene with class calling out different styles of theatre they need to perform it in</p> <p>Develop different characters from history and popular culture. Characters then improvise in scenes with each other</p>	<p>A variety of play texts: classical, modern, comedic, absurdist, etc.</p> <p>Performance rubrics</p> <p>Scene starter cards</p> <p>Tongue twisters</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	<p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Describe the ways in which American history has been reflected in theatre (e.g. the ways in the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).</p> <p><i>History of Theatre</i></p> <p>3.2 Identify and explain how technology has changed American theatre (e.g. how stage lighting has progressed from candlelight to gaslight to limelight to electrical lighting to digital light).</p>	<p>Students research an area of theatrical history and report.</p> <p>Make connections between history class and the development of American theatre.</p> <p>Compare and contrast various forms of theatre of American past and present.</p> <p>Explore the evolution of theatre technologies through research and observation.</p> <p>Discuss how film and special effects have affected theatre</p> <p>Take a Hollywood film and have students design and adapt it to the stage</p>	<p>Text of American 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>Film Script</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 Develop criteria and write a formal review of theatrical production.</p> <p><i>Derivation of Meanings from Works of Theatre</i> 4.2 Compare and contrast how works of theatre from different cultures or times periods convey the same or similar content or plot.</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>Write reviews in style of LA Times calendar section</p> <p>View different types of dramatic forms (such as situation comedy, and drama) on video or television and discuss common features and differences.</p> <p>Analyze plays and give written critiques of performances</p> <p>View and analyze multiple adaptations of the same play or film</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>DVD Player</p> <p>DVD's</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 Assessment</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	<p><i>Connections and Applications</i> 5.1 Use theatrical skills to present content or concepts in other subject areas</p> <p><i>Careers and Career-Related Skills</i> 5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg: and research the education, training, and work experiences necessary in that field</p>	<p>Work collaboratively to produce a scene or play based on another subject area or topic</p> <p>Learn to work within time constraints</p> <p>Write theatrical resume</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>Internet</p> <p>Library</p> <p>Community volunteers</p> <p>Theatrical Unions (SAG, Dramatist Guild, Equity, etc.)</p> <p>Guest Speaker</p>	<p>Teacher Observations</p> <p>Student Reflections</p> <p>Student self-assessment</p> <p>Career quizzes and tests</p> <p>Rubric</p> <p>Community Member assesses student based on pre-established criteria</p> <p>Videotape Assessment</p>
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