

# Theatre

# Grade 7

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p>	<p><b>First Six Weeks</b></p> <p><b>I. INTERPRETING THE DRAMA</b></p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Drama depicting life</li> <li>2. Drama influencing history and vice versa</li> <li>3. Contributions of exemplary artists/works</li> <li>4. Style, theme, and dramatic elements</li> </ol> <p>B. Critique Criteria</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Knowledge-based decisions</li> <li>3. Personal Preferences (aesthetics)</li> <li>4. Theatre language</li> <li>5. Artistic merit</li> </ol> <p><b>II. PRODUCING AND PERFORMING – SELF-ACTUALIZATION</b></p> <p>A. Storytelling</p> <p>B. Theatre Games</p> <p>C. Interpretation</p> <p>D. Pantomime/Mime</p> <p>E. Improvisation</p> <ol style="list-style-type: none"> <li>1. Process</li> <li>2. Action/Dialogue</li> <li>3. Script/Production</li> </ol> <p>F. Artistic Discipline</p> <ol style="list-style-type: none"> <li>1. Social disciplines</li> <li>2. Safety procedure</li> <li>3. Practice</li> <li>4. Enthusiasm</li> <li>5. Respect</li> <li>6. Audience etiquette</li> </ol>	<p>Critique of TV drama to discuss elements of dramatic literature</p> <p>Critique a play to discuss style and theme</p> <p>Participate in round robin stories aimed at improving listening, thinking and speaking skills</p> <p>Participate in theatre games aimed at overcoming stage fright, improving memory/recall, and improving vocal skills</p> <p>Pantomime a character and a specific situation</p> <p>Mime actions and have peers guess actions</p> <p>Improvise individual actions/scenes from a story</p> <p>Improvise duet scene/situations using original monologue</p>	<p>ET pp. 42-43, 108-111, 117-118, 190-193, 230-235, 269-279</p>	<p><u>Language Arts</u>: character development, verbal communication skills</p> <p>The Arts: design elements are similar throughout all arts disciplines</p> <p><u>TC</u>: careers relating to theatre, film, TV, and technology</p> <p><u>Social Studies</u>: story-lines in dramatic works relate to history and culture</p> <p><u>Science</u>: use of body and vocal exercises relate to life science</p>

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<p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p>	<p><b>Second Six Weeks</b></p> <p><b>I. INTERPRETING THE DRAMA</b></p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Characters depicting life</li> <li>2. Characters influencing social opinions</li> <li>3. Contributions of exemplary actors</li> <li>4. Style, theme and elements of characterization</li> </ol> <p>B. Critique Criteria</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Knowledge-based decisions</li> <li>3. Personal Preferences (aesthetics)</li> <li>4. Theatre language</li> <li>5. Artistic merit</li> </ol> <p><b>II. PRODUCING AND PERFORMING - CHARACTERIZATION</b></p> <p>A. Characterization</p> <ol style="list-style-type: none"> <li>1. Process</li> <li>2. Movement and expression</li> <li>3. Character development</li> <li>4. Stereotypical characters</li> </ol> <p>B. Monologue</p> <ol style="list-style-type: none"> <li>1. Monologue expressions</li> <li>2. Performance</li> </ol>	<p>Critique character portrayals in selected plays, TV dramas, and movies</p> <p>Write a critique/description of a character for a specific story</p> <p>Improvisation of a character for a specific age, position, etc.</p> <p>Improvisations of an inanimate object</p> <p>Improvisation of a duet scene with a partner to show a particular action</p> <p>Charades where participants act out certain characters from films</p> <p>Monologue from history (famous speech)</p> <p>Perform an original monologue</p>	<p>ET pp. 122-134</p>	<p><u>Social Studies</u>: characters depict real people in a specific time period, and reflect culture</p> <p><u>Language Arts</u>: elements in dramatic works are similar to those in all literary works</p> <p><u>Arts</u>: parts-to-whole aspects in dramatic works relate to those in all of the arts</p> <p><u>Social Studies</u>: monologues of speeches in history reveal the history and culture of a specific time</p>

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	<p><b>Second Six Weeks</b></p> <p>C. Voice and Diction</p> <ol style="list-style-type: none"> <li>1. Quality, pitch, and flexibility</li> <li>2. Exercises</li> <li>3. Function/importance of articulation</li> <li>4. Vocal exercises</li> </ol> <p>D. Physical Movement</p> <ol style="list-style-type: none"> <li>1. Body</li> <li>2. Ensemble</li> <li>3. Stage directions</li> <li>4. Physical energy</li> </ol> <p>E. Costuming</p> <p>F. Makeup</p> <p>G. Props and Accessories</p> <ol style="list-style-type: none"> <li>1. Role</li> <li>2. Sketches/designs</li> <li>3. Specific Character portrayal</li> </ol>	<p>Audio-Taped voice for Self-critique of diction/ articulation</p> <p>Vocal exercises aimed at breaking bad speaking habits</p> <p>Performance of a series of exercises aimed at improving body alignment, and physical energy</p> <p>Costume sketches for a specific play/scene</p> <p>Costume sketches which include props and accessories</p> <p>Costume selection for a specific character portrayal</p> <p>Makeup design for a specific character</p>	<p>ET pp. 83-87, 93-101</p> <p>ET pp. 36-38, 121-125, 157-163</p>	<p><u>Science</u>: the use of sound and light technology relates to physical science</p> <p><u>Visual Art</u>: costuming and makeup for stage/camera demonstrate understanding of visual art design elements and principles; costume sketches demonstrate understanding of shape-to-form and drawing techniques</p>

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<p>3, 4, 5</p> <p>1, 2, 3, 4, 5</p>	<p><b>Third Six Weeks</b></p> <p><b>I. INTERPRETING THE DRAMA</b></p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Dramatic works depicting life</li> <li>2. Dramatic literature influencing social opinions</li> <li>3. Contributions of exemplary playwrights and screenwriters</li> <li>4. Style, theme and elements of dramatic literature</li> </ol> <p>B. Critique Criteria</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Knowledge-based decisions</li> <li>3. Personal Preferences (aesthetics)</li> <li>4. Theatre language</li> <li>5. Artistic merit</li> </ol> <p><b>II. PRODUCING AND PERFORMING - STRUCTURING THE DRAMA</b></p> <p>A. Key Elements of a Play</p> <ol style="list-style-type: none"> <li>a. Spectacle</li> <li>b. Sound</li> <li>c. Diction</li> <li>d. Character</li> <li>e. Reasoning</li> <li>f. Plot</li> </ol>	<p>Critique a variety of scripts to discuss use of writing style, stage/shot directions, and dialogue</p> <p>Critique of play to identify key elements</p>	<p>ET pp. 137-139</p>	<p><u>Language Arts</u>: scriptwriting requires understanding of basic writing concepts and skills and compositional strategies</p> <p><u>Language Arts</u>: dramatic literary elements relate to all literary elements of oral and written communication</p> <p><u>Social Studies</u>: themes and styles revealed in dramatic literature relates to real life, history, and culture</p> <p><u>Science</u>: Problem solving skills used in technical theatre demonstrate understanding of physical science</p>

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	<p><b>Third Six Weeks</b></p> <p>B. Plot Structure</p> <ol style="list-style-type: none"> <li>1. Types of plays</li> <li>2. Research</li> <li>3. Narration</li> <li>4. Play elements</li> <li>5. Character relationship</li> <li>6. Writing</li> </ol> <p>C. Story Development</p> <ol style="list-style-type: none"> <li>1. Beginning, middle, and end</li> <li>2. Story Elements</li> </ol> <p>D. Playwriting</p> <ol style="list-style-type: none"> <li>1. One-act play</li> <li>2. Outline</li> <li>3. Dialogue</li> <li>4. Rehearse</li> <li>5. Script marking</li> <li>6. Performance</li> </ol> <p>E. Staging the Play</p> <ol style="list-style-type: none"> <li>1. Rules and responsibilities</li> <li>2. Roles</li> <li>3. Copyright/royalties</li> <li>4. Script marking</li> </ol> <p>F. Play Performance</p> <ol style="list-style-type: none"> <li>1. Collaboration</li> <li>2. Cooperation</li> </ol>	<p>Critique of a specific type of play to explain structure, use of play elements, character relationships</p> <p>Diagram of a children's story ,such as <i>Little Red Riding Hood</i>, showing actions of story divided into a beginning, middle, and end</p> <p>Original story illustrating understanding of beginning, middle and end and use of story elements</p> <p>Outline of character scenarios for each scene of original one-act play</p> <p>Performance task outline showing individual roles and responsibilities</p> <p>Performance of original story</p>	<p>ET pp. 137-148</p> <p>ET pp. 192-223</p> <p>ET pp. 137-167</p>	<p><u>The Arts</u>: Parts-to-whole understandings, interdisciplinary aspects, and use of creative thinking skills are universal in all creative endeavors</p>

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