

Pinellas County Schools Key Learnings for M/J Theatre 1

The Next Generation Sunshine State Standards guide the curriculum for all courses offered in our public schools. While these provide a clear picture of what students should learn conceptually from a course, translating them into actual classroom practice can be a challenging task. The Pinellas County Schools Key Learnings are designed to assist teachers by distilling the most critical elements of the standards into a user-friendlier format.

The state course descriptions divide this class into 3 distinct levels. The state course description is included on the first page of each level in this document, but the general design is:

- ___ 1: M/J Theatre 1
- ___ 2: M/J Theatre 2
- ___ 3: M/J Theatre 3

In a very small program, all levels may have to be included in one class period. This is not recommended. Slightly larger programs will have a lower level class and an upper level class, which is more workable. The largest programs will have multiple classes more aligned to the state courses, but will still have a combination of levels.

The Pinellas County Schools Key Learnings for this course break the Standards down into ten key areas. Thorough, in-depth study for mastery of these ten specific areas should make up the majority of conceptual instruction. Links to each of the aligned state benchmarks are provided for these ten areas. A variety of assessment forms and teaching resources are provided. The resource links are part of a living document and will be enhanced and expanded continually. All Pinellas County Performing Arts Teachers are encouraged to submit resource items throughout the year.

Pinellas County Schools Key Learnings

M/J Theatre 1

State Course Description:

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Upon successful completion of this course, the student may truthfully say:

1. I can read a play and comprehend the playwright's use of dramatic structure.
2. I can identify the basic elements of production, safety, and consumerism including the use of makeup, props, scenery, costumes, and copyrighted materials.
3. I can identify, understand, and apply theatre vocabulary.
4. I can recognize, develop, and rehearse acting techniques in order to collaborate with others.
5. I can breakdown and demonstrate a character by analyzing motivation, relationships with other characters, and their environments.
6. I can participate in the practice of pantomime and improvisation to help build character.
7. I can give examples of how participation in theatre supports development of life skills and community.
8. I can write a monologue that demonstrates an understanding of character and dramatic structure.
9. I can demonstrate the basics of theatre etiquette.
10. I can critique a performance using constructive criticism.

Next Generation Sunshine State Standards Big Ideas:

1. C – Critical Thinking and Reflection
2. S – Skills, Techniques, and Processes
3. O – Organizational Structure
4. H – Historical and Global Connections
5. F – Innovation, Technology, and the Future

| | Pinellas County Schools High School Band 1 Key Learnings Teacher Planning Tool | NGSSS Code |
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| 1 | I can read a play and comprehend the playwright's use of dramatic structure and character. | TH.68.C.1.3 , TH.68.H.2.4 |
| 2 | I can identify the basic elements of production, safety, and consumerism including the use of makeup, props, scenery, costumes, and copyrighted materials. | TH.68.C.3.1 , TH.68.H.3.4 , TH.68.H.3.6 , TH.68.O.3.1 |
| 3 | I can identify, understand, and apply theatre vocabulary. | TH.68.C.2.3 , TH.68.C.3.1 , TH.68.H.3.6 , TH.68.O.3.1 |
| 4 | I can recognize, develop, and rehearse acting techniques in order to collaborate with others. | TH.68.C.1.5 , TH.68.C.2.1 , TH.68.C.2.3 , TH.68.F.1.2 , TH.68.F.1.3 , TH.68.H.2.4 , TH.68.H.3.3 , TH.68.O.1.3 , TH.68.O.3.3 |
| 5 | I can breakdown and demonstrate a character by analyzing motivation, relationships with other characters, and their environments. | TH.68.C.1.3 , TH.68.H.3.3 |
| 6 | I can participate in the practice of pantomime and improvisation to help build character. | TH.68.C.3.1 , TH.68.F.1.2 , TH.68.F.1.3 , TH.68.H.3.3 , TH.68.O.2.4 , TH.68.O.3.3 |
| 7 | I can give examples of how participation in theatre supports development of life skills and community. | TH.68.C.1.5 , TH.68.C.2.1 , TH.68.F.2.2 , TH.68.F.3.1 , TH.68.H.1.5 , TH.68.H.2.8 , TH.68.H.3.1 , TH.68.H.3.5 , TH.68.O.1.3 , TH.68.O.3.3 |
| 8 | I can write a monologue that demonstrates an understanding of character and dramatic structure. | TH.68.C.1.3 , TH.68.F.1.2 , TH.68.F.1.3 , TH.68.H.2.4 , TH.68.H.3.1 |
| 9 | I can demonstrate the basics of theatre etiquette. | TH.68.H.1.5 , TH.68.H.3.4 , TH.68.H.3.5 |
| 10 | I can critique a performance using constructive criticism. | TH.68.C.1.3 , TH.68.C.1.5 , TH.68.C.2.1 , TH.68.C.2.3 , TH.68.H.1.5 , TH.68.O.1.3 , TH.68.O.3.3 |

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