

M/J Theatre 1 Curriculum Guide

Quarter	Enduring Understanding	NGSSS	Key Learnings	Learning Activities	Exploring Theatre: Text
<p>Quarter 1:</p> <p>Introduction to Theatre and Theatre History</p> <p>Pantomime</p> <p>Improvisation</p>	<p>TH.68.S.1: The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.</p> <p>TH.68.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>TH.68.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p> <p>TH.68.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>TH.68.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>TH.68.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p> <p>TH.68.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>LAFS.68.RST.2: Craft and Structure</p>	<p>TH.68.S.1.2 Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.</p> <p>TH.68.S.3.1: Develop characterizations, using basic acting skills, appropriate for selected dramatizations.</p> <p>TH.68.F.1.2 Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.</p> <p>TH.68.F.1.3: Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</p> <p>TH.68.H.2.4: Discuss the differences between presentational and representational theatre styles.</p> <p>TH.68.H.3.1: Identify principles and techniques that are shared between the arts and other content areas.</p> <p>TH.68.H.3.3 Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.</p> <p>TH.68.H.3.5 Describe how social skills learned through play participation are used in other classroom and extracurricular activities.</p> <p>TH.68.O.2.4 Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.</p> <p>TH.68.O.3.1: Compare theatre and its elements and vocabulary to other art forms.</p> <p>TH.68.O.3.3: Discuss the collaborative nature of theatre and work together to create a</p>	<p>3. I can identify and understand theatre vocabulary.</p> <p>4. I can recognize, develop, and rehearse acting techniques in order to collaborate with others.</p> <p>6. I can participate in the practice of pantomime and improvisation to help build character.</p> <p>7. I can give examples of how participation in theatre supports development of life skills and community.</p> <p>9. I can demonstrate the basics of theatre etiquette.</p> <p>10. I can critique a performance using constructive criticism.</p>	<p>Students will be able to: Demonstrate the basics of pantomime movement. Understand the history of pantomime. Anticipate audience response in creation of a character.</p>	<p><i>Exploring Theatre:</i></p> <p>Chapter 1, Lesson 2: An Introduction to Theatre</p> <p>Chapter 3: Developing Your Personal Resources</p> <p>Chapter 6: Improvisation</p> <p>Chapter 4: Creative Drama</p> <p>Chapter 13: Your Future in Theatre</p> <p>Chapter 14: Mime, Pantomime and Clowning</p>

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	<p>LAFS.68.WHST.3</p> <p>LAFS.K12.SL.1</p>	<p>scene or play, respecting group members' ideas and differences.</p> <p>LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>LAFS.K12.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>			
<p>Quarter 2:</p> <p>Introduction to Acting Technique & Analysis</p>	<p>TH.68.S.1: The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.</p> <p>TH.68.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>TH.68.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>TH.68.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p> <p>TH.68.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>TH.68.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for</p>	<p>TH.68.S.1.2 Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.</p> <p>TH.68.S.2.4: Memorize and present a character's lines from a monologue or scene.</p> <p>TH.68.S.3.1 Develop characterizations, using basic acting skills, appropriate for selected dramatizations.</p> <p>TH.68.F.1.2 Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.</p> <p>TH.68.F.1.3: Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</p> <p>TH.68.O.2.4 Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.</p> <p>TH.68.O.3.1: Compare theatre and its elements and vocabulary to other art forms.</p> <p>TH.68.O.3.3: Discuss the collaborative nature of theatre</p>	<p>1. I can read a play and comprehend the playwright's use of dramatic structure and character.</p> <p>3. I can identify and understand theatre vocabulary.</p> <p>4. I can recognize, develop, and rehearse acting techniques in order to collaborate with others.</p> <p>5. I can breakdown and demonstrate a character by analyzing motivation, relationships with other characters, and their environments.</p>	<p>Students will be able to: Create, refine, and sustain believable characters</p> <p>Students will be able to explore aspects of: Plot Character Setting Mood Theme Structure Point of view Historical context & influence Character Analysis</p>	<p>Chapter 5: Developing Your Voice</p> <p>Chapter 7: Characterization</p> <p>Chapter 2, Lesson 3: Artistic Discipline</p> <p>Chapter 2, Lesson 4: Evaluation</p>

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	<p>creativity.</p> <p>TH.68.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>TH.68.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>TH.68.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>TH.68.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>TH.68.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p> <p>LAFS.68.RST.2: Craft and Structure</p> <p>LAFS.K12.SL.1</p> <p>LAFS.68.WHST.3</p>	<p>and work together to create a scene or play, respecting group members' ideas and differences.</p> <p>TH.68.C.1.3 Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.</p> <p>TH.68.C.1.5 Describe how a theatrical activity can entertain or instruct an audience.</p> <p>TH.68.C.2.1 Use group-generated criteria to critique others and help strengthen each other's performance.</p> <p>TH.68.C.2.3 Ask questions to understand a peer's artistic choices for a performance or design.</p> <p>TH.68.C.3.1 Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <p>TH.68.H.1.5: Describe one's own personal responses to a theatrical work and show respect for the responses of others.</p> <p>LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>LAFS.K12.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>7. I can give examples of how participation in theatre supports development of life skills and community.</p> <p>9. I can demonstrate the basics of theatre etiquette.</p> <p>10. I can critique a performance using constructive criticism.</p>		
<p>Quarter 3 & Quarter 4</p>	<p>TH.68.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>TH.68.C.2: Assessing our own and</p>	<p>TH.68.C.1.5 Describe how a theatrical activity can entertain or instruct an audience.</p> <p>TH.68.C.2.3 Ask questions to understand a peer's artistic choices for a performance or</p>	<p>2. I can identify the basic elements of production, safety,</p>	<p>Students will be able to design and/or demonstrate an awareness of: Set/Scenery</p>	<p>Chapter 10: The Production Process</p> <p>Chapter 11: Behind the Scenes</p>

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<p>Introduction to Technical Theatre</p> <p>Production, and Performance</p> <p>Introduction to Playwriting</p>	<p>others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>TH.68.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>TH.68.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>TH.68.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in global economy are embedded in the study of the arts.</p> <p>TH.68.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>TH.68.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>TH.68.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>TH.68.S.1: The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.</p> <p>TH.68.S.1: The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.</p> <p>LAFS.K12.SL.1 LAFS.K12.SL.2</p>	<p>design.</p> <p>TH.68.C.3.1 Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <p>TH.68.F.2.2: Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.</p> <p>TH.68.F.3.1: Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.</p> <p>TH.68.H.3.3 Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.</p> <p>TH.68.H.3.6: Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.</p> <p>TH.68.O.1.3: Explain the impact of choices made by directors, designers, and actors on audience understanding.</p> <p>TH.68.O.3.3: Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.</p> <p>TH.68.S.1.1: Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.</p> <p>TH.68.S.1.2 Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.</p> <p>LAFS.K12.SL.2.4: Present information, findings, and supporting evidence such that</p>	<p>consumerism including the use of makeup, props, scenery, costumes, and copy-righted materials.</p> <p>3. I can identify and understand theatre vocabulary.</p> <p>4. I can recognize, develop, and rehearse acting techniques in order to collaborate with others.</p> <p>5. I can breakdown and demonstrate a character by analyzing motivation, relationships with other characters, and their environments.</p> <p>7. I can give examples of how participation in theatre supports development of life skills and community.</p> <p>8. I can write a monologue that demonstrates an understanding of character and dramatic structure.</p> <p>9. I can demonstrate the basics of theatre etiquette.</p>	<p>Costume Makeup Lighting Sound Music</p> <p>Roles and responsibilities of the production and business crews, including careers in theaters.</p>	
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	LAFS.68.RST.2: Craft and Structure	<p>listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>LAFS.K12.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	10. I can critique a performance using constructive criticism.		
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Supplemental Resources:

Projects & Activities

Drama Projects for the Middle School Classroom: A Collection of Theatre Activities for Young Actors, by Rebecca Young

Improvisation & Games

Theater Games for the Classroom: A Teacher’s Handbook, by Viola Spolin
Drama Games and Improvs: Games for the Classroom and Beyond, by Justine Jones and Mary Ann Kelley
 Theatre Sports

Pantomime & Clowning

Jesko, Cirque du Soleil, Saltimbanco, Clown Act I <https://youtu.be/BG6yUJC1xlg>
 The World Living Statue Champion: Euromaxx <https://youtu.be/fYUEOPhsXto>
 Mr. Bean- Heart Attack & First Aid <https://youtu.be/P9ju80SMWZY>

The Transition from Silent Film to Talking Pictures

Singin’ in the Rain- MGM DVD

Accents

21 Accents- Amy Walker <https://youtu.be/3UgpfSp2t6k>
 Fun Tour of American Accents- Amy Walker <https://youtu.be/4NriDTxseog>

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Monologues & Collections

Great Scenes and Monologues for Children (Young Actors Series), by Craig Slight and Jack Sharrar

Great Scenes and Monologues for Children Ages 7-14 (Young Actors Series) Vol. II, by Craig Slight and Jack Sharrar

101 Monologues for Middle School Actors: Including Duologues and Triologues, by Rebecca Young

Play the Scene: The Ultimate Collection of Contemporary and Classic Scenes and Monologues, by Michael Schulman and Eva Mekler

Performance Pieces

Bakers Plays www.bakersplays.com

BMI www.bmi.com

Contemporary Drama Service www.contemporarydrama.com

Dramatic Publishing www.dramaticpublishing.com

Eldridge Plays www.histage.com

Heuer Plays www.hitplays.com

Musical Theatre International www.mtishows.com

Pioneer Drama www.pioneerdrama.com

Playscripts Inc. www.playscripts.com

Theatrical Rights Worldwide www.theatricalrights.com

Educational Websites

Educational Theatre Association/International Thespian Society www.schooltheatre.org

FAAE (Florida Alliance for Arts Education) www.faae.org

FATE (Florida Alliance for Arts Education) www.fatefirst.com

Florida State Thespians www.flthespian.com