

Orange Unified School District  
**EXPLORATORY THEATRE ARTS AND COMMUNICATION**

Trimester/Quarter Course

**GRADE LEVEL:** 6, 7, 8

**PREREQUISITES:** None

**INTRODUCTION TO THE SUBJECT:**

Exploratory Theatre Arts and Communication is a quarter/trimester long course in which students learn to speak and perform effectively and comfortably in front of an audience. The course also meets the Language Arts Listening and Speaking standards.

**COURSE OBJECTIVES:**

**BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Use the vocabulary of theatre to describe theatrical experiences, including stage directions, acting terms, and technical terminology.

Prepare and present speeches to inform and persuade.

Identify the elements of a play.

Apply acting, directing, scenic design, and script writing skills to improvised and planned performances.

Analyze and identify the development of theatre and its significance past and present in world cultures aligned with core curriculum by utilizing props, costumes, and theatre styles.

Evaluate theatre experiences and theatre artists using student/teacher generated rubrics.

Demonstrate knowledge of theatre arts content by connecting those skills to everyday life.

**COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

**FIRST TRIMESTER**

**WEEKS**

I. Speech	2
A. Introduction to public speaking	

- B. Preparation of speeches to inform and persuade
  - C. Presentation of speeches to inform and persuade
- II. Introduction to the Theatre 1-2 weeks
- A. Theatre vocabulary
    - 1. Actor
    - 2. Acting areas
    - 3. Actor's positions
    - 4. Blocking
    - 5. Body positions
      - a. Cold reading
      - b. Cue
      - c. Dialogue
      - d. Diction
      - e. Direction
      - f. Dress rehearsal
      - g. Gesture
      - h. Improvisation
      - i. Monologue
      - j. Motivation
      - k. Pacing
      - l. Projection
      - m. Prop
      - n. Proscenium
      - o. Rehearsal
      - p. Script
      - q. Sense memory
      - r. Subtext
      - s. Vocal quality
  - B. Overview theatre arts (types of theatre such plays, movies, dramatic literature)
- III. Elements of a Play 1-2 weeks
- A. Act
  - B. Scene
  - C. Blocking
  - D. Antagonist
  - E. Catharsis
    - 1. Character

	<b><u>WEEKS</u></b>
2. Climax	
3. Protagonist	
4. Crisis	
5. Denouement	
6. Dramatic structure	
7. Genre	
8. Playwright	
9. Rising Action	
10. Plot	
11. Style	
IV. Theatre History	2-3 weeks
A. Commedia del' Arte	
B. Elizabethan theatre	
C. Epic theatre	
D. Greek & Roman theatre	
E. Noh & Kabuki	
F. Masks and puppetry	
G. Readers' theater	
V. Acting Skills	Ongoing
A. Characterization	
B. Blocking	
C. Voice and diction	
D. Movement	
VI. Play Production	3 weeks
A. Scriptwriting	
B. Acting	
C. Directing	
D. Set design	

**DATE OF CONTENT REVISION:** October 2001

**DATE OF BOARD APPROVAL:** February 14, 2002

**Addendum**  
**THE CALIFORNIA CONTENT STANDARDS FOR THEATRE**  
**GRADES 6-8**

GRADE 6

**1.0 ARTISTIC PERCEPTION**

**Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

*Development of the Vocabulary of Theatre*

1.1 Use the vocabulary of theatre, such as *action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew*, to describe theatrical experiences.

*Comprehension and Analysis of the Elements of Theatre*

1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

**2.0 CREATIVE EXPRESSION**

**Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

*Development of Theatrical Skills*

2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.

*Creation/Invention in Theatre*

2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.

2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

**3.0 HISTORICAL AND CULTURAL CONTEXT**

**Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

***Role and Cultural Significance of Theatre***

3.1 Create scripts that reflect particular historical periods or cultures.

***History of Theatre***

3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

**4.0 AESTHETIC VALUING**  
**Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

***Critical Assessment of Theatre***

4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

***Derivation of Meaning from Works of Theatre***

4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

**5.0 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**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

***Connections and Applications***

5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history-social science of how persuasion and propaganda are used in advertising.

***Careers and Career-Related Skills***

5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.

## GRADE 7

### **1.0 ARTISTIC PERCEPTION**

#### **Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

#### *Development of the Vocabulary of Theatre*

1.1 Use the vocabulary of theatre, such as *playwright, rehearsal, dress rehearsal, run-through, and cold reading*, to describe theatrical experiences.

#### *Comprehension and Analysis of the Elements of Theatre*

1.2 Identify dramatic elements within a script, such as *foreshadowing, crisis, rising action, catharsis, and denouement*, using the vocabulary of theatre.

### **2.0 CREATIVE EXPRESSION**

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

#### *Development of Theatrical Skills*

2.1 Use improvisation in rehearsal to discover character and motivation.

2.2 Maintain a rehearsal script/notebook to record directions and blocking.

#### *Creation/Invention in Theatre*

2.3 Create characters, environments, and actions that exhibit tension and suspense.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

#### **Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

#### *Role and Cultural Significance of Theatre*

3.1 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.

*History of Theatre*

- 3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.

**4.0 AESTHETIC VALUING**

**Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

*Critical Assessment of Theatre*

- 4.1 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.

*Derivation of Meaning from Works of Theatre*

- 4.2 Explain how cultural influences affect the content or meaning of works of theatre.

**5.0 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**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

*Connections and Applications*

- 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.

*Careers and Career-Related Skills*

- 5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

GRADE 8

**1.0 ARTISTIC PERCEPTION**

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

***Development of the Vocabulary of Theatre***

- 1.1 Use the vocabulary of theatre, such as *ensemble*, *proscenium*, *thrust*, and *arena staging*, to describe theatrical experiences.

***Comprehension and Analysis of the Elements of Theatre***

- 1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
- 1.3 Analyze the use of figurative language and imagery in dramatic texts.

**2.0 CREATIVE EXPRESSION**  
**Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

***Development of Theatrical Skills***

- 2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.

***Creation/Invention in Theatre***

- 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

**3.0 HISTORICAL AND CULTURAL CONTEXT**  
**Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

***Role and Cultural Significance of Theatre***

- 3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

***History of Theatre***

- 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 light to digital light).



#### **4.0 AESTHETIC VALUING** **Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

##### *Critical Assessment of Theatre*

4.1 Develop criteria and write a formal review of a theatrical production.

##### *Derivation of Meaning from Works of Theatre*

4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

#### **5.0 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**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

##### *Connections and Applications*

5.1 Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.

##### *Careers and Career-Related Skills*

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 experience necessary in that field.

