Ms. Garcia - THEATER

Syllabus

National Core Arts Standards****

Curriculum Scope and Sequence (attachment)

The theater program places a strong emphasis on enhancing the students’ skills in literacy, vocabulary in collaboration with the homeroom teachers and their language arts curriculum and builds on the social emotional well-being of the students.

Kindergarten

- Mirror shapes and movements with teacher and classmates. (Cr1.c)* Teacher uses music, or drama activities (Simon Says)
- Follow directions and develop focus and concentration during dramatic play. (Cr1.4)*
- Participate in: imaginative play, improvisation, narrative pantomime, and whole-class dramas. (Cr1.a, Pr4.a, Re8.b)* Teacher uses Story telling and drama games.
- Use movement and pantomime to create animal characters. (Cr3.b, Cn10.a)*
- Use vocal and non-vocal sounds to portray animal characters. (Cr3.b, Cr1.c)*
- Participate in group decision-making about artistic choices. (Cr2.a, Pr4.a, Cn11.1.a)* Such as artistic body positions to be used on stage.

GRADE 1

- Demonstrate spatial awareness and physical self control. (Cr3.4)* Students demonstrate through body positions on stage and dance drama.
- Create and mirror shapes and movements with teacher and classmates. (Cr3.c, Cr1.a)*
- Work singly, in pairs and as a group to participate in imaginative play, improvisation, and story dramatization. (Pr4.a)*
- Create dialogue for retelling a story in one’s own words. (Cr2.a, Pr4.a, Re8.b)*
- Participate in group decision-making about artistic choices. (Cr3.c)*

GRADE 2

- Identify and use the 5 senses in sensory recall and pantomime exercises. (Cr1.c)
- Work singly, in pairs, and as a group to participate in imaginative play, narrative pantomime, improvisation, storytelling, and story dramatization. (Cr1.a, Cn11.1a Pr6.a, Re8.a)*
- Work in small groups to dramatize a problem and its resolution. (Cr2.a, Pr4.b)*
- Acquire basic skills to react and interact with characters on stage. (Cr2.4)*
- Repeat or paraphrase dialogue from a story to create a drama. (Cr3.c, Re8.a)*
GRADE 3

- Use sense memory to inform pantomime activities. (Cr3.b, Pr4.a)*
- Develop effective body language through spatial awareness. (Cr1.c)*
- Tell stories effectively using character voices, and body movement, and narration. (Cr1.a, Pr4.b)*
- Participate in guided playwriting. (Cr3.a)*
- Expand basic skills to react and interact with characters on stage. (Cr2.b, Pr6.a)*
- Make decisions, accept responsibility and learn to compromise. (Cr2.b)*
- Express through characterization the meaning inferred from text. (Cr3.b, Re8.c, Cn11.1.a)*

GRADE 4

- Participate in physical representations of characters and events. (Cr3.b)*
- Participate in effective storytelling using voices and movement. (Ce3.b, Pr4.b)*
- Employ the basic concepts of time, space, and action. (Cr1.a, Pr5.a, Pr6.a)*
- Students demonstrate during theatrical performances.
- Apply playwriting skills by writing monologues, dialogues, and short scenes individually and in groups. (Cr3.4, Re9.c, Cn11.1.a)*

GRADE 5

- Speak audibly and clearly. (Cr3.b)*
- Demonstrate effective body language. (Cr1.b)*
- Contribute to successful group collaborations. (Cr2.b, Pr5.a)*
- Physically represent characters and events. (Cr1.a)*
- Participate in individual, partner, and small group playwriting. (Cr2.a, Cn11.1.a)*
- Use gestures, movement to display ideas and emotions. (Cr3.b, Pr4.b)*
- Refine improvisational skills through dramatic exercises. (Cr3.a)*
- Use emotional recall as the basis for character choices. (Cr1.c, Re8.a)*

GRADE 6

- Use the body and voice in a variety of ways to express character, emotion, motivation, and relationship. (Cr3.b)*
- Transform real and imagined objects to create and environment for a scene or play. (Cr3.c)*
- Develop performance skills while working in diverse styles and forms of theater. (Cr1.a, Pr.6.a, Ca11.1.a)*
- Interpret dialogue expressively from scripted drama. (Cr2.a, Pr4.b)*
- Develop proficiency in vocal projection and articulation. (Ce3.b)*
- Practice playwriting techniques. (Cr3.4, Re8.a)*

GRADE 7

- Practice techniques for vocal and physical conditioning. (Cr3.b, Pr5.a)*
- Use the body and voice to express character, emotion, motivation, and relationship. (Cr3.c, Pr4.b)*
- Incorporate directions skills while working in diverse styles of theater. (Cr2.b, Ca11.1.a)*
- Write original scenes and one-act plays. (Ck1.a, Pr6.a, Re8.a)*
GRADE 8

- Demonstrate techniques for physical and vocal conditioning. (Cr3.b)*
- Incorporate directions appropriately. (Cr2.a)*
- Develop performance skills while working in diverse styles of theater. (Cr2.b, Pr4b, Cn11.1.a)*
- Interpret dialogue expressively from scripted drama. (Cr1.a, Pr4b)*
- Demonstrate proficiency in vocal projection and articulation. (Cr3.b, Pr5.b)*
- Write, critique, and produce original scenes and one-act plays. (Cr1.a, Pr6.a, Re8.c)*
- Participate in auditions. (Pr4.1.8)*

GRADING SCALE

90% 100% A
80% 89%  B
70% 79%  C
60% 69%  D
59% OR LOWER F

MEMORIZATION 25%
PERFORMANCE 50%
PARTICIPATION 25%
**Scope and Sequence**

**Performance**

**Pre-K**
- (IL 25A, 26A, 26B; Nat’l 1, 2, 4)
  - Listen attentively and respectfully to teacher and classmates.
  - Develop spatial awareness and physical self control, including awareness of size, shape, weight, height, and speed.
  - Follow directions, respecting the rules of dramatic play (focus, freeze, personal space).
  - Develop focus and concentration while participating in dramatic activities.
  - Participate in: imaginative play, narrative pantomime, and whole class dramas.
  - Enter into a make believe (pretend) situation as if it were real.
  - Use movement and pantomime to create animal characters.
  - Enact an improvisation between two simple characters.
  - Use vocal and non-vocal sounds to portray animal characters.
  - Retell stories through guided dramatic play from text read aloud.

**K**
- (IL 25A, 26A, 26B; Nat’l 1, 2, 4)
  - Mirror shapes and movements with teacher and classmates.
  - Follow directions and develop focus and concentration during dramatic play.
  - Participate in: imaginative play, improvisation, narrative pantomime, and whole-class dramas.
  - Use movement and pantomime to create animal characters.
  - Use vocal and non-vocal sounds to portray animal characters.
  - Participate in group decision-making about artistic choices.
  - Use the primary tools to portray feelings, create environments, and express characters.
  - Repeat sequence of events through verbal and nonverbal communication.

**Production**

**Terms and Tools**

**Pre-K**
- (IL 25A, 26A)
  - Identify the primary tools of the actor (body, voice, mind).

**Theater History / Research**

**Pre-K**
- (Nat’l 5)
  - Communicate information to peers about people, events, time, and place related to classroom dramatizations.

**K**
- (IL 25A, 26A, 27A)
  - Identify the primary tools of the actor (body, voice, mind).
  - Distinguish between actor and audience.
  - Engage in discussion about dramatic process.
  - Distinguish drama from music, dance, and visual art.

**Theater History / Research**

**K**
- (Nat’l 5)
  - Communicate information to peers about people, events, time, and place related to classroom dramatizations.
Evaluation (IL 27A; Nat’l 7)
• Express reactions to live theater.
• Develop appropriate reactions at given moments in a classroom sharing or theatrical performance (listen, laugh, applaud).

Interdisciplinary Connections (IL 25B; Nat’l 3, 6)
• Create and use puppets, masks, and costumes in enacting characters and stories.

Cultural Connections (IL 27B; Nat’l 8)
• Use movement and dialogue to enact multicultural folklore and world literature based on teacher read-aloud.

Interpretation (Nat’l 7)
• Identify the setting for the story.
• Restate setting, characters, and story events through pictorial, visual, and physical aides.
• Describe characters, setting, and events seen or portrayed in formal or informal productions.
• Recall the character/family relationships in stories, plays, puppets shows, etc.

Evaluation (IL 27A; Nat’l 7)
• Express reactions to live theater.
• Develop appropriate reactions at given moments in a classroom sharing or theatrical performance (listen, laugh, applaud).

Personal Connections (Nat’l 8)
• Experience live or recorded performances.
• Share the role of film and television in one’s family life.

Interdisciplinary Connections (IL 25B; Nat’l 3, 6)
• Identify and distinguish the art forms from one another.
• Create and use puppets, masks, and costumes in enacting characters and stories.
• Incorporate a dance into a dramatic activity.
• Incorporate a piece of music into a dramatic activity.
• Distinguish among film, television, and live theater.

Cultural Connections (IL 27B; Nat’l 8)
• Use movement and dialogue to enact multicultural folklore and world literature.

Illinois State Goals
25. Know the language of the arts.
26. Through creating and performing, understand how works of art are produced.
27. Understand the role of the arts in civilizations past and present.

National Standards
1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
2. Acting by assuming roles and interacting in improvisations
3. Designing by visualizing and arranging environments for classroom dramatizations
4. Directing by planning classroom dramatizations
5. Researching by finding information to support classroom dramatizations
6. Comparing and connecting art forms by describing theater, dramatic media (such as film, television, and electronic media), and other art forms
7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
8. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life
Scope and Sequence

THEATER MAKING

Skill Development
(IL 25A, 26A, 26B; Nat’l 1, 2, 4)
- Demonstrate spatial awareness and physical self control.
- Create and mirror shapes and movements with teacher and classmates.
- Work singly, in pairs, and as a group to participate in imaginative play, improvisation, and story dramatization.
- Create dialogue for retelling a story in one’s own words.
- Participate in group decision-making about artistic choices.

Performance (IL 26B; Nat’l 2)
- Create characters and demonstrate ideas/emotions through gestures and movement.
- Use vocal expression and character traits to portray a variety of real and non-real characters.

Production (Nat’l 3)
- Select costume pieces, props, and scenery to enhance character.
- Arrange a space and materials for playing out a story.

THEATER LITERACY

Skill Development
(IL 25A, 26A, 26B; Nat’l 1, 2, 4)
- Identify and use the five senses in sensory recall and pantomime exercises.
- Work singly, in pairs, and as a group to participate in imaginative play, narrative pantomime, improvisation, storytelling, and story dramatization.
- Participate in teacher-guided playwriting of simple dramas.
- Work in small groups to dramatize a problem and its resolution.
- Acquire basic skills to react and interact with characters on stage.
- Repeat or paraphrase dialogue from a story to create a drama.

Performance (IL 26B; Nat’l 2)
- Create characters and demonstrate ideas and emotions using gestures, blocking, vocal expression, and movement.

Production (Nat’l 3)
- Transform space and materials for acting out simple dramas.

Terms and Tools
(IL 25A, 26A, 27A)
- Define and distinguish between actor and audience.
- Identify the primary tools of the actor (body, voice, mind).
- Identify the secondary tools of theater (sets, props, costumes, makeup, sound, lighting).
- Identify story elements, including plot, character, setting, conflict, and message.
- Recognize story sequence (beginning, middle, end).
- Engage in discussion about dramatic process.

Theater History / Research
(Nat’l 5)
- Communicate information to peers about people, events, time, and place related to classroom dramatizations.

Grade 1

Terms and Tools
(IL 25A, 26A, 27A)
- Identify and experiment with the secondary tools of theater (sets, props, costumes, makeup, sound, lighting).
- Identify story elements (plot, character, setting, conflict, message).
- Recognize story sequence (beginning, middle, end).
- Retell a story using storytelling or story dramatization.
- Identify how characters attempt to solve problems and resolve conflicts.
- Describe the role of the narrator.

Theater History / Research
(Nat’l 5)
- Communicate information to peers about people, events, time, and place related to classroom dramatizations.

Grade 2

Terms and Tools
(IL 25A, 26A, 27A)
- Identify and experiment with the secondary tools of theater (sets, props, costumes, makeup, sound, lighting).
- Identify story elements (plot, character, setting, conflict, message).
- Recognize story sequence (beginning, middle, end).
- Retell a story using storytelling or story dramatization.
- Identify how characters attempt to solve problems and resolve conflicts.
- Describe the role of the narrator.

Theater History / Research
(Nat’l 5)
- Communicate information to peers about people, events, time, and place related to classroom dramatizations.
**Interpretation** (Nat’l 7)
- Restate setting, characters, and main idea through pictorial, visual, and physical aids.
- Recall stories about individual experiences.
- Identify character traits displayed through verbal or nonverbal expression.
- Distinguish dialogue from prose in story narration.
- Describe characters, setting, and events portrayed in formal or informal productions.

**Evaluation** (IL 27A; Nat’l 7)
- Reflect on their own and classmates’ work, identifying strengths and areas for improvement.
- Express reactions to live theater.
- React appropriately at given moments in a classroom sharing or theatrical performance.

**Personal Connections** (Nat’l 8)
- Experience live or recorded performances.
- Distinguish one’s experience of film and television from live theater.

**Interdisciplinary Connections** (IL 25B; Nat’l 6)
- Incorporate a dance into a dramatic activity.
- Incorporate a piece of music into a dramatic activity.
- Integrate sound, movement, and drawing into dramatic play.

**Cultural Connections** (IL 27B; Nat’l 8)
- Use movement and dialogue to enact multicultural folklore, world literature, and community experiences.
- Identify the geographic location, historical time period, or cultural context of dramatic material.

**Interpretation** (Nat’l 7)
- Make predictions about characters, setting, and events based on story content.
- Identify and discuss emotions and thoughts evoked by performances.
- Describe characters, setting, and events portrayed in theater productions.

**Evaluation** (Nat’l 7)
- Reflect on their own and classmates’ work, identifying strengths and areas for improvement.
- Explain reasons behind artistic choices.

**Personal Connections** (Nat’l 8)
- Discuss similarities and differences between live and recorded theater.
- Recall and enact stories about community experiences.

**Interdisciplinary Connections** (IL 25B; Nat’l 3, 6)
- Create and use puppets, masks, and costumes in enacting characters and stories.
- Identify the geographic location of dramatic material.
- Compare and contrast the moral of the story in various fables and fairytales.
- Read with dramatic expression various simple scripts.

**Cultural Connections** (IL 27B; Nat’l 8)
- Enact multicultural folklore and world literature.

**Illinois State Goals**

25. Know the language of the arts.
26. Through creating and performing, understand how works of art are produced.
27. Understand the role of the arts in civilizations past and present.

**National Standards**

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
2. Acting by assuming roles and interacting in improvisations
3. Designing by visualizing and arranging environments for classroom dramatizations
4. Directing by planning classroom dramatizations
5. Researching by finding information to support classroom dramatizations
6. Comparing and connecting art forms by describing theater, dramatic forms (such as film, television, and electronic media), and other art forms
7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
8. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life
### Scope and Sequence

#### Terms and Tools (IL 25A, 25B, 27A)
- Distinguish between improvisation and scripted drama or comedy.
- Identify the vocabulary of dramatic structure (beginning/middle/end, conflict/resolution, climax).
- Define theater terminology (audition, rehearsal, projection, casting, blocking).
- Define the roles of people who work in the theater (actor, director, playwright, designer).

#### Terms and Tools (IL 25A, 25B, 27A)
- Distinguish between improvisation and scripted drama or comedy.
- Identify the vocabulary of dramatic structure (beginning/middle/end, conflict/resolution, climax).
- Define theater terminology (audition, rehearsal, projection, casting, blocking).
- Define the roles of people who work in the theater (actor, director, playwright, designer).

#### Theaters Making

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<thead>
<tr>
<th>Grade 3</th>
<th>Skill Development (IL 25A, 26B; Nat’l 1, 4)</th>
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<tbody>
<tr>
<td></td>
<td>• Use sense memory to inform pantomime activities.</td>
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<td>• Develop effective body language through spatial awareness.</td>
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<td></td>
<td>• Tell stories effectively using character voices, and body movement, and narration.</td>
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<td></td>
<td>• Participate in guided playwriting.</td>
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<td>• Expand basic skills to react and interact with characters on stage.</td>
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<td>• Make decisions, accept responsibility, and learn to compromise.</td>
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<td>• Express through characterization the meaning inferred from text.</td>
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<td><strong>Performance (IL 25A, 26B; Nat’l 2)</strong></td>
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<td></td>
<td>• Develop appropriate onstage and offstage behavior.</td>
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<td></td>
<td>• Use gesture, facial expression, body language, and voice to express character.</td>
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<td><strong>Production (Nat’l 3)</strong></td>
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<td></td>
<td>• Make expressive use of secondary tools in activities, sharings, and/or performances.</td>
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<td>• Create simple scenery and costumes.</td>
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<tr>
<th>Grade 4</th>
<th>Skill Development (IL 25A, 26A, 26B; Nat’l 1, 4)</th>
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<tr>
<td></td>
<td>• Participate in physical representations of characters and events.</td>
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<td>• Participate in effective storytelling using voices and movement.</td>
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<td>• Employ the basic concepts of time, space, and action.</td>
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<td></td>
<td>• Apply playwriting skills by writing monologues, dialogues, and short scenes individually and in groups.</td>
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<td><strong>Performance (IL 25A, 26B; Nat’l 2)</strong></td>
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<td></td>
<td>• Create improvised dialogue and movement appropriate to character and situation.</td>
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<td>• Respond to and build upon ideas of others on stage.</td>
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<td>• Enact monologues, dialogue, and asides within a story or drama.</td>
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<td><strong>Production (Nat’l 3)</strong></td>
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<td>• Make expressive use of secondary tools.</td>
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<td></td>
<td>• Incorporate sound and movement into the design process.</td>
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</tbody>
</table>
Interpretation (IL 26A; Nat’l 7)
• Relate what characters think and feel during a dramatic scene.
• Observe how the diversity of students within a group contributes to artistic choices.
• Convey personal reactions to various texts.
• Correlate personal experiences to stage experiences.

Evaluation (Nat’l 7)
• Reflect on own work, identifying strengths and receiving constructive criticism.
• Communicate emotions and thoughts evoked by performances.

Personal Connections (IL 27A; Nat’l 7, 8)
• Use personal experience as the basis for character choices.
• Discuss the role of film and television, technology, and electronic media.
• Discuss the similarities and differences between live and recorded theater.

Interdisciplinary Connections (IL 25B; Nat’l 3, 6)
• Incorporate dance and music appropriate to cultural or historical context of dramas.
• Create costumes and props appropriate to cultural and historical background of dramas.
• Dramatize stories, poems, and books from world literature.

Cultural Connections (27B; Nat’l 8)
• Enact dramas reflecting a variety of historical periods, regions, and cultures.

Cultural Connections (IL 27B; Nat’l 3, 6)
• Dramatize stories, poems, and books from world literature.
• Create geometric shapes using body movement, imagination, and spatial awareness.
• Use body, voice, imagination, and collaboration to create machines and original inventions.

Illinois State Goals
25. Know the language of the arts.
26. Through creating and performing, understand how works of art are produced.
27. Understand the role of the arts in civilizations past and present.

National Standards
1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
2. Acting by assuming roles and interacting in improvisations
3. Designing by visualizing and arranging environments for classroom dramatizations
4. Directing by planning classroom dramatizations
5. Researching by finding information to support classroom dramatizations
6. Comparing and connecting art forms by describing theater, dramatic media (such as film, television, and electronic media), and other art forms
7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
8. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life
Scope and Sequence

THEATER MAKING

Grade 5

Skill Development
(IL 25A, 26A, 26B; Nat’l 1, 4)
• Speak audibly and clearly.
• Demonstrate effective body language.
• Contribute to successful group collaborations.
• Physically represent characters and events.
• Participate in effective storytelling using character voices and body movement.
• Participate in individual, partner, and small group playwriting.
• Use gestures, blocking, and movement to display ideas and emotions.
• Refine improvisational skills through dramatic exercises.
• Use emotional recall as the basis for character choices.

Performance (IL 25A, 26B; Nat’l 2)
• Create improvised dialogue and movement.
• Portray character motivations and relationships.
• Use blocking to nonverbally convey character, mood, and actions.
• Enact monologues, dialogue, and asides within a story or drama.

Production (Nat’l 3)
• Make expressive use of secondary tools.

THEATER LITERACY

Terms and Tools
(IL 25A, 25B, 27A; Nat’l 3)
• Distinguish between improvisation and scripted drama or comedy; distinguish between stage directions and spoken text.
• Identify the “5 Ws” when analyzing, improving, or writing scenes or short plays.
• Use theater terminology and the vocabulary of dramatic structure.
• Define the roles of people who work in the theater (actor, director, playwright, designer).
• Integrate technical theater elements.

Theater History / Research
(Nat’l 5, 8)
• Describe the role of theater during different time periods.
• Apply research to script writing, acting, design, and directing choices.
• Reference stories to determine technical needs.
**Interpretation** (IL 26A; Nat’l 7)
- Retell or re-create favorite performance moments.
- Articulate how artistic choices support the portrayal of a character.

**Evaluation** (IL 25B; Nat’l 7)
- Reflect on live theater, as well as own and classmates’ work, identifying strengths and giving constructive criticism.
- Accept constructive criticism and use suggestions to improve work.
- Identify examples of effective use of secondary tools (set, costumes, lighting, etc).

**Personal Connections** (IL 27A; Nat’l 7)
- Enact challenges and struggles that others have faced.
- Correlate personal experiences to stage experiences.

**Interdisciplinary Connections** (IL 25B; Nat’l 3, 6)
- Incorporate dance, music, costumes, and props appropriate to cultural or historical context of dramatic material.
- Dramatize selections from world literature.
- Create geometric shapes using body movement, imagination, and spatial awareness.
- Use body, voice, imagination, and collaboration to create machines/inventions.

**Cultural Connections** (IL 27B; Nat’l 8)
- Enact dramas reflecting a variety of historical periods, geographic regions, and cultures.
- Explore different versions of the same story from diverse cultures, recognizing universal character types.

**Illinois State Goals**
25. Know the language of the arts.
26. Through creating and performing, understand how works of art are produced.
27. Understand the role of the arts in civilizations, past and present.

**National Standards**
1. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
3. Designing by developing environments for improvised and scripted scenes
4. Directing by organizing rehearsals for improvised and scripted scenes
5. Researching by using cultural and historical information to support improvised and scripted scenes
6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theater, dramatic media (such as film, television, and electronic media), and other art forms
7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theater, film, television, and electronic media productions
8. Understanding context by analyzing the role of theater, film, television, and electronic media in the community and in other cultures

For list of complete Illinois Standards for Theater, Grade 5, see pages 254-255.
Scope and Sequence

Grade 6

Skill Development (IL 25A; Nat’l 1, 2, 4)
• Use the body and voice in a variety of ways to express character, emotion, motivation, and relationship.
• Transform real and imagined objects to create an environment for a scene or play.
• Develop performance skills while working in diverse styles and forms of theater.
• Interpret dialogue expressively from scripted drama.
• Develop proficiency in vocal projection and articulation.
• Practice playwriting techniques.

Performance (IL 26B; Nat’l 2)
• Perform a monologue revealing character.
• Create or find costume pieces and props to aid in defining a character.

Production (Nat’l 3, 4)
• Act as the director.
• Plan/create a simple set for dramatic presentations.
• Use the secondary elements to enhance classroom and school performances.

Terms and Tools (IL 25A, 26A, 27A)
• Describe the roles of people who work in the theater and musical theater (director, choreographer, librettist, house manager, etc.).
• Use basic acting and theater vocabulary.
• Discuss the roles and responsibilities of the designer and production staff.
• Examine introductory levels of the directing process.
• Reference a script to determine technical needs for a dramatic presentation.

Theater History / Research (Nat’l 5, 8)
• Demonstrate a basic knowledge of European theater history.
• Use a variety of research methods and technology to support production.

Grade 7

Skill Development (IL 25A; Nat’l 1, 2, 4)
• Practice techniques for vocal and physical conditioning.
• Use the body and voice to express character, emotion, motivation, and relationship.
• Incorporate directions appropriately.
• Develop performance skills while working in diverse styles of theater.
• Write original scenes and one-act plays.
• Practice audition skills.

Performance (IL 26B; Nat’l 2)
• Collaborate to create and perform original, improvised scenes.
• Perform a monologue revealing character.

Production (Nat’l 3, 4)
• Select effective design elements.
• Use basic design concepts to create a set.
• Practice the responsibilities of the production staff.
• Practice the directing process.
• Use rehearsal time effectively to brainstorm, experiment, plan, and rehearse.

Terms and Tools (IL 25A, 26A, 27A)
• Analyze the dramatic structure of a scene or play (plot, theme, conflict).
• Recognize and discuss different acting methods and theories.
• Describe the roles of people who work in the theater and musical theater (director, choreographer, librettist, house manager, etc.).
• Use acting and theater vocabulary.
• Notate blocking in a script.
• Reference a script to determine technical requirements.

Theater History / Research (Nat’l 5, 8)
• Demonstrate a basic knowledge of non-Western theater history.
• Use various research methods and technology to support production.
**Interpretation** (IL 25B, 26A; Nat’l 7)
- Infer meaning from a script to create characters.
- Analyze live theater using drama/theater vocabulary.
- Analyze film, television, and electronic media productions.
- Compare and contrast two plays that share similar themes.

**Evaluation** (IL 26A; Nat’l 7)
- Produce written, verbal, and visual responses to written and performed dramatic material.
- Explain how artistic choices support the portrayal of characters.

**Personal Connections** (Nat’l 6, 8)
- Explore how theater and other media relate to real life.

**Interdisciplinary Connections** (Nat’l 6)
- Create monologues, dialogues, and short plays in response to interdisciplinary prompts, ideas, or pictures.
- Adapt stories, myths, and fairy tales into improvised scenes.
- Communicate how theater can synthesize all the arts.

**Cultural Connections** (IL 27B; Nat’l 8)
- Research and apply the cultural and historic context of dramatic material.
- Describe how theater has reflected and transformed various cultures throughout history.

**Illinois State Goals**

25. Know the language of the arts.
26. Through creating and performing, understand how works of art are produced.
27. Understand the role of the arts in civilizations, past and present.

**National Standards**

1. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.
2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes.
3. Designing by developing environments for improvised and scripted scenes.
4. Directing by organizing rehearsals for improvised and scripted scenes.
5. Researching by using cultural and historical information to support improvised and scripted scenes.
6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theater, dramatic media (such as film, television, and electronic media), and other art forms.
7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theater, film, television, and electronic media productions.
8. Understanding context by analyzing the role of theater, film, television, and electronic media in the community and in other cultures.

For list of complete Illinois Standards for Theater, Grades 6–7, see pages 254-255.
Scope and Sequence

**THEATER MAKING**

**Skill Development**
(IL 25A; Nat’l 1, 2, 4)
- Demonstrate techniques for physical and vocal conditioning.
- Incorporate directions appropriately.
- Develop performance skills while working in diverse styles of theater.
- Interpret dialogue expressively from scripted drama.
- Demonstrate proficiency in vocal projection and articulation.
- Write, critique, and produce original scenes and one-act plays.
- Participate in auditions.

**Performance** (IL 26B; Nat’l 2)
- Collaborate to create and perform original, improvised scenes.
- Create and perform an original monologue revealing character.
- Synthesize research, observation, and acting skills to create characters.

**Production** (Nat’l 3, 4)
- Select effective design elements.
- Design and build a set.
- Assume the roles and responsibilities of the production staff.
- Take on the responsibilities of the director.
- Use rehearsal time effectively to brainstorm, experiment, plan, and rehearse.

**THEATER LITERACY**

**Terms and Tools**
(IL 25A, 26A, 27A; Nat’l 3)
- Analyze the dramatic structure of a scene or play.
- Compare and utilize different acting methods and theories.
- Use the secondary elements to enhance performances.
- Define the roles of people who work in the theater and musical theater.
- Expand acting and technical theater vocabulary.
- Compare and contrast different theater spaces and their technical requirements.
- Reference a script to determine technical requirements.

**Theater History / Research**
(Nat’l 5, 8)
- Demonstrate a basic knowledge of American theater history.
**Interpretation** (IL 26A; Nat’l 7)
- Analyze live theater, as well as own and classmates’ work.
- Write detailed character analyses or biographies.
- Analyze and critique theater, film, television, and electronic media productions from various cultures.

**Evaluation** (IL 26A; Nat’l 7)
- Evaluate an actor’s skill in creating a believable character.
- Respond to constructive criticism.

**Personal Connections** (Nat’l 8)
- Explore peaceful conflict resolution and through improvisation and role playing.
- Explore the connection between dramatic situations and students’ own lives.
- Explore social and ethical issues raised by dramatic material.

**Interdisciplinary Connections** (IL 25B, 27A; Nat’l 6)
- Compare and contrast the approaches and themes of a live theater piece and a different version of the same material.
- Create written dramatic material based on interdisciplinary prompts, personal experiences, and historical events.
- Synthesize several art forms into dramatic presentations.

**Cultural Connections** (IL 27A, 27B; Nat’l 8)
- Explore how art forms from other cultures relate to theater.
- Compare and contrast how society and various art forms impact each other.

**Illinois State Goals**
25. Know the language of the arts.
26. Through creating and performing, understand how works of art are produced.
27. Understand the role of the arts in civilizations, past and present.

**National Standards**
1. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
3. Designing by developing environments for improvised and scripted scenes
4. Directing by organizing rehearsals for improvised and scripted scenes
5. Researching by using cultural and historical information to support improvised and scripted scenes
6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theater, dramatic media (such as film, television, and electronic media), and other art forms
7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theater, film, television, and electronic media productions
8. Understanding context by analyzing the role of theater, film, television, and electronic media in the community and in other cultures

For list of complete Illinois Standards for Theater, Grade 8, see pages 254-255.