

Theatre, Middle School 1 (IMRA 26)

Subject: Fine Arts

Grade: 06

Expectations: 22

Breakouts: 74

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands - Foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - (A) develop characterization based on sensory and emotional recall
 - (i) develop characterization based on sensory recall
 - (ii) develop characterization based on emotional recall
 - (B) expand body awareness and spatial perceptions using mime
 - (i) expand body awareness using mime
 - (ii) expand spatial perceptions using mime
 - (C) respond to sounds, music, images, and the written word, incorporating movement
 - (i) respond to sounds incorporating movement

- (ii) respond to music incorporating movement
 - (iii) respond to images incorporating movement
 - (iv) respond to the written word incorporating movement
 - (D) develop an understanding of the mechanisms of vocal production
 - (i) develop an understanding of the mechanisms of vocal production
 - (E) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces
 - (i) identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces
 - (F) identify the structure and form in examples of dramatic literature
 - (i) identify the structure in examples of dramatic literature
 - (ii) identify the form in examples of dramatic literature
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
- (A) demonstrate safe use of the voice and body
 - (i) demonstrate safe use of the voice
 - (ii) demonstrate safe use of the body
 - (B) imagine and clearly describe characters, their relationships, and their surroundings
 - (i) imagine characters
 - (ii) imagine [characters'] relationships
 - (iii) imagine [characters'] surroundings
 - (iv) clearly describe characters
 - (v) clearly describe [characters'] relationships
 - (vi) clearly describe [characters'] surroundings
 - (C) select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history
 - (i) select movements to appropriately portray an imaginative character drawn from personal experience
 - (ii) select movements to appropriately portray an imaginative character drawn from cultural heritage
 - (iii) select movements to appropriately portray an imaginative character drawn from literature
 - (iv) select movements to appropriately portray an imaginative character drawn from history
 - (v) select dialogue to appropriately portray an imaginative character drawn from personal experience
 - (vi) select dialogue to appropriately portray an imaginative character drawn from cultural heritage
 - (vii) select dialogue to appropriately portray an imaginative character drawn from literature
 - (viii) select dialogue to appropriately portray an imaginative character drawn from history

- (D) dramatize literary selections and imitate life experiences through dramatic play
 - (i) dramatize literary selections through dramatic play
 - (ii) imitate life experiences through dramatic play
 - (E) express emotions and ideas, using interpretive movements and dialogue
 - (i) express emotions using interpretive movements
 - (ii) express emotions using dialogue
 - (iii) express ideas using interpretive movements
 - (iv) express ideas using dialogue
 - (F) create environments, characters, and actions
 - (i) create environments
 - (ii) create characters
 - (iii) create actions
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements
 - (i) create character collaboratively through the safely using props collaboratively
 - (ii) create character collaboratively through the safe use of costumes
 - (iii) create character collaboratively through the safe use of visual elements
 - (iv) Create environment collaboratively through the safe use of props
 - (v) create environment collaboratively through the safe use of costumes
 - (vi) create environment collaboratively through the safe use of visual elements
 - (vii) create action safely collaboratively through using props
 - (viii) create action collaboratively through the safe use of costumes
 - (ix) create action through collaboratively the safe use of visual elements
 - (x) create theme collaboratively through the safe use of props
 - (xi) create theme collaboratively through the safe use of costumes
 - (xii) create theme collaboratively through the safe use of visual elements
 - (B) create suitable environments for dramatizations
 - (i) create suitable environments for dramatizations
 - (C) collaborate to plan brief dramatizations
 - (i) collaborate to plan brief dramatizations

- (D) use technology in theatrical applications such as live theatre, video, and film
 - (i) use technology in theatrical applications
- (4) Historical and cultural connections. The student comprehends the relationship of theatre to history, society, and culture. The student is expected to:
 - (A) demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities
 - (i) demonstrate the role of theatre as a reflection of history through participation in dramatic activities
 - (ii) demonstrate the role of theatre as a reflection of society through participation in dramatic activities
 - (iii) demonstrate the role of theatre as a reflection of culture through participation in dramatic activities
 - (B) explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society
 - (i) explore the influences of theatre in society
 - (ii) explore the influences of film in society
 - (iii) explore the influences of television in society
 - (iv) explore the influences of electronic media in society
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) identify and apply audience etiquette at all performances
 - (i) identify audience etiquette at all performances
 - (ii) apply audience etiquette at all performances
 - (B) develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre
 - (i) develop simple oral observations about the visual aspects of theatrical performances
 - (ii) develop simple oral observations about the aural aspects of theatrical performances
 - (iii) develop simple oral observations about the oral aspects of theatrical performances
 - (iv) develop simple oral observations about the kinetic aspects of theatrical performances
 - (v) develop simple written observations about the visual aspects of theatrical performances
 - (vi) develop simple written observations about the aural aspects of theatrical performances
 - (vii) develop simple written observations about the oral aspects of theatrical performances
 - (viii) develop simple written observations about the kinetic aspects of theatrical performances
 - (C) identify production elements of theatre, film, television and other media
 - (i) identify production elements of theatre
 - (ii) identify production elements of film

- (iii) identify production elements of television
 - (iv) identify production elements of other media
- (D) examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator
 - (i) examine selected occupations in theatre