

# Theatre, Middle School 2 (IMRA 26)

Subject: Fine Arts

Grade: 07

Expectations: 24

Breakouts: 60

## (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) explore characterization using sensory and emotional recall
    - (i) explore characterization using sensory recall
    - (ii) explore characterization using emotional recall
  - (B) develop and apply theatre preparation and warm-up techniques
    - (i) develop theatre preparation techniques
    - (ii) develop warm-up techniques
    - (iii) apply theatre preparation techniques
    - (iv) apply warm-up techniques

- (C) create expressive and rhythmic movements
    - (i) create expressive movements
    - (ii) create rhythmic movements
  - (D) develop an increased understanding of the mechanisms of vocal production
    - (i) develop an increased understanding of the mechanisms of vocal production
  - (E) demonstrate knowledge of theatrical vocabulary and terminology
    - (i) demonstrate knowledge of theatrical vocabulary and terminology
  - (F) analyze and evaluate the structure and form of dramatic literature
    - (i) analyze the structure of dramatic literature
    - (ii) analyze the form of dramatic literature
    - (iii) evaluate the structure of dramatic literature
    - (iv) evaluate the form 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) define characters by what they do, what they say, and what others say about them
    - (i) define characters by what they do
    - (ii) define characters by what they say
    - (iii) define characters by what others say about them
  - (C) select movements and dialogue to portray a character appropriately
    - (i) select movements to portray a character appropriately
    - (ii) select dialogue to portray a character appropriately
  - (D) create stories collaboratively and individually that have dramatic structure
    - (i) create stories collaboratively that have dramatic structure
    - (ii) create stories individually that have dramatic structure
  - (E) apply knowledge of effective voice and diction techniques to express thoughts and feelings
    - (i) apply knowledge of effective voice techniques to express thoughts
    - (ii) apply knowledge of effective voice techniques to express feelings
    - (iii) apply knowledge of effective diction techniques to express thoughts
    - (iv) apply knowledge of effective diction techniques to express feelings

- (F) compare and contrast dramatic performances to life
  - (i) compare and contrast dramatic performances to life
- (G) create improvised scenes that include setting, character, and plot
  - (i) create improvised scenes that include setting
  - (ii) create improvised scenes that include character
  - (iii) create improvised scenes that include plot
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes
    - (i) determine specific technical elements to provide a safe setting in improvised scenes
    - (ii) determine specific technical elements to provide a safe setting in scripted scenes
    - (iii) determine specific technical elements to support character in improvised scenes
    - (iv) determine specific technical elements to support character in scripted scenes
    - (v) determine specific technical elements to support action in improvised scenes
    - (vi) determine specific technical elements to support action in scripted scenes
  - (B) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances
    - (i) create theatrical elements appropriate to specific performances
  - (C) define the role of the director
    - (i) define the role of the director
  - (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 relates theatre to history, society, and culture. The student is expected to:
  - (A) demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures
    - (i) demonstrate knowledge of theatre as a reflection of life in particular times
    - (ii) demonstrate knowledge of theatre as a reflection of life in particular places
    - (iii) demonstrate knowledge of theatre as a reflection of life in particular cultures
  - (B) explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life
    - (i) explore the relevance of theatre heritage [to] the student's daily life
    - (ii) explore the relevance of dramatic texts [to] the student's daily life
    - (iii) explore the influence of theatre heritage on the student's daily life
    - (iv) explore the influence of dramatic texts on the student's daily life

- (C) explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society
  - (i) explore the role of theatre [in] American society
  - (ii) explore the role of film [in] American society
  - (iii) explore the role of television [in] American society
  - (iv) explore the role of electronic media [in] American society
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) understand and demonstrate appropriate audience etiquette at various types of performances
    - (i) understand appropriate audience etiquette at various types of performances
    - (ii) demonstrate appropriate audience behavior at various types of performances
  - (B) evaluate the effectiveness of selected film and television performances
    - (i) evaluate the effectiveness of selected film performances
    - (ii) evaluate the effectiveness of selected television performances
  - (C) demonstrate knowledge of production elements in theatre, film, television, and other media
    - (i) demonstrate knowledge of production elements in theatre
    - (ii) demonstrate knowledge of production elements in film
    - (iii) demonstrate knowledge of production elements in television
    - (iv) demonstrate knowledge of production elements in other media
  - (D) explore career and avocational opportunities in theatre
    - (i) explore career and avocational opportunities in theatre