

Granite School District  
THEATRE IV Curriculum Map

4A	Core Standards Enduring Understanding	Vocabulary Skills	Content Objectives	Essential Questions
QUARTER 1	<p style="text-align: center;"><b>STANDARDS</b></p> <p><b>1. SCRIPT WRITING</b> Students will integrate character and plot in scripting.</p> <p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Script writing is based on personal <b>experience</b>, prior knowledge, literature and <b>imagination</b> and helps to understand play.</li> </ul>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Unity, character, plot, acting objective, acting tactics, actor’s choices, blocking, mental focus, physicalization, vocalization improvisation</p>	<ul style="list-style-type: none"> <li><b>UNITY</b> Interrelate all environments, situations, and characters when creating dramatic presentations.</li> <li><b>CHARACTER</b> Create appropriate character dialogue and physical attributes within a dramatic presentation.</li> <li><b>PLOT</b> Create linear and non-linear plot structures</li> </ul>	<ul style="list-style-type: none"> <li>How do your personal experiences affect your script writing?</li> <li>How can writing a script help an actor understand himself/herself and others or the world around them?</li> </ul>
	<p style="text-align: center;"><u>Skills</u></p> <p>Analyze and interpret scripts Understand and appreciate theatrical performances (stage and screen) as an audience member</p>			
	<p><b>Assessments &amp; Learning Activities/Resources</b></p> <ul style="list-style-type: none"> <li><b>Pre-assessment:</b> Students perform as a character in a short scene. Define plot and dialogue.</li> <li><b>Assessment:</b> Write a script for a scene including plot and dialogue.</li> <li><b>Learning Activities:</b> Directing</li> <li><b>Portfolio:</b> Create an outcome portfolio reflecting content and process from across the term: e.g., notes, rubric assessments, process and production photos, programs, research, published, reviews, letters, advocacy statements, reflections, visual art, <u>written criticism, and theory essays.</u></li> <li><b>Resources :</b> <a href="#">Theatre Media</a> Books &amp; videos for check out</li> </ul>	<p><b>Learning Extensions</b></p> <ul style="list-style-type: none"> <li>-Students review existing scripts using the Internet.</li> <li>-View and critique established productions from video, film, and Internet resources.</li> <li>-Use the “extras” on DVD performances such as interviews, and documentaries, commentaries, and “behind-the-scenes” footage.</li> <li><b>Differentiation Suggestions:</b></li> <li>-Students can be given scripts of appropriate difficulty for their experience.</li> <li>-Scripts might vary in length, complexity of language, dialect, and modern versus historical periods.</li> <li>-Students can be assigned either simple or complex plot concepts for their script proposal based upon their readiness.</li> <li>-Students can be given choices of scripts that meet their interests.</li> </ul>		

*“Art doesn’t exist just as talent. It exists as effort, work, and judgment.” Javier Bardem*

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QUARTER 2	<p style="text-align: center;"><b>STANDARDS</b></p> <p><b>2. ACTING</b> Students will develop the basic techniques of acting: i.e., movement, voice, sensory/emotional recall, character building, and ensemble/rehearsal</p> <p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Performers need to develop vocal and body control for <b>communicating</b> artistic <b>expression</b> and to communicate <b>action</b> and <b>reaction</b>.</li> <li><b>Improvisation</b> is important in the <b>expression</b> of higher level and divergent thinking and problem solving.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>character, costumes, costume pieces, ground plan, hand prop, light plot, props, set</p> <p>design, sound plot, time period geography, stage business, stage directions, stage movement, vocal expression, vocalization</p>	<ul style="list-style-type: none"> <li><b>MOVEMENT</b> Develop expressive use of stage movement through body awareness and spatial perception.</li> <li><b>VOICE</b> Develop expressive use of the voice</li> <li><b>CHARACTERIZATION</b> Develop character building techniques.</li> <li><b>ENSEMBLE/REHEARSAL TECHNIQUES</b> Develop ensemble/rehearsal techniques.</li> </ul>	<ul style="list-style-type: none"> <li>How do performers choose the method of acting for a particular performance?</li> <li>What are the different methods of training in drama?</li> <li>What background work does a performer in preparation for a role do? <ul style="list-style-type: none"> <li>How does a performer prepare for stepping onto the stage?</li> </ul> </li> <li>How do you control stage fright through relaxation techniques?</li> <li>How are voice and movement used to develop a role?</li> <li>Why is it important to create a personality and a background for a character?</li> <li>How do movements, gestures, and expressions help improve and support a scene?</li> <li>How do performers prepare and use their bodies for presentations?</li> <li>How do posture, breathing and voice control affect a performance?</li> <li>How do acting skills help with improvisational scenes?</li> <li>How do improvisation activities prepare an actor for a scripted scene? <ul style="list-style-type: none"> <li>Why is it difficult to do improvisation?</li> </ul> </li> </ul>	
	<b>Assessments &amp; Learning Activities/Resources</b>			<b>Learning Extensions</b>	
	<ul style="list-style-type: none"> <li><b>Assessment:</b> Students perform as a character in a short scene. Define plot and dialogue.</li> <li><b>Learning Focus:</b> Advanced acting, auditions</li> <li><b>Portfolio:</b> Create an outcome portfolio reflecting content and process from across the term: e.g., notes, rubric assessments, process and production photos, programs, research, published, reviews, letters, advocacy statements, reflections, visual art, <u>written criticism, and theory essays.</u></li> <li><b>Resources :</b> <a href="#">Theatre Media</a> Books &amp; videos for check out</li> </ul>			<ul style="list-style-type: none"> <li>-Advanced students can analyze a script for a character’s physiology, sociology, and psychology.</li> <li>-Students will research professional reviews of theatrical productions using computer-based resources.</li> </ul> <p><b>Differentiation Suggestions:</b> Choose a scene from a teacher provided published script.</p> <ul style="list-style-type: none"> <li>-Students will write a formal critique/review of a performance.</li> <li>Students will use a numerical system for critiquing peers.</li> <li>Students will use critique rubric for student performances and evaluation.</li> </ul>	

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QUARTER 3	<p style="text-align: center;"><b>STANDARDS</b></p> <p><b>3. Designing/ Implementing</b> Students will use the basic elements of design.</p> <p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• <b>Interpreting</b> and organizing the technical aspects of a performance, such as <b>lighting, set, props, makeup</b> and <b>costume design</b>, are necessary for a production.</li> <li>• <b>Color</b> has an effect on <b>mood</b> and can convey an <b>emotion</b>.</li> <li>• <b>Teamwork</b> is important for a successful <b>production</b> and <b>relationship</b> building.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>character, costumes, costume pieces, ground plan, hand prop, light plot, props, set design, sound plot, time period</p>	<p>0→* <b>VISUALIZATION</b> Envision design ideas for dramatic presentations.</p> <p>0→* <b>TECHNOLOGY</b> Investigate the technical skills required to execute a design.</p>	<ul style="list-style-type: none"> <li>• How does setting and purpose of a performance influence choice of sets and costumes?</li> <li>• How are sets made?</li> <li>• How are costumes gathered?</li> <li>• What ways do sets, costumes, props and performers interact together for an artistic impact on the audience?</li> <li>• Why is it important to work together when working on a performance?</li> <li>• What can happen when people do not cooperate and work?</li> <li>• Why is it important to understand a character's motive?</li> <li>• How could you portray a character to show the author's intent?</li> <li>• Why is it important to be familiar with all aspects of a play?</li> <li>• How does color affect the mood of a scene in a performance?</li> <li>• How can color be used to create visual effects on the stage?</li> <li>• What colors emit certain moods?</li> <li>• What does a theatre designer need to understand to make a production work?</li> <li>• How does a theatre designer plan for action to take place on a stage?</li> </ul>	
	<b>Assessments &amp; Learning Activities/Resources</b>			<b>Learning Extensions</b>	
	<ul style="list-style-type: none"> <li>• <b>Pre-assessment:</b> Outline the technical elements that would enhance a given character's performance.</li> <li>• <b>Assessment:</b> Analyze a script for its technical aspects related to props and costumes. Develop a plan for using props and costumes in a scene. Develop a ground plan for set design.</li> <li>• <b>Learning Focus:</b> Theatre careers</li> <li>• <b>Portfolio:</b> Create an outcome portfolio reflecting content and process from across the term: e.g., notes, rubric assessments, process and production photos, programs, research, published, reviews, letters, advocacy statements, reflections, visual art, <u>written criticism, and theory essays.</u></li> <li>• <b>Resources :</b> <a href="#">Theatre Media</a> Books &amp; videos for check out.</li> </ul>			<ul style="list-style-type: none"> <li>-Students will research ideas for set design using various library resources.</li> <li>-View various film and video clips on set design from the viewpoint of costuming, lighting, sound, make-up, and props.</li> <li>-Utilize music and sound effects CDs.</li> </ul> <p><b>Differentiation Suggestions:</b></p> <ul style="list-style-type: none"> <li>-Students may choose or build their own prop and/or costume piece.</li> <li>-Students may choose their own character and/or scene based on their personal interest.</li> <li>-Students may create their own musical selections and/or sound effects.</li> </ul>	

*Ultimately one has to pity these poor souls who know every secret about writing, directing, designing, producing, and acting but are stuck in those miserable day jobs writing reviews. Will somebody help them, please? David Ives*

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QUARTER 4	<u>STANDARDS</u>			
	<p><b>4. Constructing Meaning</b> Students will develop critical thinking skills to construct meaning.</p> <p style="text-align: center;"><u>ENDURING UNDERSTANDINGS</u></p> <ul style="list-style-type: none"> <li>Historical, critical and theoretical research is critical in determining a play's impact on culture in both the past and the present.</li> <li>Critical analysis of character, <b>plot, theme</b> and technical aspects of the play are integral to the dramatic concept.</li> </ul>	<p><u>Vocabulary</u></p> <p>analysis scriptwriter designer director dramaturge</p>	<p>0→ <i>RESEARCHING</i> Apply internal and external research to a dramatic presentation.</p> <p>0→ <i>COMPARING / INTEGRATING ART FORMS</i> Compare/integrate other art forms with theatre.</p> <p>0→ <i>ANALYZING/CRITIQUING</i> Analyze/critique personal preferences acquired through experiencing theatre as a participant and an observer.</p> <p>0→ <i>UNDERSTANDING CONTEXT</i> Articulate the role of history and culture in theatre.</p> <p>0→ <i>APPLYING LIFE SKILLS</i> Connect personal experiences with dramatic presentations to own life.</p> <p>0→ <i>SELF-ASSESSING</i> Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.</p>	<ul style="list-style-type: none"> <li>How can critical analyses by various authors aid in the development of a play?</li> <li>How can various theories in theatre impact one's interpretation of a play?</li> <li>How do various aspects and perspectives of period, style and character foster unique perception and creativity in production values and performance of a play?</li> <li>How will being a part of a performance help you in your life?</li> <li>How do cooperation, communication, self-esteem and sympathy apply in theatre and real life?</li> </ul>
	<u>Skills</u>	<p>Understand and appreciate theatrical performances (stage and screen) as an audience member.</p> <p>Understand how theatre promotes responsible citizenship</p>		
<b>Assessments &amp; Learning Activities/Resources</b>			<b>Learning Extensions</b>	
<ul style="list-style-type: none"> <li><b>Pre-assessment:</b> Students analyze a scene from the viewpoint of a playwright, actor, designer, or director</li> <li><b>Assessment:</b> Students will describe in writing the effectiveness of a dramatic presentation.</li> <li><b>Learning Focus:</b> Advanced playwriting and Dramaturgy</li> <li><b>Portfolio:</b> Create an outcome portfolio reflecting content and process from across the term: e.g., notes, rubric assessments, process and production photos, programs, research, published, reviews, letters, advocacy statements, reflections, visual art, <u>written criticism, and theory essays.</u></li> <li><b>Resources :</b> <a href="#">Theatre Media</a> Books &amp; videos for check out</li> </ul>			<p>-View, analyze, and critique a theatre production from the viewpoint of a playwright, actor, designer, and director. Give an oral presentation to your class</p> <p>-Research and compare how different art forms serve each other in a performance.</p> <p>- Create several different rubrics for critiquing live theatre, film, and television.</p> <p><b>Differentiation Suggestions:</b></p> <p>- Students can choose to work alone, with a partner or with a group.</p>	

*The theatre is a place where one has time for the problems of people to whom one would show the door if they came to one's office for a job. Tennessee Williams*