

# Theatre: Grades 6, 7, 8

Adopted 2014

**Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.**

## **Create**

1. Students will dramatize ideas and events incorporating "the givens" (who, what, when, where, why). [FA 8.5.1](#)
  - a. Use readily available props to create "the where" of a story (e.g., table, chairs, silverware indicate a restaurant). [FA 8.5.1.A](#)
  - b. Plan and record, in small groups, an improvisation based on "the givens" of a scene (e.g., tell or present a story using a setting, characters and a series of events incorporating introduction, climax, resolution). [FA 8.5.1.B](#)
  - c. Develop a linear plot structure that introduces and resolves a conflict. [FA 8.5.1.C](#)
  - d. Create theatrical works to illustrate a theme within theatrical works. [FA 8.5.1.D](#)
  - e. Write a dialogue with two to four characters. [FA 8.5.1.E](#)
  - f. Use movement in conjunction with extraneous sounds and short phrases to demonstrate two distinct characters (e.g., movements/sounds of a soldier as compared to movements/sounds of a mother). [FA 8.5.1.F](#)

---

## **Perform**

2. Students will dramatize ideas and events incorporating "the givens" (who, what, when, where, why). [FA 8.5.2](#)
  - a. Establish character (glossary) and emotion through the use of rate, articulation, enunciation, projection, inflection, and movement. [FA 8.5.2.A](#)
  - b. Establish character and emotion through the use of facial expression, gesture, posture, and body movement (e.g., pantomime, emoting) [FA 8.5.2.B](#)
  - c. Rehearse and portray, in small groups, characters within a defined "where." [FA 8.5.2.C](#)
  - d. Deliver a scripted monologue to a focal point. [FA 8.5.2.D](#)
  - e. Modify performance based on teacher/director and peer response. [FA 8.5.2.E](#)
  - f. Design and craft a performance space including set and audience arrangement (e.g., use classroom furniture to create a courtroom in a proscenium, thrust, or arena). [FA 8.5.2.F](#)
  - g. Examine one's own effectiveness in a production/scene (e.g., keep a journal of acting choices, reflect on video of own performance). [FA 8.5.2.G](#)

---

**Respond**

3. Students will analyze audience/performance relationship. [FA 8.5.3](#)
  - a. Construct, share, and use audience code of conduct including appropriate audience behavior and respect for physical space. [FA 8.5.3.A](#)
  - b. Identify, analyze, and discuss the impact of the stage space, casting, and technical elements. [FA 8.5.3.B](#)
  - c. Compare the effectiveness of a single actor's performance (i.e., physical/vocal choices) as a variety of characters (e.g., Will Smith). [FA 8.5.3.C](#)
  - d. Classify theatrical works as dramatic, comedic, or musical theatre genres. [FA 8.5.3.D](#)
  - e. Discuss the impact on the audience of "willing suspension of disbelief" in a performance. [FA 8.5.3.E](#)

---

**Connect**

4. Students will analyze connections between theatre and society. [FA 8.5.4](#)
  - a. Understand the historical relevance of various theatrical forms (e.g., Greek and Roman theatre, Medieval, Renaissance). [FA 8.5.4.A](#)
  - b. Compare and contrast scripted and unscripted performances (e.g., situation comedy vs. reality shows). [FA 8.5.4.B](#)
  - c. Dramatize a traditional ritual (e.g., funeral from *Our Town*, wedding from *Fiddler on the Roof*, fire scene from *Lord of the Flies*). [FA 8.5.4.C](#)
  - d. Analyze how performance reflects culture and history (e.g., *Oliver*, *The Color Purple*). [FA 8.5.4.D](#)
  - e. Investigate responsibilities for specific careers in performing arts. [FA 8.5.4.E](#)
  - f. Demonstrate an understanding of the rights and responsibilities surrounding intellectual property (e.g., citing sources, paying royalties, receiving permission). [FA 8.5.4.F](#)