



Glencoe

Fine Arts Theatre
Curriculum Framework
Grades 5-8



GLENCOE

Exploring THEATRE

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STANDARDS	PAGE REFERENCES
Strand 1: Creating	
Content Standard 1 Students will participate in activities that develop the creative process in theatre involving script writing, sensory-awareness, analyzing, designing, and planning.	
Student Learning Expectations	
1.1.13 Acknowledge the points of view of others.	The following page references can be used to meet this standard. Student Edition: 34-39, 45-48 <i>Focus on Facts</i> 49 #1, #4 <i>Theatre in Your Life</i> 49 #1, #3 Teacher Annotated Edition: CT 37; DS 36; RLA 38; SA 46; TS 37, 47

STANDARDS	PAGE REFERENCES
1.1.14 Explore empathy for the characters in the literature.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 117, 118, 124-129 <i>Action</i> 118 #1, 119, 129 #1 <i>Encore</i> 120 #3 <i>The Playbook</i> 375-426 <i>Reflections</i> 120 #1, #5</p> <p>Teacher Annotated Edition: SA 130; TS 11, 119</p>
1.1.15 Develop self-expression through theatre performances.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 29-32, 39, 60-62 <i>Action</i> 32 #2, #3, 39 #1, #2, 55 #2, 63 #4</p> <p>Teacher Annotated Edition: EA 33; SA 45; TS 40</p>
1.1.16 Use appropriate terminology to develop theatre vocabulary.	<p>Student Edition: 154-156 <i>Spotlights on Terms</i> 8, 12, 62, 120, 155, 192, 193, 195</p> <p>Teacher Annotated Edition: TS 47, 154, 156</p>
1.1.17 Refine and record dialogue and action.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 83-84, 85-86, 90, 91, 92, 94, 96-97, 98-99</p> <p>Teacher Annotated Edition: TS 94, 96, 98</p>
1.1.18 Use improvisation and play writing to communicate ideas and feelings.	<p>Student Edition: 108-112 <i>Action</i> 113-115 #1, #2, #3, #4, #5</p> <p>Teacher Annotated Edition: E 113; RLA 112; SA 114; TS 113</p>
1.1.19 Demonstrate sensory recall in pantomime activities and in reacting experiences.	<p>Student Edition: 269-274 <i>Action</i> 274-279 #3, #5, #9, #13 <i>Spotlight on Terms</i> 270, 271</p> <p>Teacher Annotated Edition: SA 272, 273; TS 271, 274</p>

STANDARDS	PAGE REFERENCES
1.1.20 Exhibit a practical knowledge of effective vocalization.	<p>Student Edition: 83-84, 85-86, 90, 91, 92, 94, 96-97, 98-99</p> <p>Teacher Annotated Edition: TS 94, 96, 98</p>
1.1.21 Lead small groups in planning visual and aural elements.	<p>This standard can be met when students lead small groups using the following page references.</p> <p>Student Edition: 194-199, 200-202, 203-205, 208-212, 213-214, 215-219 <i>Action</i> 199 #1, 202 #1, 208 #1, 213 #1, 219 #1</p> <p>Teacher Annotated Edition: SA 210</p>
1.1.22 Rehearse improvised and scripted scenes to demonstrate social skills.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 177-184 <i>Action</i> 113 #1, #2, 184 #1, #2, #3 <i>Spotlight on Terms</i> 177, 178, 179, 182, 183, 184</p> <p>Teacher Annotated Edition: RLA 182</p>
1.1.23 Use movement, music, and visual elements to enhance the mood of the dramatization.	<p>Student Edition: 60-62 <i>Action</i> 62 #1, #2, #3, 63 #1, 64 #6 <i>Spotlight on Terms</i> 61</p> <p>Teacher Annotated Edition: SA 62; TS 62, 63</p>
1.1.24 Explore the structure of dramatic literature (i.e., exposition, points of attack, rising action, climax, falling action, denouement.)	<p>Student Edition: 137-141 <i>Action</i> 141 <i>Focus on Facts</i> 148 #1, #2 <i>The Playbook</i> 375-426 <i>Reflections</i> 148 #5 <i>Spotlight on Terms</i> 138</p> <p>Teacher Annotated Edition: TS 138</p>
1.1.25 Incorporate elements of dance, music video, and visual arts to express ideas and emotions in improvised and scripted scenes.	<p>Student Edition: <i>Action</i> 62 #1, #2, #3, 63 #1, #2, #3, 64 #6 <i>Spotlight on Terms</i> 61</p> <p>Teacher Annotated Edition: R 64; SA 62; TS 62, 63</p>

STANDARDS	PAGE REFERENCES
1.1.26 Create properties, scenery, costumes, lighting, sound and make-up through individual and group effort.	Student Edition: 194-199, 200-202, 203-205, 208-212, 213-214 <i>Focus on Facts</i> 224 #4, #7, #8, #9, #10 Teacher Annotated Edition: AC 201; SA 202
1.1.27 Use technologies to create, revise, and produce dramatizations.	Student Edition: 138-139, 213-214, 215-219 <i>Focus on Facts</i> 224 #10, #11 <i>Warm UP</i> 215 Teacher Annotated Edition: BI 219; TS 215, 219, 221
Strand 2: Reading	
Content Standard Students will participate in activities that develop the performance process in theatre involving researching, acting, directing, designing, constructing, and responding.	
2.1.18 Use intrapersonal and interpersonal skills to develop self confidence.	Student Edition: 29-32, 39 <i>Action</i> 32 #1, #2, #3, #4, 39 #1, #2, 40 #4, #5 Teacher Annotated Edition: SA 45; TS 40
2.1.19 Demonstrate listening, observing, focusing, and concentration skills.	Student Edition: 54-55, 56-57 <i>Action</i> 55 #1, #2, #3, #4, #5, 57 #1, #2, #3 Teacher Annotated Edition: TS 55
2.1.20 Apply skills learned through the dramatic process to other subject areas.	This standard can be met when students apply the concepts on the following page references with other disciplines. Student Edition: 51-52, 53, 54-55, 56-57 <i>Spotlight on Terms</i> 51, 53 Teacher Annotated Edition: AC 201; DS 36, 55; RLA 129; TS 55
2.1.21 Identify significant time periods in theatre history including major people and events.	Student Edition: <i>Exploring Theatre Timeline</i> 20-27 <i>Our Theatre Heritage</i> 44, 58, 126-127, 158-159, 206-207, 322, 336, 354, 364-365 Teacher Annotated Edition: SA 131

STANDARDS	PAGE REFERENCES
2.1.22 Distinguish types of acting roles.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 122-123, 124-129 <i>Action</i> 124, 129-130 #1, #2, #3 <i>Spotlight on Terms</i> 123</p> <p>Teacher Annotated Edition: BI 123; CT 123; SA 130; TS 124</p>
2.1.23 Interact with others in acting real life or fantasy problems or resolutions.	<p>Student Edition: 111-112, 117 <i>Action</i> 113-115 #1, #2, #3, #4, #5, 118 #1, #3</p> <p>Teacher Annotated Edition: RLA 114</p>
2.1.24 Explore how and where drama is used in the community and observe social relationships.	<p>Student Edition: 125-129 <i>Action</i> 129 #1, #2, 264 #2 <i>Encore</i> 265 #1, #2 <i>Focus on Facts</i> 265 #1 <i>Theatre in Your Life</i> 265</p> <p>Teacher Annotated Edition: RLA 114, 129</p>
2.1.25 Explain why similar subjects and ideas are reexamined in different cultures and time periods.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 131-133 <i>Our Theatre Heritage</i> 44, 126-127, 142, 313, 336</p> <p>Teacher Annotated Edition: SA 131</p>
2.1.26 Use thinking and problem solving strategies to resolve problems in stories and situations through improvisation.	<p>Student Edition: 108-112 <i>Action</i> 113-115 #1, #2, #3, #4, #5</p> <p>Teacher Annotated Edition: E 113; RLA 112; SA 114; TS 113</p>

STANDARDS	PAGE REFERENCES
<p>2.1.27 Demonstrates appreciation of human achievements in the arts as a specific field of endeavor.</p>	<p>The following page references cover Theatre history and heritage.</p> <p>Student Edition: <i>Exploring Theatre Timeline</i> 20-27 <i>Our Theatre Heritage</i> 44, 58, 126-127, 158-159, 206-207, 322, 336, 354, 364-365</p> <p>Teacher Annotated Edition: SA 131</p>
<p>2.1.28 Respond in movement to a variety of images provided by sounds, music, poetry, story, and pictures.</p>	<p>Student Edition: 60-62 <i>Action</i> 62-63 #1, #2, #3, #4 <i>Expressive Movement Activities</i> 63 #5, 64 #6 <i>Spotlight on Terms</i> 61 <i>Warm UP</i> 61</p> <p>Teacher Annotated Edition: SA 62; TS 62</p>
<p>2.1.29 Dramatize roles and events beyond personal experience.</p>	<p>Student Edition: 117 <i>Action</i> 118 #1, #2, #3 <i>Reflections</i> 120 #2, #3 <i>Spotlight on Terms</i> 117 <i>Theatre in Your Life</i> 120</p> <p>Teacher Annotated Edition: DS 117; ECT 105</p>
<p>2.1.30 Use the vocal mechanism to project voice audibly and clearly in various performance settings.</p>	<p>Student Edition: 93-94, 101-102 <i>Action</i> 102 #1, #2, #3, #4, 103-105 #5 <i>Focus on Facts</i> 106 #8 <i>Spotlight on Terms</i> 94, 101</p> <p>Teacher Annotated Edition: DS 103</p>

STANDARDS	PAGE REFERENCES
2.1.31 Refine proper stage techniques (i.e., crosses, turns, gestures, entrances, and exits).	Student Edition: 154-156, 157-165 <i>Action</i> 156 #1, 157 #2, 166 #1 <i>Encore</i> 167 #3 <i>Focus on Facts</i> 167 #10, #11, #12 <i>Guide for Basic Stage Movement and Business</i> 162-163 <i>Spotlight on Terms</i> 164, 165 Teacher Annotated Edition: TS 156
2.1.32 Develop audition material and skills and understand the rehearsal process.	Student Edition: 177-184 <i>Action</i> 337 #1, 184 #2, #3 <i>Spotlight on Terms</i> 177, 178, 179, 182, 183, 184 <i>Warm UP</i> 177 Teacher Annotated Edition: TS 184
2.1.33 Demonstrate an understanding of the responsibilities of a director.	Student Edition: 165, 171-172, 254-255 <i>Action</i> 255 #1, #2 <i>Focus on Facts</i> 265 #5 <i>Our Theatre Heritage</i> 340 Teacher Annotated Edition: BI 171; DS 179, 255
2.1.34 Demonstrate good citizenship and function as positive members of a theatre audience.	Student Edition: 229-234 <i>Action</i> 234 #1, #2, #3 <i>Focus on Facts</i> 245 #2 <i>Spotlight on Terms</i> 230 <i>Warm UP</i> 230 Teacher Annotated Edition: CT 233; DS 232; TS 232, 233
2.1.35 Use intrapersonal and interpersonal skills to develop self confidence.	Student Edition: 29-32, 39 <i>Action</i> 32 #1, #2, #3, #4, 39 #1, #2, 40 #4, #5 Teacher Annotated Edition: SA 45; TS 40

STANDARDS	PAGE REFERENCES
2.1.36 Demonstrate listening, observing, focusing, and concentration skills.	<p>Student Edition: 54-55, 56-57 <i>Action 55</i> #1, #2, #3, #4, #5, 57 #1, #2, #3</p> <p>Teacher Annotated Edition: TS 55</p>
2.1.37 Apply skills learned through the dramatic process to other subject areas.	<p>This standard can be met when students apply the following page references with other disciplines.</p> <p>Student Edition: 51-52, 53, 54-55, 56-57 <i>Spotlight on Terms</i> 51, 53</p> <p>Teacher Annotated Edition: AC 201; DS 36, 55; RLA 129; TS 55</p>
2.1.38 Research and present projects representing the span of theatre history and dramatic literature.	<p>This standard can be met through research assignments using the following page references.</p> <p>Student Edition: <i>Action 255</i> #1 <i>Exploring Theatre Timeline</i> 20-27 <i>Our Theatre Heritage</i> 44, 126-127, 158-159, 206-207, 322, 336, 354, 364-365</p> <p>Teacher Annotated Edition: SA 131</p>
2.1.39 Distinguish types of acting roles and theories of acting based on research.	<p>This standard can be met through research assignments using the following page references.</p> <p>Student Edition: 122-123, 124-129 <i>Action 124</i>, 129-130 #1, #2, #3 <i>Spotlight on Terms</i> 123</p> <p>Teacher Annotated Edition: BI 123; CT 123; SA 130; TS 124</p>
2.1.40 Build relationships between and among characters that lead to a seeming inevitable resolution.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 111-112, 117 <i>Action 113-115</i> #1, #2, #3, #4, #5, 118 #1, #3</p> <p>Teacher Annotated Edition: RLA 114</p>

STANDARDS	PAGE REFERENCES
2.1.41 Research the role of dramatic arts in cultures and world civilizations.	<p>This standard can be met through research assignments using the following page references.</p> <p>Student Edition: <i>Exploring Theatre Timeline</i> 20-27 <i>Our Theatre Heritage</i> 44, 58, 126-127, 158-159, 206-207, 322, 336, 354, 364-365</p> <p>Teacher Annotated Edition: SA 131</p>
2.1.42 Use role playing to develop awareness of a variety of social roles and in resolving dramatic problems.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 112, 117 <i>Action</i> 45 #4, 113-115 #1, #2, #3, #4, #5, 118 #1, #3</p> <p>Teacher Annotated Edition: RLA 114</p>
2.1.43 Use thinking and problem solving strategies to plan and structure elements of drama in order to analyze and create scripts.	<p>Student Edition: 288-292 <i>Action</i> 292 #1, 293 #4, #5, #6 <i>Spotlight on Terms</i> 290</p> <p>Teacher Annotated Edition: SA 292; TS 289, 290, 291</p>
2.1.44 Identify ways to transfer knowledge and skills to life long community career and leisure activities.	<p>Student Edition: 247-248, 249-252, 261-264 <i>Action</i> 248, 264 #1, #2 <i>Spotlight on Terms</i> 247, 250, 263 <i>Warm UP</i> 249</p> <p>Teacher Annotated Edition: SA 248</p>
2.1.45 Use a blend of vocal and physical expression to project character interpretation.	<p>Student Edition: 101-102, 128-129 <i>Action</i> 103-105 #5, 129-130 #1, #2, #3 <i>Focus on Facts</i> 106 #8 <i>Spotlight on Terms</i> 94, 101</p> <p>Teacher Annotated Edition: DS 103; SA 130</p>

STANDARDS	PAGE REFERENCES
2.1.46 Apply research from print and non-print sources to script-writing, acting, designing, and directing choices.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: <i>Action</i> 252 #2, #3, 274 #1, #2, 292 #1, 318 #5</p> <p>Teacher Annotated Edition: R 273; SA 248, 272; TS 289</p>
2.1.47 Integrate vocal skills with other Actors as a means of achieving ensemble performance.	<p>The following page references, used with group settings, can be used to meet this standard.</p> <p>Student Edition: 93-94, 101-102 <i>Action</i> 102 #1, #2, #3, #4, 103-105 #5 <i>Focus on Facts</i> 106 #8 <i>Spotlight on Terms</i> 94, 101</p> <p>Teacher Annotated Edition: DS 103</p>
2.1.48 Expand proper stage techniques to include special movement (stage combat, dance, etc.).	<p>The following page references to special movement for mime and pantomime can be used to meet this standard.</p> <p>Student Edition: 269-274 <i>Action</i> 274-275 #3, #5, #8, #9 <i>Spotlight on Terms</i> 270, 271 <i>Warm UP</i> 269</p> <p>Teacher Annotated Edition: SA 273; TS 271, 274</p>
2.1.49 Develop a resume, audition for a performance and follow a rehearsal schedule.	<p>Student Edition: 177-184, 250-252 <i>Action</i> 184 #2, #3, 252 #3, 337 #1 <i>Spotlight on Terms</i> 177, 178, 179, 182, 183, 184 <i>Warm UP</i> 177</p> <p>Teacher Annotated Edition: TS 184</p>
2.1.50 Observe or perform the duties of a director.	<p>Student Edition: 165, 171-172, 254-255 <i>Action</i> 255 #1, #2 <i>Focus on Facts</i> 265 #5 <i>Our Theatre Heritage</i> 340</p> <p>Teacher Annotated Edition: BI 171; DS 179, 255</p>

STANDARDS	PAGE REFERENCES
2.1.51 Respond appropriately as an audience member.	<p>Student Edition: 229-234 <i>Action</i> 234 #1, #2, #3 <i>Focus on Facts</i> 245 #2 <i>Spotlight on Terms</i> 230 <i>Warm UP</i> 230</p> <p>Teacher Annotated Edition: CT 233; DS 232; TS 232, 233</p>
Strand 3: Evaluating	
<p>Content Standard 1 Students will participate in activities that develop the evaluation process in theatre involving their own work and the work of others.</p>	
3.1.7 Identify the parts of a theatrical performance using appropriate terminology.	<p>Student Edition: 154-156 <i>Spotlights on Terms</i> 8, 12, 62, 120, 155, 186, 192, 193, 195</p> <p>Teacher Annotated Edition: TS 154, 156</p>
3.1.8 Display an awareness and empathy for the human condition.	<p>The following page references can be used to meet this standard.</p> <p>Student Edition: 117, 118, 124-129 <i>Action</i> 118 #1, 119, 129 #1 <i>Encore</i> 120 #3 <i>The Playbook</i> 375-426 <i>Reflections</i> 120 #1, #5</p> <p>Teacher Annotated Edition: SA 130; TS 11, 119</p>
3.1.9 Evaluate performances through critical observation for the purpose of self-improvement.	<p>Student Edition: 45-48 <i>Action</i> 48 <i>Focus on Facts</i> 49 #4 <i>Spotlight on Terms</i> 45, 46 <i>Theatre in Your Life</i> 49 #3</p> <p>Teacher Annotated Edition: SA 46; TS 47, 134</p>

STANDARDS	PAGE REFERENCES
<p>3.1.10 Explore theatre experiences to demonstrate how drama reflects culture.</p>	<p>The following pages references can be used to meet this standard.</p> <p>Student Edition: <i>Exploring Theatre Timeline</i> 20-27 <i>Our Theatre Heritage</i> 44, 126-127, 158-159, 206-207, 322, 336, 354, 364-365</p> <p>Teacher Annotated Edition: SA 131</p>
<p>3.1.11 Develop criteria for making informed critical judgments and participate in constructive criticism after observing a live production.</p>	<p>Student Edition: 238-243 <i>Action</i> 244 #3 <i>Encore</i> 245 #1, #2 <i>Reflections</i> 245 #4 <i>Spotlight on Terms</i> 238, 240, 242</p> <p>Teacher Annotated Edition: TS 134, 242, 243</p>
<p>3.1.12 Explore the role of technology in the creation and performance of drama.</p>	<p>Student Edition: 138-139, 213-214, 215-219 <i>Focus on Facts</i> 224 #10, #11 <i>Warm UP</i> 215</p> <p>Teacher Annotated Edition: BI 219; TS 134, 215, 219, 221</p>