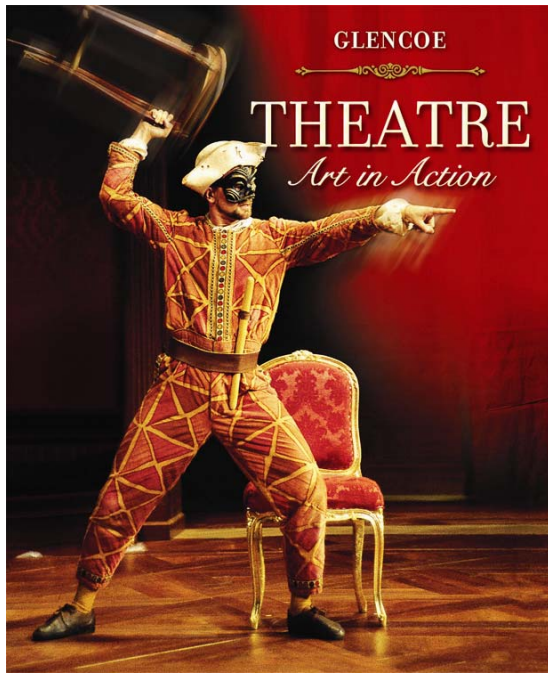




Glencoe

Fine Arts Theatre  
Curriculum Framework  
Grades 9-12

Arkansas



GLENCOE

# THEATRE

*Art in Action*

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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

<p>1.1.28 Exhibit comprehension of and sensitivity to cultural diversity through peer response.</p>	<p>The following pages can be used to meet this standard.</p> <p><b>Student Edition:</b>  <i>Audience</i> 443  <i>Grabbing the Audience</i> 535-536  <i>Writing a Review</i> 540-543</p>
<p>1.1.29 Extrapolate empathy for the characters in the literature.</p>	<p>The following pages can be used to meet this standard.</p> <p><b>Student Edition:</b>  48-49, 69-73, 129-133, 134, 136-139, 158-161, 196-201, 299-305, 330-333, 430-435, 460-463  <i>Building a Monologue</i> 247-249  <i>Delivering a Monologue</i> 249-251  <i>Exercise</i> 133</p>

STANDARDS	PAGE REFERENCES
1.1.30 Expand appropriate terminology to develop theatre vocabulary.	<b>Student Edition:</b> <i>Glossary</i> 580-592 <i>The Language of Theatre</i> 18, 50, 74, 128, 162, 202, 272, 306, 334, 436, 464
1.1.31 Create playwriting, technical, and performance projects.	<b>Student Edition:</b> <i>Projects</i> 100-102, 103-104, 105-107, 107-109, 110-112, 112-114, 115-117, 118-120, 120-123, 123-125, 244-247, 247-249, 249-251, 252-254, 255-257, 257-260, 260-263, 263-265, 266-267, 268, 366-368, 369-370, 371-373, 374-376, 377-379, 379-381, 382-383, 384-386, 387-389, 390-393
1.1.32 Explain the consequences of a character's behavior and suggest motives and feelings.	<b>Student Edition:</b> <i>Analyzing Drama</i> 530-533 <i>Motivation and Behavior</i> 136-137 <i>Subtext</i> 152
1.1.33 Become aware of the senses through imaginary environments in dramatic activities.	<b>Student Edition:</b> <i>Using All Your Senses</i> 129
1.1.34 Recognize and cultivate a strong and flexible stage voice.	<b>Student Edition:</b> <i>Expression</i> 34-35 <i>Personal Voice Warm-Up Routine</i> 42 <i>Read a Scene</i> 422 <i>Voice</i> 30-34
1.1.35 Recognize the varied qualities of regional dialects.	<b>Student Edition:</b> <i>Read a Scene</i> 422 <i>Voice Specialties</i> 410-411
1.1.36 Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.	<b>Student Edition:</b> 50-63 <i>Directing a One-Act Play</i> 379-381 <i>Production Concept for a Musical</i> 454
1.1.37 Develop movement, music, and visual elements to enhance the mood of the dramatization.	<b>Student Edition:</b> 48-49, 69-73, 158-161, 196-201, 299-305, 330-333, 397-421, 430-435, 460-463 <i>Character Movement</i> 137 <i>Character Voice</i> 137-138 <i>Dramatic Dance</i> 422 <i>Musical Theatre</i> 440-445 <i>Slow-Motion Fight</i> 423

STANDARDS	PAGE REFERENCES
<p>1.1.38 Develop characters, environments, and actions individually and in groups to create tension and suspense.</p>	<p><b>Student Edition:</b>  48-49, 69-73, 158-161, 196-201, 299-305, 330-333, 397-421, 430-435, 460-463  <i>Character Movement</i> 137  <i>Character Voice</i> 137-138  <i>Dramatic Dance</i> 422  <i>Musical Theatre</i> 440-445  <i>Slow-Motion Fight</i> 423</p>
<p>1.1.39 Develop designs that use visual and aural elements to convey environments that clearly support the text.</p>	<p><b>Student Edition:</b>  464-495  <i>Designing a Set</i> 263-265  <i>Designing Three-Dimensional Scenery</i> 496  <i>Making a Sound Cue CD or Playlist</i> 384-386  <i>Projecting a Background</i> 520-522  <i>Record Sounds to Set a Mood</i> 98  <i>Sound Basics</i> 87-88  <i>Three-Dimensional Scenery</i> 518-522</p>
<p>1.1.40 Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for the drama.</p>	<p><b>Student Edition:</b>  464-495  <i>Costume Design and Production</i> 234-237  <i>Designing a Set</i> 263-265  <i>Designing Three-Dimensional Scenery</i> 496  <i>Makeup Design</i> 238-239  <i>Making a Mask</i> 525-528  <i>Making a Sound Cue CD or Playlist</i> 384-386  <i>Projecting a Background</i> 520-522  <i>Record Sounds to Set a Mood</i> 98  <i>Sound Basics</i> 87-88  <i>Sound Design and Production</i> 232-233  <i>Stage Business</i> 289  <i>Three-Dimensional Scenery</i> 518-522</p>
<p>1.1.41 Design coherent stage management, promotional, and business plans.</p>	<p><b>Student Edition:</b>  <i>A Young Director's Journal</i> 308-323  <i>Job Shadow – Business Manager</i> 64  <i>Promoting a Show</i> 544-550  <i>The Director's Staff</i> 52  <i>Theatre Company Logo</i> 324  <i>Theatre Promotion</i> 324</p>

STANDARDS	PAGE REFERENCES
1.1.42 Expand the use of technology to create, revise, and produce dramatizations.	<b>Student Edition:</b> <i>Lightening Design</i> 228-231 <i>Sound Design and Production</i> 232-233
1.1.43 Experiment with creative choices by taking risks and appreciating risk-taking in others.	<b>Student Edition:</b> 412-413, 415-417, 418-419, 420-421 <i>Developing a Musical</i> 515-517 <i>Movement</i> 40 <i>Pantomime</i> 41 <i>Performing a Song</i> 503-505 <i>Three-Dimensional Scenery</i> 518-520
<b>Strand 3: Evaluating</b>	
<b>Content Standard 1</b> Students will participate in activities that develop the evaluation process in theatre involving their own work and the work of others.	
3.1.13 Understand, interpret, and evaluate theatrical performances using basic theatre terminology.	<b>Student Edition:</b> 530-533, 534-539, 540-543 <i>Analyzing Drama</i> 566 <i>The Language of Theatre</i> 18, 50, 74, 128, 162, 202, 272, 306, 334, 436, 464
3.1.14 Compare and contrast emotional responses evoked by a variety of drama styles (i.e., love, sorrow, joy, pride).	<b>Student Edition:</b> 530-533, 534-539, 540-543 <i>Analyzing Drama</i> 566
3.1.15 Refine performance choices through observation and self evaluation.	<b>Student Edition:</b> <i>Dress Rehearsals</i> 290, 355 <i>Hot Seat</i> 295 <i>Sound Cues Practice</i> 363
3.1.16 Utilize ways drama affects and/or enhances the lives of people of various ages, cultures, and heritages.	<b>Student Edition:</b> 48-49, 69-73, 158-161, 196-201, 299-305, 330-333, 430-435, 460-463 <i>Analyzing Drama</i> 566
3.1.17 Identify and evaluate artistic merit of theatre, film, television, and electronic media productions.	<b>Student Edition:</b> 415-417, 418-419, 420-421, 446-452, 453, 530-533 <i>Plays into Film</i> 455
3.1.18 Begin to develop critical language in the comparison of creative processes used in various art forms.	<b>Student Edition:</b> 530-533, 534-539, 540-543 <i>Analyzing Drama</i> 566 <i>Writing a Review</i> 567

STANDARDS	PAGE REFERENCES
3.1.19 Utilize the role of technology in the creation and performance of drama.	<b>Student Edition:</b> <i>Lightening Design</i> 228-231 <i>Sound Design and Production</i> 232-233
3.1.20 Reflect on the consequences of a character's decisions and actions and relate dramatic problems to one's own life.	The following pages can be used to meet this standard. <b>Student Edition:</b> 48-49, 69-73, 158-161, 196-201, 299-305, 330-333, 430-435, 460-463
3.1.21 Determine and demonstrate appropriate aesthetic responses to dramatic performances.	The following pages can be used to meet this standard. <b>Student Edition:</b> 48-49, 69-73, 158-161, 196-201, 299-305, 330-333, 430-435, 460-463
3.1.22 Use thinking and problem solving strategies to explain and analyze how technical elements contribute to the effectiveness of a production.	<b>Student Edition:</b> 334-361 <i>Experiment with Colored Lights</i> 362 <i>Prop Table</i> 362 <i>Quick Costume Changes</i> 365 <i>Reshape Your Face</i> 364 <i>Rig a Batten</i> 362 <i>Sound Cues Practice</i> 363 <i>Special Effects</i> 364