

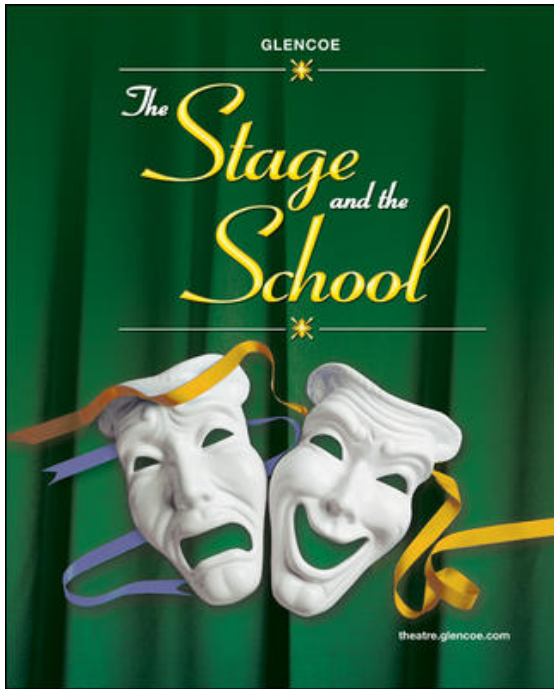


Glencoe

Fine Arts Theatre
Curriculum Framework
Grades 9-12



Arkansas



The Stage and the School

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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		
1.1.28	Exhibit comprehension of and sensitivity to cultural diversity through peer response.	The following pages can be used to meet this standard. Student Edition: 158-160, 162-180, 181-199, 200-218, 219-213, 232-237, 238-246 <i>Focus On 528</i>
1.1.29	Extrapolate empathy for the characters in the literature.	The following pages can be used to meet this standard. Student Edition: <i>Across the Curriculum Activity</i> 267, 295 <i>Application Activities</i> 246, 257, 261, 264, 275, 279, 282, 287, 293
1.1.30	Expand appropriate terminology to develop theatre vocabulary.	Student Edition: <i>Vocabulary</i> 7, 25, 63, 97, 253, 269, 297, 333, 375, 397, 447, 477, 503, 537, 563

STANDARDS	PAGE REFERENCES
1.1.31 Create playwriting, technical, and performance projects.	Student Edition: <i>Focus On</i> 22, 60, 94, 156, 266, 294, 326, 372, 394, 444, 500, 528, 560, 582 <i>Independent Activities</i> 23, 61, 95, 157, 267, 295, 327, 373, 395, 445, 501, 529, 561, 583
1.1.32 Explain the consequences of a character's behavior and suggest motives and feelings.	Student Edition: <i>Application Activities</i> 120, 122, 127, 136 <i>Cue</i> 107 <i>Developing a Character Sketch</i> 107-108 <i>Establishing a Character</i> 14 <i>Exercises</i> 15, 133, 140, 142 <i>Sixteen Keys to Characterization</i> 113-119
1.1.33 Become aware of the senses through imaginary environments in dramatic activities.	The following pages can be used to meet this standard. Student Edition: <i>Application Activities</i> 120, 122, 127, 136 <i>Cue</i> 107 <i>Developing a Character Sketch</i> 107-108 <i>Establishing a Character</i> 14 <i>Exercises</i> 15, 133, 140, 142 <i>Sixteen Keys to Characterization</i> 113-119
1.1.34 Recognize and cultivate a strong and flexible stage voice.	Student Edition: <i>Application Activities</i> 72, 75, 77, 78, 80, 82-83 <i>Breath Control</i> 67-68 <i>Combining Techniques in Interpretation</i> 80-81 <i>Cue</i> 75, 76, 79 <i>Exercises</i> 68-69, 71, 74, 82 <i>Pause and Rate</i> 79 <i>Using Your Voice Effectively</i> 70-71 <i>Volume</i> 75-76
1.1.35 Recognize the varied qualities of regional dialects.	Student Edition: <i>Accents and Dialect</i> 147-150 <i>Exercises</i> 150
1.1.36 Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.	Student Edition: <i>Application Activities</i> 339, 348 <i>Cue</i> 334, 336 <i>Focus On</i> 266, 372 <i>Prerehearsal Activities</i> 343-348 <i>Rehearsals</i> 356-370 <i>The Production Staff</i> 334-337

STANDARDS	PAGE REFERENCES
1.1.37 Develop movement, music, and visual elements to enhance the mood of the dramatization.	<p>Student Edition: 374-393, 396-443, 562-581 <i>Application Activity</i> 387-393, 402, 415, 566, 569, 574, 581 <i>Cooperative Learning Activity</i> 395 <i>Cue</i> 382, 286, 391, 414, 422, 443 <i>Focus On</i> 60, 394 <i>From the Pros</i> 384, 412 <i>Independent Activities</i> 583</p>
1.1.38 Develop characters, environments, and actions individually and in groups to create tension and suspense.	<p>Student Edition: 6-21, 24-58 <i>Application Activities</i> 19-21, 59 <i>Cooperative Learning Activity</i> 23 <i>Exercises</i> 34, 40, 41 <i>Independent Activities</i> 61</p>
1.1.39 Develop designs that use visual and aural elements to convey environments that clearly support the text.	<p>Student Edition: 374-393, 396-443, 562-581 <i>Application Activity</i> 387-393, 402, 415, 566, 569, 574, 581 <i>Cooperative Learning Activity</i> 395 <i>Cue</i> 382, 286, 391, 414, 422, 443 <i>Focus On</i> 60, 394 <i>From the Pros</i> 384, 412 <i>Independent Activities</i> 583</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>Student Edition: 396-443, 445-473, 476-499, 502-527 <i>Application Activity</i> 402, 422, 435, 452, 459, 465, 473, 486, 491, 495, 499, 526, 527 <i>Conventional Mime Makeup and Costume</i> 53-56 <i>Cooperative Learning Activity</i> 475, 529 <i>Independent Activities</i> 445, 475, 529</p>
1.1.41 Design coherent stage management, promotional, and business plans.	<p>Student Edition: <i>Application Activity</i> 343 <i>Cue</i> 339, 340, 341, 342, 343 <i>The Behind-The-Scenes Staff</i> 339-342</p>
1.1.42 Expand the use of technology to create, revise, and produce dramatizations.	<p>The following pages can be used to meet this standard.</p> <p>Student Edition: <i>Vocabulary</i> 7, 25, 63, 97, 253, 269, 297, 333, 375, 397, 447, 477, 503, 537, 563</p>

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1.1.43 Experiment with creative choices by taking risks and appreciating risk-taking in others.	<p>The following pages can be used to meet this standard.</p> <p>Student Edition: <i>Focus On</i> 22, 60, 94, 156, 266, 294, 326, 372, 394, 444, 500, 528, 560, 582 <i>Independent Activities</i> 23, 61, 95, 157, 267, 295, 327, 373, 395, 445, 501, 529, 561, 583</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>	
3.1.13 Understand, interpret, and evaluate theatrical performances using basic theatre terminology.	<p>Student Edition: 555-559 <i>Across the Curriculum Activity</i> 561 <i>Application Activity</i> 559 <i>Cooperative Learning Activity</i> 327 <i>Focus On</i> 156, 326, 560 <i>Independent Activities</i> 326, 561</p>
3.1.14 Compare and contrast emotional responses evoked by a variety of drama styles (i.e., love, sorrow, joy, pride).	<p>Student Edition: 555-559 <i>Across the Curriculum Activity</i> 561 <i>Application Activity</i> 559 <i>Cooperative Learning Activity</i> 327 <i>Focus On</i> 156, 326, 560 <i>Independent Activities</i> 326, 561</p>
3.1.15 Refine performance choices through observation and self evaluation.	<p>Student Edition: 555-559 <i>Across the Curriculum Activity</i> 561 <i>Application Activity</i> 559 <i>Cooperative Learning Activity</i> 327 <i>Focus On</i> 156, 326, 560 <i>Independent Activities</i> 326, 561</p>
3.1.16 Utilize ways drama affects and/or enhances the lives of people of various ages, cultures, and heritages.	<p>Student Edition: 296-325, 536-554 <i>Across the Curriculum Activity</i> 327, 550 <i>Application Activity</i> 304, 311, 313, 321, 545 <i>Cue</i> 302, 303, 543, 552 <i>Focus On</i> 326</p>

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3.1.17 Identify and evaluate artistic merit of theatre, film, television, and electronic media productions.	Student Edition: 536-559 <i>Across the Curriculum Activity</i> 561 <i>Application Activity</i> 542, 545, 549, 550, 554, 559
3.1.18 Begin to develop critical language in the comparison of creative processes used in various art forms.	Student Edition: <i>Vocabulary</i> 7, 25, 63, 97, 253, 269, 297, 333, 375, 397, 447, 477, 503, 537, 563 <i>How to Judge a Play</i> 530-534
3.1.19 Utilize the role of technology in the creation and performance of drama.	Student Edition: 447-473, 584-587 <i>Common Equipment</i> 450-451 <i>Filming Out of Sequence</i> 553-554 <i>Focus On</i> 474
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. Student Edition: <i>Application Activities</i> 120, 122, 127, 136 <i>Cue</i> 107 <i>Developing a Character Sketch</i> 107-108 <i>Establishing a Character</i> 14 <i>Exercises</i> 15, 133, 140, 142 <i>Sixteen Keys to Characterization</i> 113-119
3.1.21 Determine and demonstrate appropriate aesthetic responses to dramatic performances.	The following pages can be used to meet this standard. Student Edition: 158-160, 162-180, 181-199, 200-218, 219-223, 232-237, 232-237, 238-246, 530-534
3.1.22 Use thinking and problem solving strategies to explain and analyze how technical elements contribute to the effectiveness of a production.	Student Edition: 447-473, 584-587 <i>Common Equipment</i> 450-451 <i>Filming Out of Sequence</i> 553-554 <i>Focus On</i> 474