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correlated to

**Alabama Course of Study
Arts Education
Theatre Grades 6-12 Level 2**

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STANDARDS AND OBJECTIVES	PAGE REFERENCES
<p>1. Demonstrate use of the body and voice as creative instruments. Example: depicting old man with hunched shoulders, shaky hands, and trembling voice</p> <ul style="list-style-type: none"> • Demonstrating staging techniques. Examples: stage positions, movement • Participating in a variety of subtext vocal exercises accompanied by physical reactions Examples: “I didn’t do that.” (Subtext: How dare you ask!) “I didn’t do that.” (I promise, not me.) “I didn’t do that.” (I’m too sweet to do something like that.) • Demonstrating resonance, projection, and articulation through vocal exercises and personal vocal warm-ups Example: vocal exercise or warm-up—“Articulate the consonants, clearly speak the words, round out the vowel sounds, and then you will be heard.” • Performing scenarios for pantomime, using characters involved in an initial incident, conflict, rising action, climax, or conclusion Examples: initial incident—raking leaves, conflict—a windstorm blows across the area • Performing stage combat exercises Example: sword play, falling, and fighting techniques • Demonstrating spontaneity through improvisation exercises Example: creating a dialogue in which each actor’s line begins with the next consecutive letter of the alphabet to tell a story 	<p>51-52,61-62,128,129,155-156,161,164-165,296</p> <p>145,146</p> <p>83,94-95,96,101-105</p> <p>70-75,269-279</p> <p>108-115</p>
<p>2. Analyze scripts, including dialogue, action, and expository information, to explain and justify character motivation.</p> <ul style="list-style-type: none"> • Depicting behaviors based on interactions, ethical choices, and decisions made by characters • Justifying artistic choices made when rewriting an original work • Creating an original work in a selected theatrical style Examples: musical theatre, vaudeville, Greek chorus 	<p>131,133,141,143,173</p> <p>79</p> <p>35,44,276,365</p>

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<p>3. Utilize the components of playwriting to create short scenes. Examples: plot structure, character types, themes, settings, dialogue</p> <ul style="list-style-type: none"> • Illustrating language and action used to define characters • Interpreting metaphors, themes, and moods in scripts • Adapting student-written scenes for dramatic media 	<p>128,131,132,133,138,143</p> <p>138,172- 173,240,288,289,290 131-134</p>
<p>4. Create scripts that reflect specific periods, events, or cultures.</p> <ul style="list-style-type: none"> • Demonstrating how improvised dialog and scenes can be used to tell stories and develop characters based on a variety of sources • Identifying ways plays can represent the time periods in which they are set Examples: costumes, lighting, set, speech patterns, dialogue 	<p>13,67,72,75-78,108,315-328,364-365</p> <p>73,126,138,139,256,335</p>
<p>5. Explain the functions of technical theatre. Example: roles that scenery, properties, lighting, sound, costumes, and makeup play in creating the environment for a play</p> <ul style="list-style-type: none"> • Identifying roles of different members of the production staff Examples: sound engineer—designing all sound, music, and property; light designer—designing all lighting requirements; stage manager—accepting responsibility for general operations; costume designer—designing all costuming needs; makeup artist—designing all makeup for characters • Developing sound effects to support a production • Designing a set for a given piece, including floor plan, set materials, props, lighting, costumes, and sound requirements 	<p>213-217,256=260,261,263</p> <p>341,342</p> <p>194-199,256-258</p>

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<p>6. Determine criteria necessary to review a theatrical production. Examples: relationship of theme, plot, and conflict; dramatic elements; appropriate use of theatrical language; quality of acting</p>	238-240
<p>7. Analyze selected texts to determine how they incorporate figurative language and imagery. Examples: Thornton Wilder's <i>Our Town</i>, August Wilson's <i>Fences</i>, Tennessee Williams' <i>A Streetcar Named Desire</i>, Nilo Cruz's <i>Anna in the Tropics</i></p>	141,143,173,340
<p>8. Use various self-evaluation processes, including journaling, rubrics, and aesthetic responses to evaluate personal choices and performances.</p>	45-48,238-244
<p>9. Explain the impact of social and cultural events on theatre.</p> <ul style="list-style-type: none"> • Describing ways American history has been reflected in the theatre Examples: August Wilson's two plays in a ten-part series chronicling the African-American experience, Ma Rainey's <i>Black Bottom</i> and <i>Fences</i> 	13,35,44,58,72-73,88-89,142,206-207,231,253,276,295,319,340
<p>10. Identify the major periods of theatre history. Examples: Greek, medieval, Elizabethan, modern, contemporary</p> <ul style="list-style-type: none"> • Identifying major writers of various historical periods Examples: Sophocles—Early Greek, William Shakespeare—Elizabethan, Edward Albee—twentieth century 	35,126-127,142,231,336,354

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<p>11. Apply theatre skills to reflect concepts presented in other curriculum areas. Examples: social studies—improvisations of historical events, English language arts—Reader’s Theatre, science—movement exercises reflecting movement in simple machines</p>	69,110,133,201,330-338
<p>12. Identify ways technology has impacted theatre, including American theatre. Examples: projection screens, computer programs, lighting sequences, computer designs or graphics, surround sound</p> <ul style="list-style-type: none"> • Describing the effect of modern media on live theatre • Describing the impact of computers and the Internet on the arts 	234,237,257-258,259,260