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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>26-30,33-36,70-83,124-129,132-133,360</p> <p>71,100,134-136</p> <p>66,70,92</p> <p>37-46</p> <p>33,34,130</p> <p>7-8,16-17</p>

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<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>22,116,348,531,556 R24</p> <p>246,298,299,374-381,575</p>
<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>107-108,257-259,265,530</p> <p>253,256,265,530</p> <p>21,22, R28-R31</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>304,19-21,22</p> <p>448-449,459-462,478-490</p>

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<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>60,94,266,348,394,463,474, 500,527,560</p> <p>472-473</p> <p>401-413</p>
<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>	<p>555-558</p>
<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>	<p>209-211,236- 237,243,261,263,288,399</p>
<p>8. Use various self-evaluation processes, including journaling, rubrics, and aesthetic responses to evaluate personal choices and performances.</p>	<p>156,530-534</p>

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<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> 	297-327,584-587
<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 	270,298-301,305-306
<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>	23,61,95,157,267,295,327,373,395,445,475,501,561
<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 	474,561,584-587