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correlated to

**Alabama Course of Study
Arts Education
Theatre Grades 6-12 Level 3**

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STANDARDS AND OBJECTIVES	PAGE REFERENCES
<p>1. Create characters, situations, and events based on personal experience, literature, historic events, or research to introduce tension and suspense in a theatrical production.</p> <ul style="list-style-type: none"> • Demonstrating exercises for physical and vocal conditioning • Performing pantomimes or improvisations, using voice, blocking, and gesturing to depict characters and tell a story 	<p>26-27,52,112-113,260-261</p> <p>19,34-36,70-83,121,150,155,359-361</p>
<p>2. Demonstrate an understanding of characterization and scene work through a group performance.</p> <ul style="list-style-type: none"> • Analyzing a scene from a play read in class to adequately portray a character or action • Demonstrating understanding of subtext and emotion through vocal and physical work • Demonstrating a relationship to other characters in a scene through interaction with and reaction to other characters in the scene • Memorizing a scene • Performing a scene accurately, including actions designed during the rehearsal process 	<p>49,50</p> <p>100,134-135,136</p> <p>124-125,126-127,130-131</p> <p>134,151</p> <p>134-142</p>
<p>3. Create a video that tells a story or depicts an overall theme, including the effective use of modern technology.</p> <ul style="list-style-type: none"> • Using various artistic camera shots, framing techniques, and digital photography to enhance a video • Using a storyboard to plan a scene and develop plot, character, and theme 	<p>540-542,543-545</p> <p>546-548,549</p>
<p>4. Interpret directional goals in scenes and plays from a variety of playwrights.</p> <ul style="list-style-type: none"> • Analyzing the form and structure of scripts and scenes to identify theme, plot, character functions, subtext, setting, and dialogue • Choosing the appropriate acting style for a scene or play Examples: classical, high comedy, low comedy 	<p>100,134-135,156,253,254,257-261,265,530-534</p> <p>280-282,284-287,288-293</p>

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<p>5. Describe the impact various components of technical theatre have on a dramatic production, including lighting, sound, scenery, props, costumes, makeup, and hair styling.</p> <ul style="list-style-type: none"> • Identifying how technical theatre elements can be effectively used to communicate mood, character, and location in a formal and informal scripted or improvised production • Using computer graphics or models for theatrical design Examples: designing sets, preparing lighting plots • Comparing different performance spaces, including arena, proscenium, thrust, and informal venues such as sidewalks and classrooms • Comparing stage acting to acting before a camera 	<p>127,129,254-256,398-402,419,448-449,459-462,472-473,476-491,502,529</p> <p>461-463 153-155,406</p> <p>538-545</p>
<p>6. Describe theatrical experiences using theatre vocabulary, including genre, style, acting values, themes, and designs.</p>	<p>253,288-293,530</p>
<p>7. Critique theatre productions to determine the effectiveness of verbal and nonverbal interpretation, director's intent, audience response, and technical elements.</p> <ul style="list-style-type: none"> • Identifying strengths and weaknesses of one's personal acting voice as well as the voices of other actors Examples: articulation, volume, dialect, vocal quality, tone, resonance • Differentiating between positive and negative responses to criticism Examples: positive—agreeing with the critic, probing for clarification, compromising; negative—being antagonistic, ignoring criticism 	<p>70-75,76-77,92,132-133,147-148,156,555-558</p> <p>156,326</p>
<p>8. Describe the impact of audience behavior on cast performances and the impact of cast performances on audience behavior.</p> <ul style="list-style-type: none"> • Clarifying how the space of the production impacts both the audience and cast members 	<p>155,534,356-357</p>

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<p>9. Describe the impact history and theatre have upon each other. Example: medieval period impacting morality plays</p> <ul style="list-style-type: none"> • Comparing dramatic texts to historic texts for accurate portrayal of cultural, social, and political ideas and events • Depicting cultural environments and historical periods through settings, props, costumes, and makeup Examples: depiction of fifteenth- and sixteenth-century England by William Shakespeare, reflection of Japanese culture through Kabuki • Recognizing the influence of an historical event on the work of a playwright Example: impact of the French Revolution on Victor Hugo's <i>Les Miserables</i> 	<p>296-326,302-304</p> <p>296,310-314,319-321,478-483</p> <p>318</p>
<p>10. Identify major writers of theatre.</p> <ul style="list-style-type: none"> • Comparing scripts of various major writers Examples: Sophocles' <i>Antigone</i>, Anton Chekhov's <i>The Cherry Orchard</i>, David Auburn's <i>Proof</i> 	<p>300,290,319</p>
<p>11. Identify ways in which theatre originating in different times and cultures can reflect the same theme. Example: parent-child relationship as depicted in William Shakespeare's <i>Romeo and Juliet</i> and in the movie <i>Steel Magnolias</i></p>	<p>265,321-325</p>
<p>12. Compare the fundamental elements used to communicate in dance, music, theatre, dramatic media, and visual arts.</p> <ul style="list-style-type: none"> • Defending theatre as a synthesis of all arts disciplines Example: identifying the use of scenery, music, and dance in a production 	<p>567-570,572-582</p>