

**Glencoe/McGraw-Hill**

***GLENCOE THEATRE: ART IN ACTION* © 2005**

**correlated to**

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

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<b>STANDARDS AND OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<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"> <li>• Demonstrating staging techniques.              Examples: stage positions, movement</li> <li>• 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.)</li> <li>• 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.”</li> <li>• 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</li> <li>• Performing stage combat exercises              Example: sword play, falling, and fighting techniques</li> <li>• 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</li> </ul>	<p>140-142,143-145,177-178</p> <p>128,138-139,277</p> <p>30-35</p> <p>28-29,41-43</p> <p>408-409</p> <p>36-37,42-43</p>
<p>2. Analyze scripts, including dialogue, action, and expository information, to explain and justify character motivation.</p> <ul style="list-style-type: none"> <li>• Depicting behaviors based on interactions, ethical choices, and decisions made by characters</li> <li>• Justifying artistic choices made when rewriting an original work</li> <li>• Creating an original work in a selected theatrical style              Examples: musical theatre, vaudeville, Greek chorus</li> </ul>	<p>166-173</p> <p>280,534-539</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"> <li>• Illustrating language and action used to define characters</li> <li>• Interpreting metaphors, themes, and moods in scripts</li> <li>• Adapting student-written scenes for dramatic media</li> </ul>	<p>136,137,138,139,169,172,173,276,536-537</p> <p>551-558,568</p>
<p>4. Create scripts that reflect specific periods, events, or cultures.</p> <ul style="list-style-type: none"> <li>• Demonstrating how improvised dialog and scenes can be used to tell stories and develop characters based on a variety of sources</li> <li>• Identifying ways plays can represent the time periods in which they are set            Examples: costumes, lighting, set, speech patterns, dialogue</li> </ul>	<p>44-49,66-73,154-161,192-201,296-305,326-328</p> <p>68,156-157,194,297-298.410-411,537</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"> <li>• 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</li> <li>• Developing sound effects to support a production</li> <li>• Designing a set for a given piece, including floor plan, set materials, props, lighting, costumes, and sound requirements</li> </ul>	<p>50-52,74-75,84-85.86-88</p> <p>232-233,483-484</p> <p>76-99,203,206-220,226-227,228,230,232-233,234-235</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>	536,540-543,566-567
<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>	12,457-463
<p>8. Use various self-evaluation processes, including journaling, rubrics, and aesthetic responses to evaluate personal choices and performances.</p>	40,42,43,151M152,188-191,291,324,XX-XXii
<p>9. Explain the impact of social and cultural events on theatre.</p> <ul style="list-style-type: none"> <li>• 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></li> </ul>	1-16,456-463
<p>10. Identify the major periods of theatre history.            Examples: Greek, medieval, Elizabethan, modern, contemporary</p> <ul style="list-style-type: none"> <li>• Identifying major writers of various historical periods            Examples: Sophocles—Early Greek, William Shakespeare—Elizabethan, Edward Albee—twentieth century</li> </ul>	1-15,55,66-72,154-161,427

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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>	<p>20-27,36-37,396,558-561</p>
<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"> <li>• Describing the effect of modern media on live theatre</li> <li>• Describing the impact of computers and the Internet on the arts</li> </ul>	<p>418-419,420-421,425,446-455,478-482,483-484,496-499</p>