

# Grades 6-8

## Drama/Theatre CPS Curriculum Overview

The drama/theatre curriculum for grades 6–8 builds on the skills and concepts introduced in the lower grades. Students learn not only that they can create original works, but also that they can develop and present polished monologues, scenes, and plays for an audience in a public forum. They learn to speak in a variety of situations with poise, confidence, and clarity and are comfortable performing in various theatrical styles. They grow in their ability to comprehend their world by creating, performing, and analyzing the actions, motivations, and objectives of the characters they portray. They learn how to interpret the physical, emotional, and social dimensions of characters encountered in dramatic texts. Students gain skill in analyzing scripts for technical requirements and designing and using basic theatrical elements necessary to enhance their performances. They learn about the distinct roles and responsibilities of various personnel in creating and producing a theatrical performance. At this level, students learn to work both independently and collaboratively and to develop their ability to make independent, critical judgments. They examine the historical and cultural settings for drama and are encouraged to incorporate elements from various cultural styles into their own work. Students learn to identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal process.

# 6

## CPS Drama/Theatre Learning Expectations for Grade 6

### CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

*Students will apply processes and skills in acting, directing, designing, and playmaking to create and perform monologues, scenes, and plays in staged productions and informal classroom presentations.*

**Students will be able to:**

1. Demonstrate and use correct breathing and vocal techniques for stage performance and public speaking.
2. Respond to and build on ideas of others in improvisation.
3. Develop and use character biographies in the creation of a role.
4. Demonstrate the importance of action and reaction in improvisations and scenes.
5. Identify the objective of a character in a given scene.
6. Manipulate level, space, and light in staging classroom dramatizations of original scenes or plays.
7. Perform original and scripted monologues and soliloquies.
8. Participate in a group process of creating a written or recorded dramatic work for classroom performance.
9. Adapt to unexpected events during production.

### UNDERSTANDING ELEMENTS OF THEATRE AND DRAMA

#### Processing, Analyzing, and Responding to Sensory Information through the Language of Theatre

*Students will learn and use language and skills unique to theatre. They will be able to identify various genres and styles of theatre and apply the elements of drama in the creation of original and scripted pieces.*

**Students will be able to:**

1. Use the vocabulary of theatre such as action/reaction, monologue, soliloquy, subtext, fourth wall, stage business, technical rehearsal, spike, strike.
2. Identify and use the structural elements of plot (exposition, complication, crisis, climax, resolution) in a script when observing or doing drama.
3. Read and analyze a scene or short play for its technical requirements (e.g., set pieces, props, costumes, scenery, lighting).
4. Design and use basic set, prop, and costume designs that communicate mood, time, and locale.

## Grade 6 continued

### REFLECTION AND CRITICAL RESPONSE

*Students will reflect upon, describe and analyze their own theatrical work and the work of others, using standard theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.*

**Students will be able to:**

1. Evaluate the effectiveness of the solutions they select to solve artistic problems.
2. Use appropriate theatre vocabulary and criteria to describe the strengths and weaknesses of their own group's work.
3. Work independently or in small groups to revise and improve their own work.
4. Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre/film/video.

### HISTORICAL AND CULTURAL CONTEXTS OF THEATRE

*Students will analyze the role and development of theatre, film/video, and electronic media in past and present cultures and societies throughout the world.*

**Students will be able to:**

1. Differentiate the theatrical traditions of cultures throughout the world such as those in Ancient Greece, Egypt, China, and West Africa.
2. Create scripts that reflect particular historical periods and cultures.

### CONNECTIONS

**Connecting and applying what is learned in theatre to other art forms, other subject areas, and career/life skills.**

*Students apply what they learn in theatre across subject areas. They will demonstrate competencies and creative skills in problem solving, communication, and collaborative work.*

**Students will be able to:**

1. Interpret and communicate the meaning of concepts and themes using a variety of drama techniques.
2. Adapt a work of literature into a dramatic form.
3. Identify and describe careers related to theatre/media production.
4. Dramatize events from World History/Ancient and Classical Civilizations.

# 7

## CPS Drama/Theatre Learning Expectations for Grade 7

### CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

*Students will apply processes and skills in acting, directing, designing, and playmaking to create and perform monologues, scenes, and plays in staged productions and informal classroom presentations.*

**Students will be able to:**

1. Use vocal exercises to develop a more resonant voice, proper breath control, and vocal flexibility.
2. Plan, research, prepare, and present a speech on a given topic.
3. Analyze the physical, emotional, and social dimensions of characters.
4. Make vocal and physical choices that express characterization appropriate to a particular scene.
5. Demonstrate understanding of a character's motivation in performance.
6. Analyze the subtext of a script and the attitudes and points of view of the characters portrayed.
7. Communicate interactively with an audience within a dramatic performance or presentation.
8. Analyze scripted scenes and plays for technical requirements.
9. Perform backstage, technical, and management operations.

### UNDERSTANDING ELEMENTS OF THEATRE AND DRAMA

#### Processing, Analyzing, and Responding to Sensory Information through the Language of Theatre

*Students will learn and use language and skills unique to theatre. They will be able to identify various genres and styles of theatre and apply the elements of drama in the creation of original and scripted pieces.*

**Students will be able to:**

1. Use the vocabulary of theatre to identify dramatic elements within scripts such as foreshadowing, crisis, rising action, catharsis, denouement.
2. Describe the process of producing theatre from initial play selection through auditions, casting, rehearsals, and performance.
3. Maintain and use a rehearsal script/notebook to record directions and blocking.
4. Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.
5. Contribute to the success of an ensemble dramatic performance.

## Grade 7 continued

### REFLECTION AND CRITICAL RESPONSE

*Students will reflect upon, describe and analyze their own theatrical work and the work of others, using standard theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.*

**Students will be able to:**

1. Evaluate the quality of a drama performance by writing a review that includes references to specific details about acting and technical elements.
2. Willingly seek and accept critical responses during an artistic process.
3. Set and pursue goals for self-improvement in their theatre work.
4. Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal processes.
5. Use a variety of assessment tools, such as journals, rehearsal notes, rubrics, self-, peer, and teacher evaluations to revise and refine their own or their group's work.

### HISTORICAL AND CULTURAL CONTEXTS OF THEATRE

*Students will analyze the role and development of theatre, film/video, and electronic media in past and present cultures and societies throughout the world.*

**Students will be able to:**

1. Discuss and identify a variety of styles, forms, and genres in theatre. Explain how these relate to the historical period and or cultural group that created them.
2. Compare and contrast various theatre styles throughout history such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, and commedia dell'arte.
3. Create scripts that reflect issues generated by themes found in curricular work from the classroom.
4. Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures such as Javanese shadow puppets or Kabuki masks.

## Grade 7 continued

### CONNECTIONS

#### **Connecting and applying what is learned in theatre to other art forms, other subject areas, and career/life skills.**

*Students apply what they learn in theatre across subject areas. They will demonstrate competencies and creative skills in problem solving, communication, and collaborative work.*

#### **Students will be able to:**

1. Demonstrate efficient work habits (planning, organizing, rehearsing) in the creation of a theatrical production or presentation.
2. Research a career that utilizes theatre skills and make a presentation of the findings.
3. Create original theatrical events that integrate live theatre with other media (photography, projections, music, electronic sounds, etc.)
4. Dramatize events, themes, and topics, from World Cultures and Geography.

# 8

## CPS Drama/Theatre Learning Expectations for Grade 8

### CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

*Students will apply processes and skills in acting, directing, designing, and playmaking to create and perform monologues, scenes, and plays in staged productions and informal classroom presentations.*

**Students will be able to:**

1. Speak and present themselves with poise, confidence, and clarity in a variety of situations (prepared and extemporaneous).
2. Develop sustained characterizations (acting, directing, playwriting) that communicate purpose and meaning to an audience in a dramatic product or performance.
3. Make stylistic and interpretive choices consistent with identified purpose, audience, and intentions.
4. Demonstrate verbal adaptability and vocal expression in character development.
5. Apply a sequence of techniques for character and scene development such as text analysis, vocal scoring, and character throughline.
6. Develop designs that use visual and aural elements to convey environments that support the text.
7. Demonstrate discipline in the art form demonstrated by sustained focus, task completion, and the ability to work independently and in small groups.

### UNDERSTANDING ELEMENTS OF THEATRE AND DRAMA

#### Processing, Analyzing, and Responding to Sensory Information through the Language of Theatre

*Students will learn and use language and skills unique to theatre. They will be able to identify various genres and styles of theatre and apply the elements of drama in the creation of original and scripted pieces.*

**Students will be able to:**

1. Identify and use appropriate vocabulary to describe kinds of stage spaces such as proscenium, thrust, arena.
2. Identify recurring themes and patterns in a script to make production choices in design and direction.
3. Use various styles of theatre such as melodrama, vaudeville, masque, musical theatre when creating short dramatizations.
4. Identify and describe the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and various technical personnel in creating and producing a theatrical performance.
5. Contribute to stage composition and orchestration of action established by the director.

## Grade 8 continued

### REFLECTION AND CRITICAL RESPONSE

*Students will reflect upon, describe and analyze their own theatrical work and the work of others, using standard theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.*

**Students will be able to:**

1. Incorporate research from print and nonprint sources in script writing, acting, design, and directing choices.
2. Present and justify their analysis, interpretation, and critique of a performance or work of a chosen artist.
3. Reflect discovery of personal meaning in the interpretation of dramatic works.
4. Use audience response and feedback to rehearse, revise, and improve a design, interpretation, product, or performance.
5. Describe theatrical experiences that have made a significant difference in their personal beliefs, feelings, and social knowledge.

### HISTORICAL AND CULTURAL CONTEXTS OF THEATRE

*Students will analyze the role and development of theatre, film/video, and electronic media in past and present cultures and societies throughout the world.*

**Students will be able to:**

1. Demonstrate an understanding of how science and technology have historically impacted the development of technical elements.
2. Describe the ways in which American history has been reflected in theatre.
3. Identify key figures, works, and trends in world theatrical history from various cultures and time periods.
4. Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.
5. Describe the ways in which playwrights reflect and influence their culture.

### CONNECTIONS

**Connecting and applying what is learned in theatre to other art forms, other subject areas, and career/life skills.**

*Students apply what they learn in theatre across subject areas. They will demonstrate competencies and creative skills in problem solving, communication, and collaborative work.*

**Students will be able to:**

1. Create dramatic works drawn from fictional accounts, documentaries, and primary source material.
2. Identify and research a current issue or conflict and use improvisation to role play possible solutions.
3. Use two or more technologies to make a presentation on content from another subject area.
4. Dramatize events, themes, and topics from U.S. History.