Ohio's Model Curriculum for Fine Arts
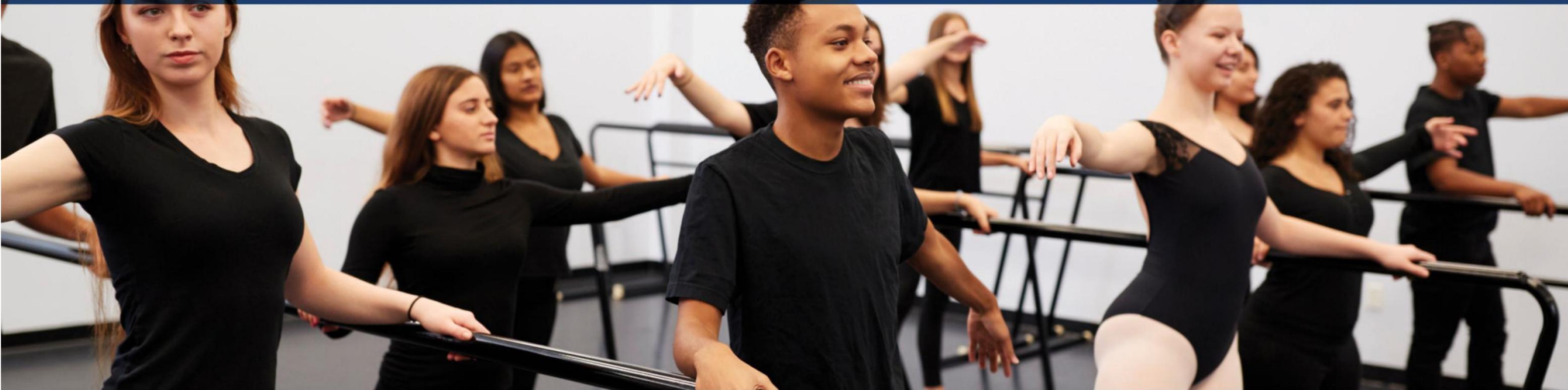
Drama/Theatre

2025

Department of Education & Workforce

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Executive Summary

The **Drama/Theatre Model Curriculum** provides a comprehensive framework to support the teaching drama/theatre in K-12 settings, emphasizing *Artistic Literacy* and the role of drama/theatre in promoting social awareness, cultural understanding, and personal expression. The model curriculum is designed to develop students' creative, technical, and analytical skills through the *Artistic Processes* of creating, performing, responding, and connecting. It includes sample lesson plans for different grade levels, highlighting the importance of text and aural literacy, safe practices, and collaboration, to model how the Ohio Learning Standards for Fine Arts can be applied in practice. Additionally, it provides assessment rubrics and instructional strategies to guide educators in implementing the standards effectively.

Overall, the Model Curriculum aims to foster a deep understanding and appreciation of drama/theatre as an art form, while preparing students for post-secondary success and lifelong engagement with the arts. The model curriculum is structured to be adaptable to local contexts, ensuring that it meets the varied needs of students across Ohio. By fostering creativity, critical thinking, and technical skills, the Model Curriculum aims to cultivate a new generation of individuals who are well-versed in theatrical concepts and techniques and have an appreciation for a variety of dramatic and theatrical performances.

Drama/Theatre and The Science of Reading

The integration of the science of reading and drama and theatre plays a crucial role in the holistic development of students. The science of reading emphasizes evidence-based practices that enhance literacy skills, enabling students to decode, comprehend, and engage with texts effectively. This foundation is essential for academic success and lifelong learning.

Drama and theatre foster creativity, critical thinking, and emotional expression. Drama/theatre education promotes artistic literacy and the development of improvisation, expression, and analysis. It encourages students to engage in the artistic processes of creating, performing, responding, and connecting, which are vital for developing technical and analytical skills.

Combining these disciplines enriches the educational experience by providing diverse avenues for students to explore and express their ideas. The science of reading equips students with the tools to understand and interpret information, while drama and theatre offer a medium for creative expression and cultural appreciation. Together, they prepare students for post-secondary success and lifelong engagement with the arts and literacy.

The [Writing Standards for Literacy in Technical Subjects in Ohio's Learning Standards in English Language Arts](#) demonstrate ways literacy skills can be integrated across grades 6-12 to define college and career readiness expectations.

MODEL CURRICULUM DOMAINS AND DESCRIPTORS

Ohio's Learning Standards and Model Curriculum provide a framework from which local curricula can be developed. It is not the curriculum; the curriculum is a local responsibility. The essential elements of the Model Curriculum Framework progress from the conception of *Artistic Literacy* and the *Artistic Processes*. Beginning with defining the desired outcomes or *Enduring Understandings,* the framework clarifies *Content Elaborations*, associated *Essential Questions,* and *Expectations for Learning*. The discipline-specific standards provide the grade- and skill-level specific performance indicators to guide instruction.

DOMAIN	WHAT IT DESCRIBES
Standards	*Standards* describe what students should know and be able to do throughout K-12.
Enduring Understandings	*Enduring Understandings* describe what students will carry forward from instruction.
Content Elaborations	*Content Elaborations* are break down the artistic and cognitive rigor, skills, and thinking dispositions of the *Enduring Understandings* so the learner can understand, discuss, and demonstrate growth and mastery as they progress through the grade-/skill-levels. They serve as anchoring taxonomies.
Essential Questions	*Essential Questions* focus the big ideas of the enduring understandings. They are questions intended to stimulate thought, provoke inquiry, and spark more questions.
Expectations for Learning	*Expectations for Learning* clarify the conceptual, procedural, and application skills in the arts students will be able to demonstrate. They are macro-level expectations that require additional scaffolding based on the local contexts.
Career Connections	*Career Connections* help students develop a vision and realistic plan for their futures – during K-12 and beyond.

Access more information about the Ohio Model Curriculum for Fine Arts in the Implementation Toolkit. The toolkit is a comprehensive resource that includes research-based, practical guidance and resources for teachers, administrators, and parents/families.

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Drama/Theatre Model Curriculum Framework

Artistic Literacy			
Artistic Processes			
Creating	**Performing**	**Responding**	**Connecting**
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
1. Theatre artists rely on intuition, curiosity, and critical inquiry. 2. Theatre artists work to discover different ways of communicating meaning. 3. Theatre artists refine their work and practice their craft through rehearsal.	1. Theatre artists make strong choices to effectively convey meaning. 2. Theatre artists develop personal processes and skills for performance or design. 3. Theatre artists share and present stories, ideas, and envision worlds to explore the human experience.	1. Theatre artists reflect to understand the impact of drama processes and theatre experiences. 2. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 3. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	1. Theatre integrates and synthesizes personal experiences, knowledge, and context. 2. Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. a. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work. 3. Theatrical literacy (technical, performative, dramatic, etc.) contributes to student post-secondary goals.
Essential Questions			

1. Where do theatre artists get ideas for theatre?
  a. How can ideas for theatre be formed and developed to be effective and original?
  b. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
2. What influences choice making in theatre making?
  a. How, when, and why do theatre artists' choices change?
  b. How are creativity and innovation developed within and through the rehearsal or design process?
  c. How do theatre artists transform and edit their initial ideas?
3. What is required to create a theatrical work that conveys purpose, meaning, and artistic quality?
	1. Why are strong choices essential to interpreting a drama or theatre piece?
	2. How do theatre artists prepare a performance or technical design?
	  a. How do theatre artists use various techniques when preparing to/for performance?
	3. What happens when theatre artists and audiences share a creative experience?
	  a. How can presenting or sharing theatre in a public format help theatre artists learn and grow?
		1. How is theatre understood?
		  a. How do theatre artists analyze theatrical works?
		  b. How do theatre artists comprehend the essence of drama processes and theatre experiences?
		2. How do people relate to and interpret theatrical works?
		  a. How can the same theatrical work communicate different messages to different people?
		  b. How can the same idea be interpreted differently by different theatre artists?
		3. What criteria are used to evaluate theatrical works?
		  a. How and when should theatre artists evaluate and critique theatrical works to improve them?
		  b. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
			1. How does theatre deepen understanding of self, other knowledge, and events in the world?
			  a. How do we learn about and create meaning through theatre?
			  b. What happens when theatre artists foster understanding between self and others through awareness, responsibility, and exploration?
			2. How does knowing about historical, societal, cultural, and community contexts and experiences expand theatrical knowledge?
			  a. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
			  b. In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?
			3. How does cultivating theatrical skills and dramatic literacy prepare students for post-secondary success?

Artistic Literacy			
Artistic Processes			
Creating	**Performing**	**Responding**	**Connecting**
Expectations for Learning			

1. Students can identify various sources theatre artists use to generate and conceptualize work (individually and collaboratively)
  a. Students can make artistic choices to form effective and original works.
  b. Students can explain how imagination and theatrical skills impact creative exploration and inquiry.
2. Students can make decisions on how to organize their theatrical ideas and designs (individually and collaboratively).
  a. Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the theatre-making process.
  b. Students can identify, explain, and apply their knowledge of how, when, and why theatre artists change choices.
3. Students can reflect and apply feedback, improve the quality of theatrical works and designs, and communicate meaning.
  a. Students can identify various components to create and refine theatrical performances that convey a purpose, intent, or artistic quality.
  b.
	1. Students can explain how choices inform how theatrical works are interpreted and understood.
	2. Students can use rehearsals, feedback, and reflection to improve the quality of performance and designs.
	  a. Students can demonstrate ability to perform various theatrical techniques (both performance-oriented and technical) in rehearsal and performance.
	3. Students can explain how performers and audiences interact and the impact of this interaction on experience.
	  a. Students can explain how performing, presenting, and producing theatrical works for public audiences improve personal skills, ability, and confidence.
	  b. Students can use feedback and reflection to determine when theatrical works are ready to be performed or shared.
		1. Students can analyze various theatrical works to determine meaning.
		  a. Students can apply various approaches to analyzing theatrical works.
		  b. Students can explain how elements of a theatrical production contribute to how theatre is understood, interpreted, and experienced.
		2. Students can use verbal, written, or abstract forms of communication to interpret intent and reflect on how work is interpreted.
		  a. Students can express ideas about how theatrical works might be understood differently by different audiences.
		  b. Students can use theatre specific vocabulary when analyzing theatrical works for intent and meaning.
		3. Students can identify and apply criteria to evaluate performances and designs (both their own and others).
		  a. Students can provide criticism and feedback that contributes to improving work.
			1. Students can connect knowledge and personal experience to deepen understanding.
			  a. Students can explain how collaboration is integral to effective theatrical productions and experiences.
			2. Students can relate the historical, societal, cultural, or community context to how theatre is understood and performed.
			  a. Students can explain how theatrical works communicate meaning and reflect cultural and historical context.
			  b. Students can investigate relationships between historical, societal, cultural, and community context to their understanding of theatre and their own theatrical performances or designs.
			  c. Students can cite evidence from research about how theatrical processes and productions are informed by history, theories, literature, and prior performances.
			3. Students can connect their learning of theatrical skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.

Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

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Access the full standards documents on the Fine Arts website.

Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **K.1CR** Demonstrate observations and listening skills in a theatrical context. **K.2CR** Imitate the characters seen in media presentations of stories and fairy tales.	**PERFORMANCE INDICATORS** **K.1PE** Imitate movements, voices, and feelings of people, animals and objects through dramatic play. **K.2PE** Work cooperatively to create characters using costumes and props to dramatize a story. **K.3PE** Imagine and create a physical environment for stories (arrange classroom furniture, recommend lighting or sound effects to suggest mood, choose characters' clothing).	**PERFORMANCE INDICATORS** **K.1RE** Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen. **K.2RE** Describe what a playwright does. **K.3RE** Distinguish between the real and imagined worlds when experiencing stories, myths, and fairy tales. **K.4RE** List and demonstrate factors that make a performer effective (posture, voice, facial expression). **K.5RE** Demonstrate ways an audience can show respect when watching a theatrical performance.	**PERFORMANCE INDICATORS** **K.1CO** Share thoughts, emotions, and ideas in response to a dramatic or theatrical experience. **K.2CO** Identify stories that are different from one another in dramatic play or a guided drama experience (process drama, story drama, creative drama). **K.3CO** Engage in dramatic experiences to explore concepts from other academic areas.
PERFORMANCE INDICATORS **1.1CR** Identify the beginning, middle and ending of stories and retell in proper sequence. **1.2CR** Use body and voice to imitate the characters seen in media presentations of stories, myths, and fairy tales.	**PERFORMANCE INDICATORS** **1.1PE** Work cooperatively to retell or dramatize stories and fairy tales from various time periods and cultures. **1.2PE** Create and tell stories based on personal experience (orally, written, by drawing a picture or pictures). **1.3PE** Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.	**PERFORMANCE INDICATORS** **1.1RE** Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences. **1.2RE** React to character actions and choices, both personal and peer, following a guided drama experience. **1.3RE** Compare and contrast the elements (plot, character, setting) of various stories and dramatic works. **1.4RE** Evaluate a peer's performance based on factors (posture, voice, expression) that make a performer effective. **1.5RE** Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (live theatre, film, television and media).	**PERFORMANCE INDICATORS** **1.1CO** Explain personal and collective emotional responses to dramatic and theatrical works or experiences. **1.2CO** Identify similarities and differences in stories from one's own community in a guided dramatic experience (process drama, story drama, creative drama). **1.3CO** Engage in dramatic and theatre experiences to explore concepts from other academic areas.
PERFORMANCE INDICATORS **2.1CR** Identify the plot and summarize the story. **2.2CR** Create the movements and expressive voices for characters in stories, myths, and fairy tales from various time periods and cultures.	**PERFORMANCE INDICATORS** **2.1PE** Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling). **2.2PE** Explore and demonstrate various design components of a scene (create live sound effects and identify clothing items appropriate to the character). **2.3PE** Listen to and convey familiar stories, sequence events, and identify characters, settings, and conflict.	**PERFORMANCE INDICATORS** **2.1RE** Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance. **2.2RE** Describe how characters respond to challenges in a guided drama experience (process drama, story drama, creative drama). **2.3RE** Compare and contrast the elements (plot, character, theme and setting) of various narratives. **2.4RE** Discuss and critique one's own performance in a theatrical activity based on factors (posture, voice, expression) that make a performer effective. **2.5RE** Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	**PERFORMANCE INDICATORS** **2.1CO** Describe characters in dramatic and theatrical experiences and make comparisons to people and events. **2.2CO** Compare the same story across cultures while recognizing there are varied points of view. **2.3CO** Identify the arts that are used to create a theatrical performance. **2.4CO** Use processes of theatre to integrate information from other academic content areas.

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Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **3.1CR** Express a character's thoughts and feelings within the plot of a story. **3.2CR** Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.	**PERFORMANCE INDICATORS** **3.1PE** Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas. **3.2PE** Use various design components to create an environment for a scene or story. **3.3PE** Work collaboratively to perform a dramatic task or action.	**PERFORMANCE INDICATORS** **3.1RE** Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary. **3.2RE** Discuss how a playwright creates conflict by selecting action choices for specific characters. **3.3RE** Explain choices made in creating settings for classroom performances (lighting, sound, clothing, mood). **3.4RE** Describe ways your posture, voice, and facial expression reveal the emotion of your character. **3.5RE** Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	**PERFORMANCE INDICATORS** **3.1CO** Identify factors that influence personal opinions about a dramatic work, theatrical work, or experience. **3.2CO** Explain how the cultural and physical settings of a dramatic and theatrical work affect characterization. **3.3CO** Use the elements of theatre in combination with art elements from at least one other art form. **3.4CO** Use elements and processes of theatre to integrate information from other academic content areas. **3.5CO** Recognize and describe the roles of writers in live theatre and other media arts. **3.6CO** Use problem-solving and communication skills to interpret a story.
PERFORMANCE INDICATORS **4.1CR** Use vivid, descriptive language to create a script around one or more elements of theatre (character, action, plot, setting). **4.2CR** Improvise movements and voices for characters to convey each character's decisions and motivations within a dramatic theme.	**PERFORMANCE INDICATORS** **4.1PE** Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities. **4.2PE** Use various design components used in different productions of the same work. **4.3PE** Direct peers in performing a dramatic task or action.	**PERFORMANCE INDICATORS** **4.1RE** Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances. **4.2RE** Analyze how a playwright uses conflict to communicate an idea or theme. **4.3RE** Explain how a theatrical experience (live theatre production, film, video and media) impacts its audience through the integration of plot, character, theme, and setting. **4.4RE** Implement and assess strategies that develop character by adjusting posture, gesture, breath, and vocal intonation. **4.5RE** Identify methods used by actors, directors and designers to make connections with an audience in a theater with a thrust or arena stage.	**PERFORMANCE INDICATORS** **4.1CO** Describe how theatrical performances can elicit thought and feeling from an audience individually and collectively. **4.2CO** Explore dramatic, theatrical, and storytelling traditions in the cultures or ethnic groups throughout Ohio's history. **4.3CO** Use the elements of theatre in combination with art elements from at least two other art forms. **4.4CO** Use elements and processes of theatre to integrate information from other academic content areas. **4.5CO** Recognize and describe the roles of designers in live theatre and other media arts. **4.6CO** Use problem-solving and cooperative skills to dramatize stories, historical events, or concepts from Ohio history.
PERFORMANCE INDICATORS **5.1CR** Write a scripted scene that includes stage direction prompts, exposition, and dialogue. **5.2CR** Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, both scripted and improvised.	**PERFORMANCE INDICATORS** **5.1PE** Work cooperatively in different roles or jobs within a dramatic and theatrical experience. **5.2PE** Analyze and incorporate various design components used in a theatrical event. **5.3PE** Identify the essential events in a story or script that make up the dramatic structure.	**PERFORMANCE INDICATORS** **5.1RE** Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works. **5.2RE** Evaluate the ways two playwrights shape plays on the same topic differently. **5.3RE** Develop and use criteria to evaluate ideas and artistic choices made for dramatic and theatrical performances. **5.4RE** Identify and critique the elements that impede a performer's effectiveness. **5.5RE** Identify methods used by actors, directors, and designers to make connections with audiences in nontraditional performance spaces.	**PERFORMANCE INDICATORS** **5.1CO** Brainstorm the modes of presentation (film, television, live theatre, improv, vlog) that most effectively elicit thoughts and feelings from a contemporary audience. **5.2CO** Investigate how past and present drama, theatre, and storytelling forms of various cultural groups reflect their beliefs and traditions. **5.3CO** Combine at least three art forms to create a theatrical experience. **5.4CO** Use elements and processes of theatre to integrate information from other academic content areas. **5.5CO** Recognize and describe the roles of directors in live theatre and other media arts. **5.6CO** Use problem-solving and cooperative skills to dramatize a current event.

Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **6.1CR** Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, and dialogue. **6.2CR** Identify motivations of characters in a theatrical work and use those motivations to make choices (gesture, reaction) to events that are both scripted and improvised. **6.3CR** Examine the basic principles and elements of various theatrical genres. **6.4CR** Choose designs from a defined range and justify those choices. **6.5CR** Use theatrical vocabulary accurately when creating dramatic works. **6.6CR** Engage in ensemble-building activities to build character, emotion, mood, and tone.	**PERFORMANCE INDICATORS** **6.1PE** Create and perform improvisations and scripted scenes based on personal experience and imagination. **6.2 PE** Adapt a drama or theatre work and present it informally for an audience. **6.3PE** Examine and demonstrate how theatrical artists conceptualize and convey an idea or message.	**PERFORMANCE INDICATORS** **6.1RE** Express and compare personal reactions to various theatrical elements using appropriate theatrical vocabulary and terminology. **6.2RE** Outline a play to analyze its plot structure. **6.3RE** Determine the effectiveness of a specific artistic choice in communicating a theatrical work. **6.4RE** Establish criteria to critique one's portrayal of a character based on voice, gesture, facial expression, and movement. **6.5RE** Describe ways an audience can respond differently to plays that are performed in various physical settings (arena, proscenium, thrust, outdoors).	**PERFORMANCE INDICATORS** **6.1CO** Investigate the time period and place of a drama or theatre work to better understand performance and design choices. **6.2CO** Explain how the actions and motivations of characters in a drama or theatre work impact perspective of a community or culture. **6.3CO** Describe how traditional and contemporary media arts influence dramatic production and audience response. **6.4CO** Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas. **6.5CO** Identify professional tools and skills for a working theatre artist. **6.6CO** Identify universal themes and express them through a drama or theatre work. **6.7CO** Explain personal reasons for valuing the study of and involvement in dramatic and theatrical performance.
PERFORMANCE INDICATORS **7.1CR** Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details, and dialogue. **7.2CR** Develop physical and vocal character traits in improvised scenes and throughout a rehearsal process. **7.3CR** Investigate the principles and elements of dramatic and theatrical works from specific time periods and communicate how these aspects work together. **7.4CR** Research and develop design based on the world of the play and communicate those design choices. **7.5CR** Apply theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre performances. **7.6CR** Engage in ensemble-building activities to develop character goals and tactics.	**PERFORMANCE INDICATORS** **7.1PE** Construct a scripted or improvised scene that uses narrative structure. **7.2PE** Participate in rehearsals for a staged work that will be shared with an audience. **7.3PE** Construct and produce the technical components for a script using art or media to present design ideas.	**PERFORMANCE INDICATORS** **7.1RE** Use theatrical vocabulary to compare and contrast personal opinions about a theatrical work with those of a professional critic. **7.2RE** Explain how the interactions of characters and conflicts in a dramatic work illustrate the playwright's style. **7.3RE** Explain how production elements work together to affect an audience. **7.4RE** Critique a personal rehearsal or performance on the basis of technique, vocal quality, facial expression, and gestures. **7.5RE** Demonstrate adjustments actors and directors may need to make when performing in various physical settings.	**PERFORMANCE INDICATORS** **7.1CO** Examine artifacts from a time period and geographic location to better understand performance and design choices in a dramatic or theatrical work. 7.2CO Incorporate multiple perspectives and diverse community ideas in a dramatic or theatrical work. **7.3CO** Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a dramatic or theatrical work. **7.4CO** Identify and describe the dramatic arts from various periods of theatre history (Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary). **7.5CO** Examine personal reasons for connecting to various careers in theatre. **7.6CO** Incorporate music, dance, art, and/or media in a dramatic or theatre work with a particular cultural, global, or historical context. **7.7CO** Develop a personal stance about why the theatrical or dramatic arts are important in schools and defend that opinion.

Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **8.1CR** Write two or more scenes that include stage direction prompts and provide exposition, consistent point of view, and dialogue. **8.2CR** Refine a scripted or unscripted character's voice and movement in response to outside feedback in collaboration with other theatre artists. **8.3CR** Apply genres of performance in terms of which is most appropriate to a selected story. **8.4CR** Examine a given text and create design choices based on content and context of the script, time period, and themes of the text. **8.5CR** Adopt theatrical vocabulary, including elements and principles, when creating theatrical works. **8.6CR** Engage in complex ensemble-building activities to develop character goals and tactics.	**PERFORMANCE INDICATORS** **8.1PE** Develop scripted or improvised characters using appropriate voice, posture, movement, or language to reveal a conflict and develop a resolution. **8.2PE** Perform a rehearsed, staged work for an audience. **8.3PE** Identify and safely apply the appropriate use of tools and technology in selected areas of technical emphasis.	**PERFORMANCE INDICATORS** **8.1RE** Use theatre vocabulary to evaluate the opinions of several professional critics about a theatrical work. **8.2RE** Determine a playwright's style by describing two or more works. **8.3RE** Explain how different artistic choices could alter the presentation of a theatrical work. **8.4RE** Use constructive feedback from self and peers to refine and improve the portrayal of a character. **8.5RE** Identify ways actors and designers adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.	**PERFORMANCE INDICATORS** **8.1CO** Identify and use artifacts from a time period and place to develop performance and design choices in a dramatic or theatrical work. **8.2CO** Examine a community issue through multiple perspectives in a dramatic or theatrical work. **8.3CO** Integrate other academic disciplines into a dramatic presentation. **8.4CO** Investigate the elements, principles, and creative process of theatrical works from specific time periods and explain how these aspects work together. **8.5CO** Explore a specific career opportunity in theatre and define the impact in the professional process. **8.6CO** Use different theatrical forms to examine contemporary social, cultural, or global topics. **8.7CO** Investigate opportunities for further theatrical or dramatic arts involvement and instruction in the community.
PERFORMANCE INDICATORS **HSP.1CR** Identify the elements of a plot structure and write a scene using those elements. **HSP.2CR** Present contrasting motivations and reactions of characters in similar situations. **HSP.3CR** Explain how theatrical artists create meaning to convey a playwright's intent. **HSP.4CR** Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production. **HSP.5CR** Research the historical background of a chosen script as a basis for interpretation and presentation. **HSP.6CR** Collaborate with a small group to create a written scene and produce it for class.	**PERFORMANCE INDICATORS** **HSP.1PE** Manipulate vocal qualities, posture, movement, and language to express variety in characters during improvisation and dramatic situations. **HSP.2PE** Demonstrate the collaborative skills necessary for producing a scene with a unified vision. **HSP.3PE** Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.	**PERFORMANCE INDICATORS** **HSP.1RE** Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences. **HSP.2RE** Justify how a playwright's choice of genre, style, and historical period affects the expression of theme or topic. **HSP.3RE** Examine traditional and non-traditional interpretations of a theatrical work. **HSP.4RE** Articulate personal artistic choices made throughout the artistic process and after self-evaluation. **HSP.5RE** Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.	**PERFORMANCE INDICATORS** **HSP.1CO** Describe how drama and theatre can affect social change, both globally and locally. **HSP.2CO** Investigate, compare, and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created. **HSP.3CO** Integrate other art forms into a dramatic presentation. **HSP.4CO** Compare and contrast a historically accurate production and a production of the same work in modern times. **HSP.5CO** Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre. **HSP.6CO** Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work. **HSP.7CO** Discuss the importance of drama and theatre in a community and provide examples. **HSP.8CO** Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.

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Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **HSAC.1CR** Identify the elements of a plot structure and write an act using those elements. **HSAC.2CR** Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles. **HSAC.3CR** Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work. **HSAC.4CR** Examine a given text and create design choices based on content and context of the script, time period, and themes when provided with a budget-specific performance space. **HSAC.5CR** Compare and contrast the works of two playwrights from two distinct historic periods. **HSAC.6CR** Devise a scene surrounding a topic of interest as an ensemble.	**PERFORMANCE INDICATORS** **HSAC.1PE** Develop a complete character using physical, emotional, and vocal techniques in a memorized scene or monologue. **HSAC.2PE** Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture. **HSAC.3PE** Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes, and makeup.	**PERFORMANCE INDICATORS** **HSAC.1RE** Use theatrical vocabulary and terminology to critique the use of a specific style, genre, or period used to express an intended message. **HSAC.2RE** Evaluate the resources directors use to enhance the playwright's intent of a particular production. **HSAC.3RE** Compare and contrast personal and professional criticism of a specific theatrical performance. **HSAC.4RE** Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation. **HSAC.5RE** After reading a play, compare and contrast factors that actors and designers would consider adapting for staging different physical settings and contemporary social influences.	**PERFORMANCE INDICATORS** **HSAC.1CO** Analyze how social, cultural, and individual emotional perspectives influence audience interpretation and response to a dramatic or theatrical work. **HSAC.2CO** Examine and explain the impact of social, historical, and technological trends on key theatrical figures and works in various eras and cultures. **HSAC.3CO** Integrate other art forms and academic disciplines in a theatrical experience. **HSAC.4CO** Analyze a theatrical work in the context of its time period and culture. **HSAC.5CO** Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers. **HSAC.6CO** Integrate art and culture into the development of a theatrical work. **HSAC.7CO** Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts. **HSAC.8CO** Assemble a personal drama or theatre portfolio with a resume to include completed works and works in progress and then present the portfolio to peers.
PERFORMANCE INDICATORS **HSAD.1CR** Individually write a multi-act play. **HSAD.2CR** Select, cast, block, direct, and design an original or published play for performance. **HSAD.3CR** Defend a playwright's body of work and place in theatrical history. **HSAD.4CR** Plan, create, and execute a single design for a published or original play. **HSAD.5CR** Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history. **HSAD.6CR** Devise a piece of theatre surrounding a topic of interest as an ensemble.	**PERFORMANCE INDICATORS** **HSAD.1PE** Sustain convincing multidimensional characters while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio. **HSAD.2PE** Integrate the essential skills to support and execute a dramatic or theatrical production including budgeting, production, and direction. **HSAD.3PE** Work safely and independently to implement designs in all technical aspects of theatrical production.	**PERFORMANCE INDICATORS** **HSAD.1RE** Use theatrical vocabulary to write a play review of a theatrical performance that evaluates a variety of theatrical elements. **HSAD.2RE** Evaluate one playwright's presentation of universal themes across different works. **HSAD.3RE** Defend the effectiveness of a design concept that is applied across several different productions. **HSAD.4RE** Revise and re-perform personal artistic choices based on self-evaluation. **HSAD.5RE** Apply understanding of influences that affect audience reactions and adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.	**PERFORMANCE INDICATORS** **HSAD.1CO** Hypothesize about audience interpretation and response to a specific dramatic or theatrical work being produced in a specific locale. **HSAD.2CO** Analyze relationships among cultural norms, artistic expression, ethics, and the choices made in dramatic and theatrical productions. **HSAD.3CO** Use drama and theatre heritage and art forms to communicate a philosophical, ethical, or social issue. **HSAD.4CO** Analyze the stylistic and literary elements of multiple works of a particular playwright in the context of the playwright's time period and culture. **HSAD.5CO** Plot a career path of several working professionals. Compare and contrast obstacles to success. **HSAD.6CO** Develop a theatrical work that explores global and cultural belief systems. **HSAD.7CO** Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (for example, music, visual art and dance). **HSAD.8CO** Revise an existing portfolio (for drama or theatre). Identify strengths and weaknesses in the work through self-evaluation and reviews by peers and an instructor.

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SAMPLE CONTENT ELABORATION PROGRESSIONS BY GRADE-BAND

Creating	Performing	Responding	Connecting
Theatre artists rely on intuition, curiosity, and critical inquiry:	**Theatre artists make strong choices to effectively convey meaning:**	**Theatre artists reflect to understand the impact of drama processes and theatre experiences:**	**Theatre integrates and synthesizes personal experiences, knowledge, and context:**
• **K-2:** Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating theatre. They can experiment with different choices (such as postures or vocal expression) to express their ideas.	• **K-2:** Students can begin to understand how making strong creative choices changes how performance conveys meaning. They can experiment with choices to express their ideas, comparing and contrasting how it felt.	• **K-2:** Students can view theatrical performances (recorded or live) and discuss what they saw, what they think it meant, and why.	• **K-2:** Students can discuss how stories communicate meaning about people and events in the world.
• **3-5:** Students can learn to make more informed creative choices based on their growing expertise and understanding of theatrical context. They can experiment with different theatrical elements and structures to express their ideas. They can begin to apply critical inquiry to consider how and why different choices create different experiences and outcomes.	• **3-5:** Students can experiment with different artistic choices to express their ideas and reflect on how different choices change how performances are understood and interpreted.	• **3-5:** Students can analyze theatrical performances and cite evidence of the technical elements and performance choices communicated meaning. They can use basic vocabulary when discussing.	• **3-5:** Students can analyze how theatre reflects understandings of self, others, and events in the world.
• **6-8:** Students can make sophisticated creative choices based on their growing expertise and understanding of theatrical context. They can experiment with various theatrical elements and structures to enhance their scenes and dialogues. They can explain their imaginative and creative choices in various theatrical situations.	• **6-8:** Students can experiment with various strong choices to enhance their scenes and dialogues. They can explain why different choices convey different meanings and provide rationale for their artistic choices	• **6-8:** Students can explain how various technical elements and artistic choices in performance contribute to their understanding of the intent and meaning of the performance. They can cite evidence and use relevant vocabulary when discussing.	• **6-8:** Students can analyze what happens when theatre artists connect understanding of self and others; using awareness, responsibility, and exploration.
• **HS:** Students can make highly informed creative choices based on their advanced expertise and understanding of theatrical context. They can master the use of various theatrical elements and structures to create complex and innovative scenes and dialogues. They can justify their creative choices based on the specific theatrical situation.	• **HS:** Students can make highly informed creative choices based on their advanced expertise and understanding of theatrical context. They can justify their artistic choices and demonstrate willingness to experiment with strong choices in rehearsals and in preparation for performance.	• **HS:** Students can justify why the choice of technical elements and artistic choices in performance convey the meaning of performances. They can cite evidence of what they saw, heard, experienced to explain how this contributed to the success of the theatrical experience, or how to improve the theatrical experience. They can use advanced theatrical vocabulary when expressing their thinking.	• **HS:** Students can synthesize and relate different ways that theatre is understood and communicates knowledge through verbal, written, and abstract forms of communication.

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Creating	Performing	Responding	Connecting
Theatre artists work to discover different ways of communicating meaning:	**Theatre artists develop personal processes and skills for performance or design:**	**Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics:**	**Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood:**
K-2: Students can explore basic theatrical concepts by using their imagination and everyday experiences to create simple scenes and dialogues. They can learn to express their ideas through basic theatrical techniques. **3-5:** Students can create theatrical scenes and dialogues that express various inspirations. They can experiment with how different choices convey meaning differently. **6-8:** Students can create theatrical scenes and dialogues that convey complex ideas and emotions. They can explain their rationale for their artistic choices and how and why their choices changed throughout the creative process. **HS:** Students can create theatrical scenes and dialogues that convey deep and nuanced meanings. They can justify their creative and artistic choices and document how their ideas and choices changed throughout the creative process.	**K-2:** Students can demonstrate basic techniques for theatrical performance and design. They can demonstrate appropriate skills for rehearsal and performance and produce simple theatrical designs. **3-5:** Students can engage in rehearsals, feedback, and reflection in rehearsals, or in preparing designs. They can demonstrate more complex technical skills in performance and design. **6-8:** Students can engage in thorough analysis and evaluation of their theatrical creations, using self-reflection and peer feedback to refine their work. They can experiment with more advanced performance and design techniques. They can demonstrate intermediate performance and design skills through rehearsal and performance. **HS:** Students can demonstrate creative and innovative thinking throughout rehearsals, performance, and design processes. They can demonstrate advanced techniques (both performance-oriented and technical) in both rehearsal and performance.	**K-2:** Students can learn to reflect on their theatrical creations, discussing what they liked and what they would change. They can consider how different perspectives might respond differently to theatrical creations. They can use simple theatrical vocabulary when discussing. **3-5:** Students can write or discuss their interpretations of theatrical creations citing evidence of what they saw, heard, or experienced. They can use basic theatrical vocabulary. **6-8:** Students can analyze theatrical works to determine intentions. They can cite evidence of what they saw, heard, or experienced and use intermediate theatrical vocabulary. **HS:** Students can justify their interpretations of theatrical works citing evidence and using advanced theatrical vocabulary.	**K-2:** Students can explore how knowing about the historical, societal, cultural, and community context informs how theatre is understood by looking at stories, fairy tales, and folktales. **3-5:** Students can explore various periods of theatre history and relate how this alters the way drama and productions are understood. **6-8:** Students can analyze the historical, societal, cultural, and community context of different theatrical works and apply their understanding to making creative choices in the creation of theatrical works. **HS:** Students can synthesize the historical, societal, cultural, and community context of different theatrical works and apply their understanding to making creative choices in the creation of theatrical works.

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Creating	Performing	Responding	Connecting
Theatre artists refine their work and practice their craft through rehearsal: • **K-2:** Students can learn to reflect on their theatrical creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work. • **3-5:** Students can engage in more detailed analysis of their theatrical creations, using feedback from peers and teachers to refine their work. They can document their theatrical scenes and dialogues through written descriptions and recordings. • **6-8:** Students can engage in thorough analysis and evaluation of their theatrical creations, using self-reflection and peer feedback to refine their work. They can document their theatrical scenes and dialogues through detailed written descriptions, recordings, and digital portfolios. • **HS:** Students can conduct comprehensive analysis and evaluation of their theatrical creations, using advanced techniques and tools to refine their work. They can document their theatrical scenes and dialogues through professional-quality recordings, detailed written descriptions, and digital portfolios.	**Theatre artists share and present stories, ideas, and envision worlds to explore the human experience:** • **K-2:** Students can explore basic theatrical concepts by using their imagination and everyday experiences to create simple scenes and dialogues. They can learn to express their ideas through basic theatrical techniques. • **3-5:** Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create theatrical scenes and dialogues that express these inspirations. • **6-8:** Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create theatrical scenes and dialogues that convey complex ideas and emotions. • **HS:** Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create theatrical scenes and dialogues that convey deep and nuanced meanings.	**Theatre artists apply criteria to investigate, explore, and assess drama and theatre work:** • **K-2:** Students can learn to reflect on their theatrical creations, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work. • **3-5:** Students can engage in more detailed analysis of their theatrical creations, using feedback from peers and teachers to refine their work. They can document their theatrical scenes and dialogues through written descriptions and recordings. • **6-8:** Students can engage in thorough analysis and evaluation of their theatrical creations, using self-reflection and peer feedback to refine their work. They can document their theatrical scenes and dialogues through detailed written descriptions, recordings, and digital portfolios. • **HS:** Students can conduct comprehensive analysis and evaluation of their theatrical creations, using advanced techniques and tools to refine their work. They can document their theatrical scenes and dialogues through professional-quality recordings, detailed written descriptions, and digital portfolios.	**Theatre and dramatic literacy contribute to student post-secondary goals:** • **K-2:** Students can safely and appropriately prepare their bodies and voices for theatrical performances. They can demonstrate creative and innovative thinking throughout the rehearsal and design process. They can identify how the process of rehearsal can contribute to improving theatre. • **3-5:** Students can demonstrate ability to safely and appropriately prepare their bodies and voice for theatrical performance. They can explain how rehearsal and feedback processes contribute to improving the quality and enjoyment of theatre. • **6-8:** Students can explain appropriate strategies to prepare for rehearsal and performance based on the context. They can document their rehearsal and design processes through detailed written descriptions, video recordings, and digital portfolios. Students can explain how theatre informs their approach to learning other subjects. • **HS:** Students can create plans for rehearsals and performances. They can document their creative and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. They can explain how theatre and the artistic process relates and supports their goals for college, career, and beyond.

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Sample Lesson Plan Ideas

SAMPLE LESSON PLAN: 2ND GRADE THEATRE CLASS

Lesson Title: Exploring Characters through Movement and Voice

Grade Level: 2nd Grade
Duration: 5 Class Periods (30 minutes each)
Standards:
- 2.2CR: Create the movements and expressive voices for characters in stories, myths, and fairy tales from various time periods and cultures.
- 2.1PE: Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation, and storytelling).
- 2.2RE: Describe how characters respond to challenges in a guided drama experience (process drama, story drama, creative drama).

Essential Questions:
- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How do theatre artists prepare for performance?

Learning Objectives:
- Students will create movements and expressive voices for characters in stories, myths, and fairy tales.
- Students will communicate feelings and ideas through character movements and voices in dramatic contexts.
- Students will describe how characters respond to challenges in guided drama experiences.

Content-Specific Vocabulary:
1. Movement
2. Expression
3. Characters
4. Skits
5. Puppetry
6. Pantomime
7. Improvise
8. Process Drama
9. Creative Drama
10. Story Drama

Success Criteria:
- **Character Movements and Voices (2.2CR):**
  - o I can create movements and expressive voices for characters in stories, myths, and fairy tales.
  - o I can use movements and voices to express the personality and emotions of characters.
- **Communicating Feelings and Ideas (2.1PE):**
  - o I can create movements and voices to communicate feelings and ideas in skits, puppetry, pantomime, improvisation, and storytelling.
  - o I can perform character movements and voices in a way that clearly conveys the intended emotions and ideas.
- **Character Responses to Challenges (2.2RE):**
  - o I can describe how characters respond to challenges in guided drama experiences.
  - o I can explain the reasons behind characters' actions and decisions in stories, myths, and fairy tales.

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Learning Experiences and Instruction:

- **Day 1:** Introduction to character movements and voices. Students will explore different ways to move and speak as various characters from stories, myths, and fairy tales. They will practice creating movements and voices that express the personality and emotions of the characters.
    - o Begin by discussing how different characters might walk. For example, a giant might take heavy, slow steps, while a fairy might take light, quick steps. Read a short passage from a story, myth, or fairy tale that includes a variety of characters. Ask students to choose a character from the passage and think about how that character might walk. Have students spread out in the room and practice walking like their chosen character. Encourage them to exaggerate their movements to express the character's personality and emotions. After a few minutes, ask students to switch characters and try a different walk.
    - o Discuss how different characters might sound. For example, a dragon might have a deep, growling voice, while a princess might have a high, gentle voice. Read a short dialogue from a story, myth, or fairy tale that includes a variety of characters. Ask students to choose a character from the dialogue and think about how that character might speak. Have students practice speaking like their chosen character. Encourage them to experiment with pitch, volume, and tone to express the character's personality and emotions. After a few minutes, ask students to switch characters and try a different voice.
    - o Discuss how body language can express a character's personality and emotions. For example, a brave knight might stand tall with their chest out, while a scared mouse might crouch down and cover their face. Read a short passage from a story, myth, or fairy tale that includes a variety of characters. Ask students to choose a character from the passage and think about how that character might pose. Have students spread out in the room and create a frozen pose that expresses their chosen character's personality and emotions. After a few minutes, ask students to switch characters and try a different pose.
    - o Discuss how characters might move and speak in different situations. For example, how might a wizard move and speak when casting a spell versus when talking to a friend? Read a short scenario from a story, myth, or fairy tale that includes a variety of characters. Ask students to choose a character from the scenario and think about how that character might move and speak in the given situation. Have students pair up and improvise a short scene based on the scenario, using movements and voices that express their chosen character's personality and emotions. After a few minutes, ask students to switch characters and try a different scene.
- **Day 2:** Focus on communicating feelings and ideas. Students will create short skits, puppetry performances, and pantomimes using the characters they developed. They will practice using movements and voices to clearly convey the emotions and ideas of the characters.
    - o Begin by discussing how characters express their feelings and ideas through their actions and dialogue. Provide examples from familiar stories, myths, or fairy tales. Divide students into small groups and have each group choose a character they developed on Day 1. Ask each group to create a short skit that includes a clear beginning, middle, and end. Encourage them to think about the emotions and ideas they want to convey through their characters. Have students practice their skits, focusing on using movements and voices to clearly express the characters' feelings and ideas. Allow each group to perform their skit for the class. After each performance, facilitate a discussion where students can provide positive feedback and suggestions for improvement.
    - o Begin by discussing how puppets can be used to express characters' feelings and ideas. Show examples of puppetry performances, if available. Provide students with puppets or materials to create their own puppets based on the characters they developed on Day 1. Divide students into small groups and have each group create a short puppetry performance. Encourage them to think about how their puppets can move and speak to convey the characters' emotions and ideas. Have students practice their puppetry performances, focusing on using movements and voices to clearly express the characters' feelings and ideas. Allow each group to perform their puppetry performance for the class. After each performance, facilitate a discussion where students can provide positive feedback and suggestions for improvement.
    - o Begin by discussing how pantomime can be used to express characters' feelings and ideas without using words. Provide examples of pantomime performances, if available. Divide students into small groups and have each group choose a character they developed on Day 1. Ask each group to create a short pantomime that includes a clear beginning, middle, and end. Encourage them to think about the emotions and ideas they want to convey through their characters' movements. Have students practice their pantomimes, focusing on using movements to clearly express the characters' feelings and ideas without using words. Allow each group to perform their pantomime for the class. After each performance, facilitate a discussion where students can provide positive feedback and suggestions for improvement.
    - o Begin by discussing different emotions and how they can be expressed through movements and voices. Provide examples of characters expressing different emotions. Write down a list of emotions (e.g., happy, sad, angry, scared, excited) on separate pieces of paper and place them in a hat or container. Have each student draw a piece of paper from the hat and act out the emotion using movements and voices, without saying the emotion. The rest of the class will guess the emotion being acted out. Encourage students to think about how their characters would express the emotion they drew. After each round, facilitate a discussion where students can provide positive feedback and suggestions for improvement.
- **Day 3:** Guided drama experience. Students will participate in a process drama activity where they explore how characters respond to challenges. They will work in small groups to create and perform scenes that show characters facing and overcoming obstacles.
    - o Begin with a brief explanation of process drama. Explain that it is a type of drama where students take on roles and explore situations in a guided and structured way. Read a short story, myth, or fairy tale that includes characters facing challenges. Discuss the challenges the characters face and how they respond to them. Ask students to think about how they would respond to similar challenges.

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Encourage them to consider different ways to overcome obstacles. Have students share their ideas with the class. Facilitate a discussion on the different responses and strategies for overcoming challenges.

- o Divide students into small groups and assign each group a specific challenge from the story, myth, or fairy tale discussed in Activity 1. Have each group choose a character from the story and think about how that character would respond to the challenge. Ask students to take on the roles of their chosen characters and practice responding to the challenge through role-playing. Encourage them to use movements and voices that express the character's personality and emotions. After a few minutes, have each group present their role-playing scenario to the class. Facilitate a discussion on the different responses and how they reflect the characters' personalities and emotions.
- o Divide students into small groups and assign each group a specific challenge from the story, myth, or fairy tale discussed in Activity 1. Have each group brainstorm ideas for a scene that shows their characters facing and overcoming the challenge. Encourage them to think about the characters' actions, dialogue, and emotions. Provide each group with props and materials to create their scenes. Allow time for each group to practice and refine their performances. Have each group perform their scene for the class. Encourage students to focus on using movements and voices to clearly convey the characters' responses to the challenge.
- o After all the performances, facilitate a class discussion on the different ways characters responded to challenges. Encourage students to share their thoughts and experiences. Ask them to reflect on what they learned about the characters and their responses to challenges. Ask questions such as:
  - ▪ What challenges did the characters face?
  - ▪ How did the characters respond to the challenges?
  - ▪ What strategies did the characters use to overcome the obstacles?
- o Have students write a short journal entry reflecting on their experience of participating in the process drama activity. Provide prompts such as:
  - ▪ What did you enjoy about creating and performing your scene?
  - ▪ How did your character respond to the challenge?
  - ▪ What did you learn about overcoming obstacles?

- **Day 4:** Reflection and feedback. Students will present their skits, puppetry performances, or pantomimes to the class. They will describe how their characters responded to challenges and explain the reasons behind their actions. They will provide and receive feedback from their peers.
  - o Begin by reviewing the importance of reflection and feedback in the creative process. Explain that today, students will present their performances and reflect on their characters' actions and decisions.
  - o Have each student or group present their skits, puppetry performances, or pantomimes to the class. Encourage them to focus on how their characters responded to challenges and the reasons behind their actions. After each performance, ask the performers to explain their characters' responses to the challenges they faced. Use prompts such as:
    - ▪ What challenge did your character face?
    - ▪ How did your character respond to the challenge?
    - ▪ Why did your character choose to respond in that way?
  - o Organize a structured feedback session where students provide constructive feedback to their peers. Encourage students to focus on specific aspects of the performance, such as movements, voices, and expressions that convey the characters' responses to challenges. Facilitate a class discussion where students can share their thoughts and experiences, fostering a supportive and collaborative learning environment. Use prompts such as:
    - ▪ What did you like about the performance?
    - ▪ How well did the performer(s) convey the character's response to the challenge?
    - ▪ What suggestions do you have for improvement?
  - o Have students write a short journal entry reflecting on their performance and the feedback they received. Encourage students to set specific goals for improvement based on the feedback they receive. Provide prompts such as:
    - ▪ What did you learn from the feedback you received?
    - ▪ How did your character respond to the challenge?
    - ▪ What changes would you make to your performance based on the feedback?

- **Day 5:** Final performances and reflective discussions. Students will perform their revised skits, puppetry performances, and pantomimes. They will reflect on their learning experiences and share their thoughts on how they developed their characters' movements and voices.
  - o Begin with a brief review of the previous days' activities and the importance of expressing feelings, moods, and meaning through character movements and voices. Lead students through a series of vocal warm-ups and simple movement exercises to prepare them for their final performances. Allow students time to rehearse their revised skits, puppetry performances, and pantomimes. Encourage them to focus on using movements and voices to clearly convey the emotions and ideas of their characters. Provide guidance and feedback as students rehearse, helping them refine their performances and make any final adjustments.

- Have each student or group perform their revised skits, puppetry performances, and pantomimes for the class. Encourage students to focus on using movements and voices to clearly convey the emotions and ideas of their characters. After each performance, ask the performers to explain how they developed their characters' movements and voices and how these elements helped convey the emotions and ideas of the characters.
- Have each student or group perform their revised skits, puppetry performances, and pantomimes for the class. Encourage students to focus on using movements and voices to clearly convey the emotions and ideas of their characters. After each performance, ask the performers to explain how they developed their characters' movements and voices and how these elements helped convey the emotions and ideas of the characters.
- Have students write a short journal entry reflecting on their overall learning experience. Encourage students to set specific goals for improvement based on their reflections and the feedback they received. Provide prompts such as:
  - What did you learn about creating character movements and voices?
  - How did you use feedback to improve your performance?
  - What are your goals for future performances?

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the skits, puppetry performances, and pantomimes, assessed using a rubric that evaluates character movements and voices, communication of feelings and ideas, and character responses to challenges.

Reflection:
- After the final performances, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as character movements or voice techniques.
- **Modeling:** Demonstrate character movements and voices, highlighting key elements such as expressing personality and emotions.
- **Guided Practice:** Lead students through structured exploration and improvisation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their skits, puppetry performances, and pantomimes.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:
- **Spaced Practice:** Review and practice character movements and voice techniques over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., creating movements, performing skits, participating in guided drama) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned character movements and voice techniques at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their character movements and voices.
- **Concrete Examples:** Use visual aids and videos of professional performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

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Sample Assessment Rubric: 2nd Grade Theatre Class

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Character Movements and Voices (2.2CR)	Demonstrates exceptional ability to create movements and expressive voices for characters. Uses movements and voices creatively and effectively to express personality and emotions.	Creates movements and expressive voices for characters. Uses movements and voices to express personality and emotions.	Creates some movements and expressive voices for characters. Uses movements and voices to express personality and emotions but may lack consistency or depth.	Struggles to create movements and expressive voices for characters. Limited use of movements and voices to express personality and emotions.
Communicating Feelings and Ideas (2.1PE)	Demonstrates exceptional ability to create movements and voices to communicate feelings and ideas. Performs character movements and voices with clarity and effectiveness.	Creates movements and voices to communicate feelings and ideas. Performs character movements and voices clearly.	Creates some movements and voices to communicate feelings and ideas. Performs character movements and voices but may lack consistency or depth.	Struggles to create movements and voices to communicate feelings and ideas. Limited clarity in performing character movements and voices.
Character Responses to Challenges (2.2RE)	Demonstrates exceptional ability to describe how characters respond to challenges. Provides detailed and insightful explanations of characters' actions and decisions.	Describes how characters respond to challenges. Explains characters' actions and decisions.	Describes some aspects of how characters respond to challenges. Explanations may lack depth or clarity.	Struggles to describe how characters respond to challenges. Explanations are unclear or incomplete.

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Lesson Title: Crafting and Analyzing Dramatic Scenes

Grade Level: 5th Grade
Duration: 5 Class Periods (30 minutes each)
Standards:
- 5.1CR: Write a scripted scene that includes stage direction prompts, exposition, and dialogue.
- 5.3PE: Identify the essential events in a story or script that make up the dramatic structure.
- 5.2RE: Evaluate the ways two playwrights shape plays on the same topic differently.

Essential Questions:
- How can ideas for theatre be formed and developed to be effective and original?
- How can the same idea be interpreted differently by different theatre artists?

Learning Objectives:
- Students will write a scripted scene that includes stage direction prompts, exposition, and dialogue.
- Students will identify the essential events in a story or script that make up the dramatic structure.
- Students will evaluate the ways two playwrights shape plays on the same topic differently.

Content-Specific Vocabulary:
11. Script
12. Prompts
13. Exposition
14. Dialogue
15. Structure
16. Playwrights

Success Criteria:
- **Scripted Scene Writing (5.1CR):**
    - I can write a scene that includes clear stage directions, exposition, and dialogue.
    - I can use stage directions to enhance the understanding of the scene.
- **Identifying Dramatic Structure (5.3PE):**
    - I can identify the essential events in a story or script.
    - I can explain how these events contribute to the overall dramatic structure.
- **Evaluating Playwrights' Approaches (5.2RE):**
    - I can compare and contrast how two playwrights shape plays on the same topic.
    - I can provide examples of how each playwright's choices affect the play's meaning and impact.

Learning Experiences and Instruction:
- **Day 1:** Introduction to writing scripted scenes. Students will learn about the elements of a scripted scene, including stage directions, exposition, and dialogue. They will practice writing short scenes with clear stage directions and engaging dialogue.
    - Begin with a brief discussion on the elements of a scripted scene. Explain that a scripted scene includes stage directions, exposition, and dialogue. Read a short, scripted scene from a play or story. Highlight and discuss the stage directions, exposition, and dialogue in the scene. Have students take notes on the key elements and their functions in a scripted scene. Provide examples of each element:
        - Stage Directions: Instructions for actors on how to move, speak, or behave on stage.
        - Exposition: Background information that sets the scene and introduces characters and their situations.

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- Dialogue: The spoken words of the characters.
  - o Provide students with a copy of a short, scripted scene from a play or story. Divide students into small groups and assign each group a specific element to focus on (stage directions, exposition, or dialogue). Have each group read the scene and highlight their assigned element. Encourage them to discuss how the element contributes to the overall scene. Ask each group to present their findings to the class. Facilitate a discussion on how the elements work together to create a cohesive and engaging scene.
  - o Divide students into pairs or small groups. Provide each group with a simple prompt or scenario to inspire their scene (e.g., "Two friends arguing over a lost toy" or "A character discovering a hidden treasure"). Have each group brainstorm ideas for their scene, including the setting, characters, and plot. Guide students through the process of writing their scenes, emphasizing the importance of clear stage directions, exposition, and engaging dialogue. Allow time for each group to write and revise their scenes. Provide guidance and feedback as needed.
  - o Have each group perform or read their written scenes for the class. Encourage students to focus on delivering their lines clearly and following the stage directions. After each performance, facilitate a class discussion where students can provide positive feedback and suggestions for improvement. Ask students to reflect on their writing process and what they learned about creating scripted scenes. Provide prompts such as:
    - What did you enjoy about writing your scene?
    - What challenges did you face, and how did you overcome them?
    - How did you use stage directions, exposition, and dialogue to create an engaging scene?
- **Day 2:** Focus on identifying dramatic structure. Students will read a short play or scene and identify the essential events that make up the dramatic structure. They will discuss how these events contribute to the overall story.
  - o Begin with a brief discussion on the concept of dramatic structure. Explain that most plays and scenes follow a specific structure that helps to organize the story and build tension. Provide visual aids, such as a plot diagram, to help students understand the elements of dramatic structure.
  - o Read a short play or scene as a class. As you read, pause to identify and discuss each element of the dramatic structure. Introduce the five key elements of dramatic structure:
    - Exposition: Introduces the characters, setting, and basic situation.
    - Rising Action: Develops the conflict and builds suspense.
    - Climax: The turning point or most intense moment of the story.
    - Falling Action: Events that follow the climax and lead to the resolution.
    - Resolution: The conclusion of the story where conflicts are resolved.
  - o Divide students into small groups and provide each group with a copy of a short play or scene. Ask each group to read the play or scene together and identify the key events that correspond to the elements of dramatic structure. Provide each group with a plot diagram worksheet to help them organize their findings. Encourage them to write down the events that represent the exposition, rising action, climax, falling action, and resolution. Have each group present their plot diagram to the class. Facilitate a discussion on how the identified events contribute to the overall story.
  - o Provide students with art supplies, such as large sheets of paper, markers, and crayons. Ask each student to choose a short play or scene and create a dramatic structure map that visually represents the key events. Encourage students to be creative in their representations. They can use drawings, symbols, and colors to illustrate the exposition, rising action, climax, falling action, and resolution. Have students share their dramatic structure maps with the class. Facilitate a discussion on how the visual representations help to understand the structure of the story. Encourage students to share their thoughts on how the identified elements of dramatic structure contribute to the overall story and its impact on the audience. Lead a class discussion on the importance of dramatic structure in storytelling. Ask questions such as:
    - How does the exposition help to set up the story?
    - Why is the rising action important for building suspense?
    - What makes the climax the turning point of the story?
    - How do the falling action and resolution help to conclude the story?
- **Day 3:** Comparing playwrights' approaches. Students will read two short plays or scenes on the same topic by different playwrights. They will compare and contrast how each playwright shapes the play and discuss the impact of their choices.
  - Begin with a brief discussion on what a playwright is and the role they play in creating a play. Explain that different playwrights have unique styles and approaches to writing. Introduce students to two playwrights who have written plays or scenes on the same topic. Provide a brief background on each playwright, including their writing style and notable works. Read a short biography or watch a video about each playwright to give students a better understanding of their background and influences. Facilitate a class discussion on how a playwright's background and experiences might influence their writing style and approach to storytelling.
  - Divide students into small groups and provide each group with copies of the two short plays or scenes on the same topic by different playwrights. Have each group read the plays or scenes together, taking turns reading different parts aloud. After reading, ask each group to identify and discuss the key elements of each play, such as the plot, characters, setting, and themes. Provide each group with a graphic organizer to help them compare and contrast the key elements of the two plays. Encourage students to take notes on how each playwright shapes the play and the impact of their choices.

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Have each group present their findings from the graphic organizer to the class. Encourage students to explain how each playwright's approach to writing the play differs and the impact of their choices on the overall story. Encourage students to think critically about how the playwrights' choices affect the audience's understanding and interpretation of the play. Facilitate a class discussion on the similarities and differences between the two plays. Ask questions such as:

How did each playwright develop the characters and their relationships?

What choices did each playwright make in terms of setting and plot development?

How did the themes and messages of the plays differ based on the playwrights' approaches?

Ask students to write a short journal entry reflecting on their experience of comparing and contrasting the two plays. Facilitate a class discussion where students can share their reflections and insights. Encourage them to discuss how this activity has influenced their understanding of theatre and the role of a playwright. Provide prompts such as:

What did you learn about the different approaches playwrights can take to writing a play?

How did comparing the two plays help you understand the impact of a playwright's choices on the story?

- What insights did you gain about storytelling and playwriting from this activity?

- **Day 4:** Writing and revising scenes. Students will write their own scripted scenes, incorporating stage directions, exposition, and dialogue. They will work in pairs or small groups to revise and improve their scenes based on peer feedback.
  - o Begin with a brief review of the elements of a scripted scene, including stage directions, exposition, and dialogue. Provide examples from well-known plays or stories to illustrate each element. Divide students into pairs or small groups and provide each group with a simple prompt or scenario to inspire their scene (e.g., "Two friends arguing over a lost toy" or "A character discovering a hidden treasure"). Have each group brainstorm ideas for their scene, including the setting, characters, and plot. Encourage them to think about how they can use stage directions, exposition, and dialogue to create an engaging and cohesive scene. Allow time for each group to write their scenes. Provide guidance and feedback as needed, helping students to refine their ideas and ensure that their scenes include clear stage directions, exposition, and engaging dialogue.
  - o Have each group exchange their written scenes with another group for peer review. Allow time for each group to read and review their peers' scenes, providing constructive feedback based on the checklist. Provide each group with a checklist of criteria to use when reviewing their peers' scenes, such as:
    - Are the stage directions clear and descriptive? Why do you think that?
    - Does the exposition effectively set up the scene and introduce the characters? Why do you think that?
    - Is the dialogue engaging and true to the characters? Why do you think that?
  - o After the peer review, have each group discuss the feedback they received and decide on any revisions they want to make to their scenes. Encourage them to consider how they can improve their stage directions, exposition, and dialogue based on the feedback.
  - o Allow time for each group to revise their scenes based on the feedback they received during the peer review. Encourage them to focus on making their stage directions more descriptive, their exposition more engaging, and their dialogue more true to the characters. Provide guidance and support as students work on their revisions. Offer individual feedback and suggestions to help them refine their scenes. Have each group read their revised scenes aloud to the class. Encourage students to listen carefully and provide additional feedback on how the revisions improved the scenes.

- **Day 5:** Final performances and reflective discussions. Students will perform their scripted scenes for the class. They will reflect on their learning experiences and discuss how they applied the elements of dramatic structure and playwrights' approaches in their own work.
  - o Begin with a brief review of the elements of a scripted scene, including stage directions, exposition, and dialogue. Provide examples from well-known plays or stories to illustrate each element. Lead students through a series of vocal warm-ups and simple movement exercises to prepare them for their final performances. Allow students time to rehearse their scripted scenes, focusing on using movements and voices to clearly convey the emotions and ideas of their characters. Provide guidance and feedback as students rehearse, helping them refine their performances and make any final adjustments.
  - o Have each student or group perform their scripted scenes for the class. Encourage students to focus on using movements and voices to clearly convey the emotions and ideas of their characters. After each performance, ask the performers to explain how they incorporated stage directions, exposition, and dialogue to enhance their scenes
  - o Facilitate a class discussion where students can reflect on their performances and the feedback they receive. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment. Ask questions like:
    - How did you develop your character's movements and voices?
    - What challenges did you face while creating your scene?
    - How did you use stage directions, exposition, and dialogue to enhance your scene?
  - o Have students write a short journal entry reflecting on their overall learning experience. Encourage students to set specific goals for improvement based on their reflections and the feedback they received. Provide prompts such as:
    - What did you learn about writing stage directions, exposition, and dialogue?

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- How did you use feedback to improve your scene?
- What changes did you make to your scene based on the feedback?

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the scripted scenes, assessed using a rubric that evaluates stage directions, exposition, dialogue, identification of dramatic structure, and evaluation of playwrights' approaches.

Reflection:
- After the final performances, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as writing stage directions or identifying dramatic structure.
- **Modeling:** Demonstrate how to write a scripted scene, highlighting key elements such as stage directions and dialogue.
- **Guided Practice:** Lead students through structured writing and analysis exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to write, revise, and perform their scenes.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:
- **Spaced Practice:** Review and practice writing and analyzing scenes over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., writing scenes, analyzing plays, performing) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned writing techniques and analysis skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their stage directions and dialogue.
- **Concrete Examples:** Use visual aids and videos of professional performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: 5TH GRADE THEATRE CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Scripted Scene Writing (5.1CR)	Demonstrates exceptional ability to write a scene with clear stage directions, exposition, and dialogue. Uses stage directions creatively and effectively to enhance the scene.	Writes a scene with clear stage directions, exposition, and dialogue. Uses stage directions to enhance the scene.	Writes a scene with some stage directions, exposition, and dialogue. Uses stage directions but may lack clarity or detail.	Struggles to write a scene with clear stage directions, exposition, and dialogue. Limited use of stage directions to enhance the scene.
Identifying Dramatic Structure (5.3PE)	Demonstrates exceptional ability to identify essential events in a story or script. Provides detailed and insightful explanations of how these events contribute to the dramatic structure.	Identifies essential events in a story or script. Explains how these events contribute to the dramatic structure.	Identifies some essential events in a story or script. Explanations may lack depth or clarity.	Struggles to identify essential events in a story or script. Explanations are unclear or incomplete.
Evaluating Playwrights' Approaches (5.2RE)	Demonstrates exceptional ability to compare and contrast how two playwrights shape plays on the same topic. Provides detailed and insightful examples of how each playwright's choices affect the play's meaning and impact.	Compares and contrasts how two playwrights shape plays on the same topic. Provides examples of how each playwright's choices affect the play's meaning and impact.	Compares and contrasts some aspects of how two playwrights shape plays on the same topic. Examples may lack depth or clarity.	Struggles to compare and contrast how two playwrights shape plays on the same topic. Examples are unclear or incomplete.

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Lesson Title: Exploring Historical Contexts and Artistic Choices in Theatre

Grade Level: 8th Grade
Duration: 5 Class Periods (50 minutes each)
Standards:
- 8.1CO: Identify and use artifacts from a time period and place to develop performance and design choices in a dramatic or theatrical work.
- 8.3RE: Explain how different artistic choices could alter the presentation of a theatrical work.
- 8.4CR: Examine a given text and create design choices based on content and context of the script, time period, and themes of the text.

Essential Questions:
- How does knowing about historical context and experience expand theatrical knowledge?
- How can ideas for theatre be formed and developed to be effective and original?

Learning Objectives:
- Students will identify and use artifacts from a specific time period and place to inform their performance and design choices.
- Students will explain how different artistic choices can alter the presentation of a theatrical work.
- Students will examine a given text and create design choices based on the content, context, and themes of the script.

Content-Specific Vocabulary:
17. Artifacts
18. Artistic choice
19. Script
20. Time period
21. Theme

Success Criteria:
- **Artifacts and Design Choices (8.1CO):**
  - I can identify artifacts from a specific time period and place.
  - I can use these artifacts to inform my performance and design choices in a theatrical work.
- **Artistic Choices (8.3RE):**
  - I can explain how different artistic choices can change the presentation of a theatrical work.
  - I can provide examples of how artistic choices affect the audience's perception of the work.
- **Design Choices Based on Text (8.4CR):**
  - I can examine a given text and identify key themes and contexts.
  - I can create design choices that reflect the content, context, and themes of the text.

Learning Experiences and Instruction:
- **Day 1**: Introduction to the historical context. Students will explore artifacts and images from the chosen time period and place. They will discuss how these artifacts can inform their performance and design choices. Students will begin brainstorming ideas for their theatrical work.
  - Begin with a brief introduction to the chosen time period and place. Provide context about the historical and cultural significance of the era. Display a variety of artifacts and images from the chosen time period. These can include photographs, paintings, clothing, tools, and other relevant items. Divide students into small groups and assign each group a set of artifacts and images to explore. Encourage them to examine the details and discuss what they observe.
  - Have each group share their observations with the class. Encourage students to think critically about how the artifacts and images can inform their performance and design choices. Ask questions to guide the discussion, such as:

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- What do these artifacts tell us about the daily life and culture of the time period?
- How might these items have been used or worn?
- What can we infer about the values and beliefs of the people from this time period based on these artifacts?

o Lead a brainstorming session where students can generate ideas for their theatrical work based on the historical context they have explored. Encourage students to jot down their ideas and share them with the class. Provide prompts to inspire creativity, such as:
- How can we incorporate the clothing and tools from this time period into our performance?
- What kind of characters might have existed during this time, and how can we portray them?
- How can we use artifacts and images to create an authentic setting for our performance?

o Ask students to write a short journal entry reflecting on what they learned about the historical context and how it can inform their theatrical work. Provide prompts such as:
- What did you find most interesting about the artifacts and images?
- How can the historical context enhance our performance and design choices?
- What ideas do you have for incorporating the historical context into our theatrical work?

- **Day 2:** Focus on artistic choices. Students will examine how different artistic choices can alter the presentation of a theatrical work. They will analyze examples from various productions and discuss the impact of these choices on the audience's perception.
  o Begin with a brief discussion on the concept of artistic choices in theatre. Explain that artistic choices include decisions about set design, costumes, lighting, sound, and acting styles, among others. Provide examples of how different artistic choices can change the presentation and interpretation of a theatrical work. For instance, how a modern set design can alter the perception of a classic play.
  o Show video clips or images from different productions of the same play. Choose a play that students are familiar with or have studied previously. Divide students into small groups and assign each group a specific aspect to focus on (e.g., set design, costumes, lighting, sound, acting styles). Have each group analyze their assigned aspect in the different productions. Encourage them to take notes on how the artistic choices impact the overall presentation and audience perception.
  o Bring the class back together and have each group present their findings. Facilitate a discussion on how the different artistic choices influenced the presentation of the play. Ask questions to guide the discussion, such as:
  - How did the set design in each production affect the mood and atmosphere of the play?
  - What impact did the costumes have on the portrayal of the characters?
  - How did the lighting and sound contribute to the overall experience of the audience?
  - What differences did you notice in the acting styles, and how did they affect your perception of the characters?
  o Ask students to write a short journal entry reflecting on what they learned about artistic choices and their impact on theatrical presentations. Provide prompts such as:
  - What artistic choice did you find most interesting and why?
  - How can different artistic choices change the way a play is perceived by the audience?
  - What artistic choices would you like to explore in your own theatrical work?

- **Day 3:** Examining the text. Students will read and analyze the selected play or script, identifying key themes and contexts. They will discuss how the content and context of the text can inform their design choices.
  o Begin by providing students with copies of the selected play or script. Ensure that each student has a copy to read along. Read the play or script aloud as a class, taking turns for different characters and narrations. This will help students engage with the text and understand the flow of the story. Encourage students to take notes on key themes, characters, and significant events as they read.
  o After reading, facilitate a class discussion to identify the key themes and contexts of the play or script. Write down the identified themes and contexts on the board for reference. Ask questions such as:
  - What are the main themes of the play?
  - What historical or cultural contexts are present in the text?
  - How do the characters' actions and decisions reflect these themes and contexts?
  o Divide students into small groups and assign each group a specific theme or context to analyze in more detail. Have each group discuss how their assigned theme or context is represented in the play or script. Encourage them to find specific examples and quotes from the text to support their analysis. Ask each group to present their findings to the class. Facilitate a discussion on how these themes and contexts contribute to the overall meaning of the play.
  o Lead a class discussion on how the identified themes and contexts can inform their design choices for the theatrical work. Encourage students to brainstorm ideas for their design choices based on the analysis of the text. Ask questions such as:
  - How can the themes of the play influence the set design?
  - What costume choices would reflect the historical or cultural contexts of the text and why?

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- How can lighting and sound be used to enhance the themes and emotions of the play?
- **Day 4:** Creating design elements. Students will use the artifacts and their analysis of the text to create design elements for their theatrical work. They will work in small groups to develop costumes, props, and set designs that reflect the time period, place, and themes of the text.
  - Begin with a brief review of the artifacts and images explored on Day 1 and the key themes and contexts identified in the text on Day 3. Discuss how these elements can inform their design choices. Encourage students to think about how the historical context, cultural elements, and themes of the text can be represented through costumes, props, and set designs.
  - Divide students into small groups and assign each group a specific design element to focus on (e.g., costumes, props, set design).
  - Have each group brainstorm ideas for their assigned design element. Encourage them to consider how they can use colors, materials, and styles that reflect the time period, place, and themes of the text. Provide prompts to inspire creativity, such as:
    - What kind of clothing would characters from this time period wear?
    - What props would be essential to the story and setting?
    - How can the set design enhance the mood and atmosphere of the play?
  - Provide each group with materials to create their design elements, such as fabric, paper, markers, and craft supplies. Allow time for each group to work on their designs, encouraging them to collaborate and share ideas. Provide guidance and feedback as needed. Encourage students to be creative and think about how their designs can enhance the overall theatrical work.
  - Have each group present their design elements to the class. Encourage them to explain how their designs reflect the time period, place, and themes of the text. Facilitate a class discussion where students can provide positive feedback and suggestions for improvement. Use prompts such as:
    - What do you like about this design and why?
    - How well does this design reflect the historical context and themes of the text?
    - What suggestions do you have for enhancing this design?
- **Day 5:** Final presentations and reflective discussions. Students will present their design elements and explain how they used artifacts and artistic choices to inform their work. They will reflect on their learning experiences and discuss how their design choices enhance the presentation of theatrical work.
  - Begin with a brief review of the previous days' activities and the importance of using artifacts and artistic choices to inform design elements. Allow students time to make any final adjustments to their design elements, ensuring they are ready for presentation.
  - Have each student or group present their design elements to the class. Encourage them to explain how they used artifacts and artistic choices to inform their work. Ask students to describe the specific artifacts they used and how these artifacts influenced their design choices. Encourage them to discuss the historical and cultural contexts of the artifacts and how these contexts are reflected in their designs. Facilitate a class discussion after each presentation, asking questions such as:
    - What artifacts did you use to inform your design?
    - How did the historical and cultural contexts of the artifacts influence your design choices?
    - What artistic choices did you make to enhance the presentation of the theatrical work?
  - Lead a class discussion where students can reflect on their learning experiences and the process of creating their design elements. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment. Ask questions like:
    - What did you learn about using artifacts to inform your design choices?
    - How did your artistic choices enhance the presentation of the theatrical work?
    - What challenges did you face during the design process, and how did you overcome them?
  - Have students write a short journal entry reflecting on their overall learning experience. Provide prompts such as:
    - What did you learn about the importance of artifacts and artistic choices in theatrical design?
    - How did your design choices enhance the presentation of the theatrical work?
    - What are your goals for future design projects?

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the design elements, assessed using a rubric that evaluates the use of artifacts, explanation of artistic choices, and creation of design elements based on the text.

Reflection:
- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as identifying artifacts or analyzing artistic choices.
- **Modeling:** Demonstrate how to use artifacts to inform design choices and how to analyze a text for key themes and contexts.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their design elements.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:
- **Spaced Practice:** Review and practice identifying artifacts and creating design elements over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring artifacts, analyzing texts, creating design elements) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned techniques and analysis skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their design elements.
- **Concrete Examples:** Use visual aids and videos of professional theatrical productions to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: 8TH GRADE THEATRE CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Artifacts and Design Choices (8.1CO)	Demonstrates exceptional ability to identify and use artifacts from a specific time period and place. Uses artifacts creatively and effectively to inform performance and design choices.	Identifies and uses artifacts from a specific time period and place. Uses artifacts to inform performance and design choices.	Identifies and uses some artifacts from a specific time period and place. Uses artifacts to inform performance and design choices but may lack consistency or depth.	Struggles to identify and use artifacts from a specific time period and place. Limited use of artifacts to inform performance and design choices.
Artistic Choices (8.3RE)	Demonstrates exceptional ability to explain how different artistic choices can alter the presentation of a theatrical work. Provides detailed and insightful examples of how artistic choices affect the audience's perception.	Explains how different artistic choices can alter the presentation of a theatrical work. Provides examples of how artistic choices affect the audience's perception.	Explains some aspects of how different artistic choices can alter the presentation of a theatrical work. Examples may lack depth or clarity.	Struggles to explain how different artistic choices can alter the presentation of a theatrical work. Examples are unclear or incomplete.
Design Choices Based on Text (8.4CR)	Demonstrates exceptional ability to examine a given text and create design choices based on content, context, and themes. Uses design choices creatively and effectively to enhance the presentation of the text.	Examines a given text and creates design choices based on content, context, and themes. Uses design choices to enhance the presentation of the text.	Examines a given text and creates some design choices based on content, context, and themes. Uses design choices to enhance the presentation of the text but may lack consistency or depth.	Struggles to examine a given text and create design choices based on content, context, and themes. Limited use of design choices to enhance the presentation of the text.

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Lesson Title: Developing and Presenting a Theatrical Body of Work

Grade Level: High School
Duration: 5 Class Periods (50 minutes each)
Standards:
- **HSAD.1CR:** Utilize multiple sources to establish a central theme for a body of work.
- **HSAD.2PE:** Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.
- **HSAD.3PE:** Shape a body of work with independently selected elements of art and principles of design.
- **HSAD.2RE:** Provide evidence of self-assessment and goal-setting throughout the production of artworks.
- **HSAD.1RE:** Utilize relevant vocabulary to interpret, evaluate, and defend works of art.

Essential Questions:
- How do theatre artists get ideas for theatre?
- How do theatre artists prepare a performance or technical design?
- What criteria are used to evaluate theatrical works?

Learning Objectives:
- Students will utilize multiple sources to establish a central theme for their theatrical body of work.
- Students will justify their selection of materials and techniques, demonstrating advanced technical skills.
- Students will shape their body of work using independently selected elements of art and principles of design.
- Students will provide evidence of self-assessment and goal-setting throughout the production process.
- Students will use relevant vocabulary to interpret, evaluate, and defend their theatrical works.

Content-Specific Vocabulary:
22. Sources
23. Exhibition
24. Elements of Art
25. Principles of Design
26. Self-Assessment
27. Goal-Setting
28. Interpret
29. Evaluate
30. Defend

Success Criteria:
- **Establishing a Central Theme (HSAD.1CR):**
    - I can use multiple sources to identify and establish a central theme for my body of work.
    - I can explain how the selected theme is reflected in my theatrical pieces.
- **Selection of Materials and Techniques (HSAD.2PE):**
    - I can justify my selection of materials and techniques for my theatrical work.
    - I can demonstrate advanced technical skills in the execution of my work.
- **Shaping a Body of Work (HSAD.3PE):**
    - I can shape my body of work using independently selected elements of art and principles of design.
    - I can create a cohesive and well-designed theatrical presentation.

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- **Self-Assessment and Goal-Setting (HSAD.2RE):**
  - I can provide evidence of self-assessment and goal-setting throughout the production process.
  - I can reflect on my progress and set goals for improvement.
- **Interpreting and Defending Works of Art (HSAD.1RE):**
  - I can use relevant vocabulary to interpret, evaluate, and defend my theatrical works.
  - I can provide thoughtful and well-supported critiques of my own and others' work.

Learning Experiences and Instruction:
- **Day 1:** Introduction to theme exploration. Students will explore multiple sources to identify potential themes for their body of work. They will discuss their findings and select a central theme to focus on. Students will begin brainstorming ideas for their theatrical pieces.
  - Begin with a brief introduction to the concept of themes in theatrical works. Explain that themes are the central ideas or messages that the work conveys. Provide students with a variety of sources to explore, such as books, articles, plays, films, and artworks. Ensure that the sources cover a wide range of topics and genres. Divide students into small groups and assign each group a set of sources to explore. Encourage them to take notes on the key themes they identify in each source. Encourage students to think critically about the themes and how they can be applied to their own theatrical work. Have each group share their findings with the class. Ask questions to guide the discussion, such as:
    - What themes did you identify in your sources?
    - How do these themes relate to current social, cultural, or personal issues?
    - Which themes resonate most with you and why?
  - Lead a class discussion to select a central theme for the body of work. Facilitate a vote or consensus-building activity to select the central theme. Ask students to consider the following questions:
    - Which theme do you think is most relevant and impactful?
    - How can this theme be explored through different theatrical pieces?
    - What message do you want to convey to your audience through this theme?
  - Have students begin brainstorming ideas for their theatrical pieces based on the selected theme. Encourage them to think about different genres, styles, and formats they can use to explore the theme. Provide prompts to inspire creativity, such as:
    - What characters or situations can you create to explore this theme?
    - How can you use dialogue, movement, and staging to convey the theme?
    - What emotions or messages do you want to evoke in your audience?
- **Day 2:** Focus on materials and techniques. Students will select materials and techniques for their theatrical work, justifying their choices based on the selected theme. They will practice advanced technical skills in creating design elements such as costumes, props, and set designs.
  - Begin with a brief discussion on the importance of selecting appropriate materials and techniques for theatrical design. Explain how these choices can enhance the overall presentation and help convey the selected theme. Provide examples of different materials and techniques used in theatre, such as fabric for costumes, various types of paint for set designs, and different materials for props.
  - Divide students into small groups and assign each group a specific design element to focus on (e.g., costumes, props, set design). Have each group brainstorm and select materials and techniques that align with the selected theme. Encourage them to consider factors such as durability, visual impact, and ease of use. Ask each group to justify their choices, explaining how the selected materials and techniques will help convey the theme and enhance the overall presentation.
  - Provide each group with the selected materials and tools needed to create their design elements. Ensure that students have access to a variety of materials, such as fabric, paint, brushes, and crafting supplies. Allow time for each group to practice advanced technical skills in creating their design elements. Provide guidance and support as needed, helping students refine their techniques and ensure that their designs are cohesive and effective. Encourage students to experiment with different techniques and materials, and to collaborate and share ideas within their groups.
  - Have each group present their design elements to the class. Encourage them to explain their choices of materials and techniques, and how these choices align with the selected theme. Facilitate a class discussion where students can provide positive feedback and suggestions for improvement. Use prompts such as:
    - What do you like about this design and why?
    - How well does this design reflect the selected theme?
    - What suggestions do you have for enhancing this design?
- **Day 3:** Shaping the body of work. Students will use independently selected elements of art and principles of design to shape their body of work. They will work in small groups to develop cohesive and well-designed theatrical presentations.

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- Begin with a brief review of the elements of art (line, shape, form, space, color, value, texture) and principles of design (balance, contrast, emphasis, movement, pattern, rhythm, unity). Provide visual aids and examples to illustrate each element and principle. Discuss how these elements and principles can be applied to theatrical design, including set design, costumes, props, and lighting.
- Divide students into small groups and assign each group a specific aspect of theatrical design to focus on (e.g., set design, costumes, props, lighting). Have each group independently select elements of art and principles of design that they want to incorporate into their theatrical presentations. Encourage them to consider how these choices will enhance the overall aesthetic and coherence of their work. Ask each group to justify their selections, explaining how the chosen elements and principles will contribute to the effectiveness of their design.
- Provide each group with materials to create their design elements, such as fabric, paper, markers, and craft supplies. Allow time for each group to develop their theatrical presentations, focusing on creating cohesive and well-designed elements that reflect their selected elements of art and principles of design. Encourage collaboration and creativity within each group, and provide guidance and feedback as needed.
- Have each group present their design elements to the class. Encourage them to explain how they used the elements of art and principles of design to shape their body of work. Facilitate a class discussion where students can provide positive feedback and suggestions for improvement. Use prompts such as:
  - What do you like about this design?
  - How well does this design reflect the selected elements and principles?
  - What suggestions do you have for enhancing this design?

- **Day 4:** Self-assessment and goal-setting. Students will reflect on their progress and provide evidence of self-assessment and goal-setting. They will set goals for improvement and discuss strategies for achieving them.
  - Begin with a brief discussion on the importance of self-assessment and goal-setting in the creative process. Explain how these practices can help students improve their skills and achieve their artistic goals. Provide examples of self-assessment and goal-setting in the context of theatre, such as evaluating a performance, identifying areas for improvement, and setting specific, measurable goals.
  - Have students reflect on their progress in the theatre class so far. Encourage them to think about their strengths and areas for improvement. Ask students to write a short journal entry summarizing their reflections. Encourage them to provide specific examples and evidence of their progress. Provide prompts to guide their reflection, such as:
    - What skills have you developed in this class?
    - What challenges have you faced, and how have you overcome them?
    - What feedback have you received from your peers and teacher, and how have you applied it?
  - Explain the process of setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound). Provide examples of SMART goals in the context of theatre, such as improving vocal projection, mastering a specific acting technique, or enhancing stage presence. Have students set their own SMART goals for improvement based on their reflections. Encourage them to think about both short-term and long-term goals. Ask students to write down their goals and share them with a partner. Encourage them to discuss their goals and provide feedback to each other. Encourage students to share their ideas and strategies with the class. Provide additional suggestions and guidance as needed. Lead a class discussion on strategies for achieving the goals students have set. Ask questions such as:
    - What steps can you take to achieve your goals?
    - What resources or support do you need to reach your goals?
    - How can you track your progress and stay motivated?

- **Day 5:** Final presentations and reflective discussions. Students will present their theatrical works and use relevant vocabulary to interpret, evaluate, and defend their pieces. They will participate in a critique session, providing and receiving feedback from their peers.
  - Begin with a brief review of the previous days' activities and the importance of using relevant vocabulary to interpret, evaluate, and defend their theatrical pieces. Allow students time to make any final adjustments to their theatrical works, ensuring they are ready for presentation.
  - Have each student or group present their theatrical works to the class. Encourage them to use relevant vocabulary to interpret, evaluate, and defend their pieces. Ask students to describe the specific artistic choices they made and how these choices contribute to the overall meaning and impact of their work. Encourage them to discuss the historical and cultural contexts of their pieces and how these contexts are reflected in their performances.
  - Organize a structured critique session where students provide and receive constructive feedback on their performances. Encourage students to focus on specific aspects of the performance, such as movements, voices, and expressions that conveyed the characters' responses to challenges. Use prompts such as:
    - What did you like about the performance?
    - How well did the performers convey the theme and emotions of the piece?
    - What suggestions do you have for improvement?
  - Lead a class discussion where students can reflect on their learning experiences and the process of creating their theatrical works. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment. Ask questions like:
    - What did you learn about using relevant vocabulary to interpret, evaluate, and defend your pieces?

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- How did the feedback you received help you improve your performance?
- What changes did you make to your performance based on the feedback?

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the theatrical body of work, assessed using a rubric that evaluates theme establishment, selection of materials and techniques, shaping of the body of work, self-assessment and goal-setting, and interpretation and defense of works of art.

Reflection:
- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as theme exploration or advanced technical skills.
- **Modeling:** Demonstrate how to explore themes, select materials, and create design elements, highlighting key elements such as cohesion and technical skill.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their theatrical pieces.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:
- **Spaced Practice:** Review and practice theme exploration, material selection, and design techniques over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring themes, creating design elements, rehearsing) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned techniques and skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their theatrical pieces.
- **Concrete Examples:** Use visual aids and videos of professional theatrical performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

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SAMPLE ASSESSMENT RUBRIC: HIGH SCHOOL THEATRE CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Establishing a Central Theme (HSAD.1CR)	Demonstrates exceptional ability to use multiple sources to establish a central theme. Explains how the theme is reflected in the theatrical pieces with clarity and insight.	Uses multiple sources to establish a central theme. Explains how the theme is reflected in the theatrical pieces.	Uses some sources to establish a central theme. Explanation of how the theme is reflected may lack depth or clarity.	Struggles to use sources to establish a central theme. Explanation of how the theme is reflected is unclear or incomplete.
Selection of Materials and Techniques (HSAD.2PE)	Justifies the selection of materials and techniques with exceptional clarity. Demonstrates advanced technical skills in the execution of the work.	Justifies the selection of materials and techniques. Demonstrates technical skills in the execution of the work.	Provides some justification for the selection of materials and techniques. Demonstration of technical skills may lack consistency or depth.	Struggles to justify the selection of materials and techniques. Demonstration of technical skills is limited or unclear.
Shaping a Body of Work (HSAD.3PE)	Shapes the body of work with exceptional creativity and cohesion. Uses independently selected elements of art and principles of design effectively.	Shapes the body of work using independently selected elements of art and principles of design.	Shapes the body of work with some creativity and cohesion. Use of elements of art and principles of design may lack consistency or depth.	Struggles to shape the body of work. Use of elements of art and principles of design is limited or unclear.
Self-Assessment and Goal-Setting (HSAD.2RE)	Provides exceptional evidence of self-assessment and goal-setting. Reflects on progress with clarity and sets meaningful goals for improvement.	Provides evidence of self-assessment and goal-setting. Reflects on progress and sets goals for improvement.	Provides some evidence of self-assessment and goal-setting. Reflection and goal-setting may lack depth or clarity.	Struggles to provide evidence of self-assessment and goal-setting. Reflection and goal-setting are limited or unclear.
Interpreting and Defending Works of Art (HSAD.1RE)	Uses relevant vocabulary to interpret, evaluate, and defend works of art with exceptional clarity and insight. Provides thoughtful and well-supported critiques.	Uses relevant vocabulary to interpret, evaluate, and defend works of art. Provides critiques of works of art.	Uses some relevant vocabulary to interpret, evaluate, and defend works of art. Critiques may lack depth or clarity.	Struggles to use relevant vocabulary to interpret, evaluate, and defend works of art. Critiques are unclear or incomplete.

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Career Connections

Career Connections in this model curriculum are organized by grade band, providing an example per grade band that includes more than one *Artistic Process*. In this way, teachers can see how these connections relate to key *Artistic Processes*, knowledge, and skills in each strand and progress by grade band. Again, these are a suggested starting point for educators and can be modified or expanded.

CAREER AWARENESS K-2

Lesson Plan: Exploring the Career of an Actor

Objective: Students will learn about the career of an actor, identify the beginning, middle, and ending of stories, use body and voice to imitate characters, and work cooperatively to retell or dramatize stories and fairy tales.

Standards:
- 1.1CR Identify the beginning, middle, and ending of stories and retell in proper sequence.
- 1.2CR Use body and voice to imitate the characters seen in media presentations of stories, myths, and fairy tales.
- 1.1PE Work cooperatively to retell or dramatize stories and fairy tales from various time periods and cultures.

Content-Specific Vocabulary:
31. Sequence
32. Imitation
33. Characters
34. Myths
35. Fairy tales
36. Retell
37. Dramatize
38. Time periods
39. Cultures

Introduction:
1. Begin with a brief discussion about what an actor does. Explain that actors pretend to be different characters in plays, movies, and TV shows.
2. Ask students if they have ever seen a play or a movie. Encourage them to share their favorite characters.

Activity 1: Watching a Performance:
1. Show a short video clip of an actor performing a scene. Make sure the clip is age-appropriate and engaging.
2. After the video, discuss what the actor was doing and how they made the character come to life.

Activity 2: Identifying Story Elements (5 minutes):
1. Choose a simple story, myth, or fairy tale to read aloud to the class.
2. After reading, ask students to identify the beginning, middle, and ending of the story. Write their responses on the whiteboard.

Activity 3: Role-Playing:
1. Divide the class into small groups and provide each group with simple costumes and props.
2. Assign each group a short and simple scene to act out. You can use familiar stories or create your own.
3. Give the students a few minutes to practice their scenes.
4. Have each group perform their scene for the class. Encourage them to use their imagination and have fun with their roles.

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Conclusion:

Gather the students and discuss what they learned about being an actor.

Ask students to share which part of acting they enjoyed the most and why.

Emphasize the importance of imagination and creativity in acting.

Assessment:

- Participation in discussions and activities
- Ability to act out a simple scene
- Engagement and enthusiasm during the role-playing activity

Lesson Plan: Career Awareness in Theatre

Objective: Students will gain an understanding of various careers in the theatre industry, use various design components, direct peers in performing a dramatic task, and recognize and describe the roles of designers in live theatre and other media arts.

Standards:
- 4.2PE Use various design components used in different productions of the same work.
- 4.3PE Direct peers in performing a dramatic task or action.
- 4.5CO Recognize and describe the roles of designers in live theatre and other media arts.

Content-Specific Vocabulary:
40. Design components
41. Production
42. Performance
43. Designers

Introduction:
1. Begin with a brief discussion about what theatre is and why it is important.
2. Ask students if they have ever been to a play or seen a theatre performance. Encourage them to share their experiences.
3. Introduce the concept of careers in theatre and explain that there are many different roles that contribute to a successful production.

Activity 1: Career Awareness:
1. Show a short video clip that highlights various careers in theatre (e.g., actors, directors, costume designers, set designers, lighting technicians, stage managers).
2. After the video, discuss each career briefly and write the names of the careers on the whiteboard.
3. Hand out career descriptions and have students read them aloud. Discuss the skills and education needed for each role, emphasizing the roles of designers in live theatre.

Activity 2: Exploring Careers and Directing Peers:
1. Divide the class into small groups and assign each group a different theatre career.
2. Provide costumes and props for each group to use.
3. Have each group create a short skit that demonstrates what their assigned career does in a theatre production.
4. Encourage them to use their imagination and creativity to bring the scene to life.
5. Allow each group to perform their skit for the class.
6. If there is time, have students take turns directing their peers in performing a dramatic task or action.

Conclusion:
1. Gather the students and discuss what they learned about the different careers in theatre.
2. Ask students to share which career they found most interesting and why.
3. Emphasize the importance of teamwork and how each role is essential to the success of a theatre production.

Assessment:
- Participation in discussions and activities
- Understanding of different theatre careers as demonstrated in role-playing skits
- Ability to articulate which career they found most interesting and why

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Lesson Plan: Exploring Careers in Theatre

Standards:
- 7.1PE Construct a scripted or improvised scene that uses narrative structure.
- 7.2PE Participate in rehearsals for a staged work that will be shared with an audience.
- 7.3PE Construct and produce the technical components for a script using art or media to present design ideas.
- 7.5CO Examine personal reasons for connecting to various careers in theatre.

Objective: Students will explore various careers in the theatre industry, construct a scripted or improvised scene using narrative structure, participate in rehearsals for a staged work, construct and produce technical components for a script, and examine personal reasons for connecting to various careers in theatre.

Content-Specific Vocabulary:
44. Script
45. Improvisation
46. Narrative structure
47. Audience
48. Staged work
49. Technical components

Introduction:
1. Begin with a brief discussion about what theatre is and why it is important.
2. Ask students if they have ever been to a play or seen a theatre performance. Encourage them to share their experiences.
3. Introduce the concept of careers in theatre and explain that there are many different roles that contribute to a successful production, including both performance and technical careers.

Activity 1: Career Exploration:
1. Show a short video clip that highlights various careers in theatre, such as actors, directors, costume designers, set designers, lighting technicians, sound designers, and stage managers.
2. After the video, discuss each career briefly and write the names of the careers on the whiteboard.
3. Hand out career descriptions and have students read them aloud. Discuss the skills and education needed for each role.

Activity 2: Constructing Scenes:
1. Divide the class into small groups and assign each group a different theatre career.
2. Provide costumes and props for each group to use.
3. Have each group construct a scripted or improvised scene that demonstrates what their assigned career does in a theatre production. Encourage them to think about the beginning, middle, and end of their scene and how to develop the characters and plot.

Activity 3: Rehearsing Scenes:
1. Have each group participate in rehearsals for their staged work.
2. Provide art supplies and ask each group to construct and produce the technical components for their script using art or media to present design ideas. This can include creating set designs, costumes, lighting plans, and sound effects.
3. Encourage students to be creative and think about how their technical components will enhance the overall performance.
4. Provide guidance and support as needed, and encourage students to focus on refining their movements, synchronizing with the group, and working together to create a cohesive performance. Emphasize the importance of teamwork and communication during rehearsals.

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Conclusion:
1. Gather the students and discuss what they learned about the different careers in theatre.
2. Ask students to share their personal reasons for connecting to various careers in theatre and what they found most interesting about the activities.
3. Emphasize the importance of setting goals, gaining experience, and continuously learning and improving

Assessment:
- Participation in discussions and activities
- Ability to construct a scripted or improvised scene using narrative structure
- Engagement and teamwork during rehearsals
- Creativity and technical skills in producing technical components
- Understanding of different theatre careers and personal connections to them

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Lesson Plan: Career Planning in Theatre

Standards:
- HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble.
- HSAC.3PE Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes, and makeup.
- HSAC.2RE Evaluate the resources directors use to enhance the playwright's intent of a particular production.
- HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.

Content-Specific Vocabulary:
50. Scenery
51. Properties
52. Intent
53. Playwright

Materials Needed:
- Whiteboard and markers
- Projector and screen
- Internet access for video clips
- Handouts with career descriptions and planning templates
- Costumes and props for role-playing activities
- Art supplies for creating technical components (e.g., paper, markers, craft materials)

Introduction:
1. Begin with a brief discussion about the importance of career planning and how it can help students achieve their goals.
2. Ask students if they have thought about their future careers and what interests them in the theatre industry.
3. Introduce the concept of career planning and explain that it involves setting goals, researching careers, and creating a plan to achieve those goals.

Activity 1: Career Exploration:
1. Show a short video clip that highlights various careers in theatre, such as actors, directors, costume designers, set designers, lighting technicians, sound designers, and stage managers.
2. After the video, discuss each career briefly and write the names of the careers on the whiteboard.
3. Hand out career descriptions and have students read them aloud. Discuss the skills and education needed for each role.

Activity 2: Devising a Scene:
1. Divide the class into small groups and assign each group a different theatre career.
2. Provide costumes and props for each group to use.
3. Have each group devise a scene surrounding a topic of interest as an ensemble. Encourage them to think about the beginning, middle, and end of their scene and how to develop the characters and plot.
4. Provide art supplies and ask each group to apply their technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes, and makeup for their scene. Encourage students to be creative and think about how their technical components will enhance the overall performance.
5. Have each group evaluate the resources directors use to enhance the playwright's intent of a particular production. Discuss how different resources, such as set design, lighting, and sound, can impact the audience's experience and the overall effectiveness of the production.

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Activity 3: Career Planning:

1. Provide students with career planning templates that include sections for setting goals, researching careers, and creating a plan.
2. Have students choose a career in theatre that interests them and fill out the template with their goals, the skills and education needed for the career, and steps they can take to achieve their goals. As an extension, have students create a resume to highlight their experience and training for the chosen career.
3. Encourage students to think about both short-term and long-term goals and how they can gain experience and build their skills.

Conclusion:

1. Gather the students and discuss what they learned about the different careers in theatre and the importance of career planning.
2. Ask students to share their career plans and what steps they will take to achieve their goals.
3. Emphasize the importance of setting goals, gaining experience, and continuously learning and improving.

Assessment:

- Participation in discussions and activities
- Ability to devise a scene surrounding a topic of interest as an ensemble
- Engagement and teamwork during the creation of technical components
- Understanding of the resources directors use to enhance the playwright's intent
- Ability to articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers

Arts Integrated Ideas

Arts integration is:

- an approach to teaching and learning that involves students learning and demonstrating understanding through an art form of another subject while meeting evolving objectives in both.

Arts integration is distinctly different from arts as curriculum (traditional arts courses and programs) and arts-enhanced curriculum (including arts projects in other subject areas) and is recognized as an evidence-based approach to teaching and learning.

This table outlines sample lesson activity ideas which integrate learning standards from the arts and other grade-level subject standards. The matrix of ideas is intended as a collection of ideas to spark innovation and the imagination about how to integrate the arts and other content areas. The matrix is not exhaustive and intended to describe rather than prescribe how to create arts integrated lessons.

Theatre

K-2 Creating Characters (Literacy)

Students read a short story (independently or as a class). Students will connect the story elements in the story with personal experiences and record key moments from their personal story into a graphic organizer outlining story elements. Students create dramatizations of their personal stories using their voices and bodies to represent the various characters. Students will discuss how their vocal and physical choices influenced how the story was understood and how differences in choices influenced understanding.

3-5 Celebrating Ohio (Social Studies and Literacy)

Students study key moments in Ohio history. They create dramatic scenes based on a selected part of Ohio history and apply their knowledge of performance and design. Working in small groups, students use creative and performance skills and artistic expressions to communicate their chosen part of Ohio history. They collaborate with classmates to create short drama studies. Students draft short artistic statements explaining one or two artistic choices they made regarding the selection of production elements, music, dialogue, or costuming. They also consider and describe the various features of classmates' performances and how they represent the selected historical period in Ohio history.

6-8 It's a Tragedy! (Social Studies)

Students study the history of Greek drama and select a Greek Tragedy to modernize. In small groups, they will create a modernized interpretation of a Greek Tragedy. They will rehearse, refine their performances, develop production elements, and share their modernized Greek Tragedies informally with classmates. Students will compare and contrast dramatic stories throughout history and examine how the meaning of stories is changed through artistic choices.

9-12 Flatland (Math, Literacy, and Social Studies)

Students will read and analyze Edwin Abbott's "Flatland: A Romance in Many Dimensions" to understand its social commentary on Victorian culture and its mathematical concepts of geometry. They will select and recreate a short scene from the book, refine their works through rehearsal, and document how their ideas evolve in the process. Additionally, students will develop technical elements to enhance the performance, creating an appropriate setting for the 2-dimensional world and geometric aspects of the story. The students will present their scenes publicly. They will also establish criteria for evaluating their work, using evidence from the text and their knowledge of theatrical performance and design.

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