Nebraska Fine Arts

Theatre: Grades 6, 7, 8

Adopted 2014

Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.

Create

1. Students will dramatize ideas and events incorporating "the givens" (who, what, when, where, why). FA 8.5.1
   a. Use readily available props to create "the where" of a story (e.g., table, chairs, silverware indicate a restaurant). FA 8.5.1.A
   b. Plan and record, in small groups, an improvisation based on "the givens" of a scene (e.g., tell or present a story using a setting, characters and a series of events incorporating introduction, climax, resolution). FA 8.5.1.B
   c. Develop a linear plot structure that introduces and resolves a conflict. FA 8.5.1.C
   d. Create theatrical works to illustrate a theme within theatrical works. FA 8.5.1.D
   e. Write a dialogue with two to four characters. FA 8.5.1.E
   f. Use movement in conjunction with extraneous sounds and short phrases to demonstrate two distinct characters (e.g., movements/sounds of a soldier as compared to movements/sounds of a mother). FA 8.5.1.F

Perform

2. Students will dramatize ideas and events incorporating "the givens" (who, what, when, where, why). FA 8.5.2
   a. Establish character (glossary) and emotion through the use of rate, articulation, enunciation, projection, inflection, and movement. FA 8.5.2.A
   b. Establish character and emotion through the use of facial expression, gesture, posture, and body movement (e.g., pantomime, emoting) FA 8.5.2.B
   c. Rehearse and portray, in small groups, characters within a defined "where." FA 8.5.2.C
   d. Deliver a scripted monologue to a focal point. FA 8.5.2.D
   e. Modify performance based on teacher/director and peer response. FA 8.5.2.E
   f. Design and craft a performance space including set and audience arrangement (e.g., use classroom furniture to create a courtroom in a proscenium, thrust, or arena). FA 8.5.2.F
   g. Examine one's own effectiveness in a production/scene (e.g., keep a journal of acting choices, reflect on video of own performance). FA 8.5.2.G

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Respond

3. Students will analyze audience/performance relationship. FA 8.5.3
    a. Construct, share, and use audience code of conduct including appropriate audience behavior and respect for physical space. FA 8.5.3.A
    b. Identify, analyze, and discuss the impact of the stage space, casting, and technical elements. FA 8.5.3.B
    c. Compare the effectiveness of a single actor's performance (i.e., physical/vocal choices) as a variety of characters (e.g., Will Smith). FA 8.5.3.C
    d. Classify theatrical works as dramatic, comedic, or musical theatre genres. FA 8.5.3.D
    e. Discuss the impact on the audience of "willing suspension of disbelief" in a performance. FA 8.5.3.E

Connect

4. Students will analyze connections between theatre and society. FA 8.5.4
    a. Understand the historical relevance of various theatrical forms (e.g., Greek and Roman theatre, Medieval, Renaissance). FA 8.5.4.A
    b. Compare and contrast scripted and unscripted performances (e.g., situation comedy vs. reality shows). FA 8.5.4.B
    c. Dramatize a traditional ritual (e.g., funeral from Our Town, wedding from Fiddler on the Roof, fire scene from Lord of the Flies). FA 8.5.4.C
    d. Analyze how performance reflects culture and history (e.g., Oliver, The Color Purple). FA 8.5.4.D
    e. Investigate responsibilities for specific careers in performing arts. FA 8.5.4.E
    f. Demonstrate an understanding of the rights and responsibilities surrounding intellectual property (e.g., citing sources, paying royalties, receiving permission). FA 8.5.4.F