

THEATRE

Grades Seven and Eight

Visual and Performing Arts Content Standards for California Public Schools [Pages 64 – 66]

<http://www.cde.ca.gov/be/st/ss/thgrade7.asp>

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1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Grade Seven	Grade Eight
<i>Development of the Vocabulary of Theatre</i> 1.1 Use the vocabulary of theatre, such as <i>playwright</i> , <i>rehearsal</i> , <i>dress rehearsal</i> , <i>run-through</i> , and <i>cold reading</i> , to describe theatrical experiences. <i>Comprehension and Analysis of the Elements of Theatre</i> 1.2 Identify dramatic elements within a script, such as <i>foreshadowing</i> , <i>crisis</i> , <i>rising action</i> , <i>catharsis</i> , and <i>denouement</i> , using the vocabulary of theatre.	<i>Development of the Vocabulary of Theatre</i> 1.1 Use the vocabulary of theatre, such as <i>ensemble</i> , <i>proscenium</i> , <i>thrust</i> , and <i>arena staging</i> , to describe theatrical experiences. <i>Comprehension and Analysis of the Elements of Theatre</i> 1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction. 1.3 Analyze the use of figurative language and imagery in dramatic texts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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<i>Development of Theatrical Skills</i> 2.1 Use improvisation in rehearsal to discover character and motivation. 2.2 Maintain a rehearsal script/notebook to record directions and blocking. <i>Creation/Invention in Theatre</i> 2.3 Create characters, environments, and actions that exhibit tension and suspense	<i>Development of Theatrical Skills</i> 2.1 Create short dramatizations in selected styles of theatre, such as and musical theatre. <i>Creation/Invention in Theatre</i> 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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<p><i>Role and Cultural Significance of Theatre</i> 3.1 Design and create masks, puppets, props, costumes, or sets in drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.</p> <p><i>History of Theatre</i> 3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.</p>	<p><i>Role and Cultural Significance of Theatre</i> 3.1 Describe the ways in which American history has been reflected in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).</p> <p><i>History of Theatre</i> 3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).</p>

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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<p><i>Critical Assessment of Theatre</i> 4.1 Design and apply appropriate criteria or rubrics for evaluating the puppetry, makeup, and costumes in a theatrical presentation.</p> <p><i>Derivation of Meaning from Works of Theatre</i> 4.2 Explain how cultural influences affect the content or meaning of works of theatre.</p>	<p><i>Critical Assessment of Theatre</i> 4.1 Develop criteria and write a formal review of a theatrical production.</p> <p><i>Derivation of Meaning from Works of Theatre</i> 4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.</p>

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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<p><i>Connections and Applications</i> 5.1 Use theatrical skills to communicate concepts or ideas from other as creating a musical based on a piece of literature.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.</p>	<p><i>Connections and Applications</i> 5.1 Use theatrical skills to present content or concepts in other a video on cellular mitosis.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field. <i>Note:</i> The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of theatre after the student has attained the level of achievement in theatre required of all students in grade eight.</p>