# California Content Standards - Theatre
## San Diego City Schools – Visual and Performing Arts Department
## 6th – 8th Grade Core Learnings

| 1.0 Artistic Perception<br>Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.<br>*Students observe their environment and respond, using elements of theatre. The also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.* | | |
|---|---|---|
| | 6th Grade | 7th Grade | 8th Grade |

| | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| **1.1** | **Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.**<br>Identify how subtext is interpreted through character portrayal (voice, vocal projection, and body movement) within a scene or play.<br>Identify the underlying theme of a scene or play and describe how character actions and reactions are directly related to the theme.<br>Describe how environment is created through theatrical elements (lighting, sound, sets) to establish mood.<br>Describe how the environment effects a character's actions and reactions.<br>Describe how every action/incident in a character's situation causes a vocal or physical reaction from the character or between and among characters. | **Use the vocabulary of theatre, such as playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.**<br>Describe the process of page to stage, from the perspective of a playwright, a director, an actor, and a crewmember.<br>Describe the relationship of the following theatrical vocabulary: cold reading as it relates to audition, audition as it relates to casting, casting as it relates to rehearsal, rehearsal as it relates to performance. | **Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.**<br>Describe the relationship between the key members of an ensemble in creating a theatrical production: lead actor, supporting actor, director, and chorus.<br>Describe different types of architectural theatre and stages and their historical relevance and usage: proscenium, thrust, and arena (theatre in the round). |
| **1.2** | **Identify how production values can manipulate mood to persuade and disseminate propaganda.**<br>Describe how lighting, sound, costumes, sets, props and make-up convince the audience of the believability of a scene.<br>Describe the differences in production values for different types of theatre (e.g., production values in sacrificial theatre different from production values in modern comedy). | **Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.**<br>Identify the dramatic elements early in the plot to predict later events in the play (foreshadow).<br>Arrange random scenes in chronological order.<br>Create a storyboard that identifies the elements of rising action from inciting incident to climax and resolution. | **Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.**<br>Create a set rendering based upon recurring themes and symbols (love, religion, and power).<br>Extract clues from the play to make choices about where scenes take place, what characters might wear, the time period, and what the characters might do in the scene. |
| **1.3** | | | **Analyze the use of figurative language and imagery in dramatic texts.**<br>Identify metaphors and analogies in the dialogue of a scene/play and discuss how that might be portrayed.<br>Analyze a script and identify literal and implied meaning to determine the playwright's intent. |

| 2.0 Creative Expression<br>Creating, Performing, and Participating in Theatre<br>*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.* | | |
|---|---|---|
| | 6th Grade | 7th Grade | 8th Grade |

# California Content Standards - Theatre
## San Diego City Schools – Visual and Performing Arts Department
## 6th – 8th Grade Core Learnings

| | | | |
|---|---|---|---|
| **2.1** | **Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.**<br>　Create improvised scenes from a variety of literary sources that convey the meaning of the original text.<br>　Create scenes manipulating subtext and context in more than two ways using simple dialogue texts. | **Use improvisation in rehearsal to discover character and motivation.**<br>　Improvise dialogue beyond the written text that explores character and motivation.<br>　Improvise character relationship using conflict and motivation prompts. | **Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.**<br>　Demonstrate how a story and a character changes through creating multiple scenarios in a variety of theatre styles, not limited to melodrama, vaudeville, and musical theatre. |
| **2.2** | **Use effective vocal expression, gesture, facial expression, and timing to create character.**<br>　Identify and demonstrate beats (shifts of emotion or topic within a scene) within dialogue to determine character motivation (vocally and physically).<br>　Express dialogue, vocally and physically, using beats to convey meaning.<br>　Alter the meaning of dialogue by changing beats and using body and voice. | **Maintain a rehearsal script/notebook to record directions and blocking.**<br>　Create or use a notation system for recording actor's movement (blocking).<br>　Interpret verbal directions from the director into written notation. | **Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.**<br>　Perform short improvised scenes using stock characters and situations or scripts.<br>　Perform an original one-minute pantomime.<br>　Deepen meaning by creating a variety of characters through changing the intensity of voice and movement. |
| **2.3** | **Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.**<br>　Write a two to three minute scene in real time (time and location remain constant), in which setting and character relationships are clear.<br>　Define the environment through monologue and/or dialogue using stock characters (e.g., hero, villain, trickster, fool, lover, etc.). | **Create characters, environments, and actions that exhibit tension and suspense.**<br>　Explore tension and suspense relationships through dialogue, monologue, environment, situation, setting, and actions.<br>　Use sense and emotional memory to develop a physical and vocal response to a charged situation. | |

**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 human diversity as it relates to theatre.*

*Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).*

| | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| **3.1** | **Create scripts that reflect particular historical periods or cultures.**<br>　Research and identify theatre of specific cultures.<br>　Create a script from an historical event aligned to the 6th grade social studies curriculum, in appropriate dramatic style. | **Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.**<br>　Create visual examples that depict design elements of theatre styles aligned to the 7th grade social studies curriculum. | **Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).**<br>　Identify theatrical traditions brought from early immigrant groups (1830, 1850, & 1880) and their influence on American Society. |

| | | | |
|---|---|---|---|
| | | | Explain the relationship of the Western Expansion and slavery on the development of popular historical theatre styles (melodrama, vaudeville, and minstrel shows. |
| **3.2** | **Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China and West Africa.**<br>Research the historical significance of theatre in ancient Greece, Egypt, China and West Africa and identify theatre elements from each. | **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.**<br>Identify various theatre elements (stages, costumes, masks) and determine the origin (era and culture).<br>Research the historical significance of theatre in Ancient Greece, Elizabethen theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell' arte and identify theatre elements of each. | **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).**<br>Discuss the changes electricty brought to the theatre (e.g., sewing machine, lighting, microphone, sound and recording devices).<br>Discuss the iimportance of multimedia and the use of computers in theatre.<br>Create sound effects the traditional way vs. using CD's or downloading sound effects off the Internet. |

**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.*

| | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| **4.1** | **Develop and apply appropriate criteria for evaluating sets, lighting, costumes, make-up and props.**<br>Create a rubric to use while viewing scenes or pictures from a variety of world theatre to correctly identify design elements.<br>View and make judgments about design elements of world theatre based on a rubric. | **Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical production.**<br>Create a rubric to use while viewing scenes or pictures from a variety of world theatre to evaluate the effective use of design elements.<br>View and make judgments as to the effective use of design elements (masks, puppetry, etc.) of world theatre based on a rubric. | **Develop criteria and write a formal review of a theatrical production.**<br>Identify the criteria used by a critic in a review from the local newspaper and defend why or why not you would attend the production.<br>Write a persuasive essay to convince someone to attend or not attend the theatrical production after viewing a videotaped or live production. |
| **4.2** | **Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.**<br>Compare and contrast how fads are influenced by theatre, television, and film.<br>Research and discuss how theatre, television, and film influences fads and trends. | **Explain how cultural influences affect the content or meaning of works of theatre.**<br>Discuss how a playwright is influenced by the cultural, social, and political climate.<br>Identify a play that is influenced by culture and explain its significance. | **Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.**<br>Discuss the similar components of plot development (exposition, rising action, crisis/climax, and resolution) from plays read or viewed from a variety cultures and time periods.<br>Discuss the similarities and differences of theatrical in the use of mask in different cultures and their significance to the plot.<br>Discuss how the universal themes of love, religion, and power are similar or different from plays read or viewed plays from a variety cultures and time periods. |

# California Content Standards - Theatre
## San Diego City Schools – Visual and Performing Arts Department
## 6th – 8th Grade Core Learnings

| 5.0 Connections, Relationships, Applications |
|---|
| **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms and Subject Areas and to Careers** |
| *Students observe their environment and respond, using elements of theatre. The also observe formal and informal works of theatre, film, video, and electronic media and respond, using the vocabulary of theatre.* |

| | | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|---|
| **5.1** | | **Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history-social science of how persuasion and propaganda are used in advertising.**<br>Design sets, props, costumes, masks, sound and light for a piece of literature (myths, poems, short stories).<br>Transform a literary piece (myth, poem, or short story), into a short play or reader's theatre using proper dramatic structure and design elements.<br>Explore action/reaction relationships in all curricular areas. | **Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.**<br>Explore the process of "page to stage" as it relates to production processes in other curricular areas. | **Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.**<br>Explore the concept of the theatrical ensemble in relation to other subject areas and to other work environments.<br>Deepen meaning in other subject areas through the use of theatrical techniques. |
| **5.2** | | **Research career opportunities in media, advertising, marketing, and interactive Web design.**<br>Identify careers in the media, advertising, marketing and interactive web design.<br>Determine how the skills learned in theatre transfer to other careers (e.g., understand the ability to persuade and knowing the audience's wants and needs relates to advertising and marketing careers; visual ideas created for the theatre: sets, costumes, color choice, lighting, sound, etc., relates to other careers like web design). | **Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.**<br>Identify careers that require effective oral presentation skills.<br>Demonstrate effective oral presentation skills through the developed or improvised career related scenarios. | **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.**<br>Research, job shadow or read theatrical publications (e.g., Hollywood reporter, daily variety or American theatre magazine).<br>Record observations and participate in class discussions about job requirements and preparation after listening to a guest speaker from a communications and/or arts related field.<br>Demonstrate effective oral presentation skills by reporting on a famous person in the arts or communication field. |