



Our Savior Christian Academy

Curriculum Framework for: Theatre

Our Savior Christian Academy's "Curriculum Framework for Theatre" is designed as a tool that will follow the same format for all grades K-7. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions. Our Savior Christian Academy's "Curriculum Framework for Theatre" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✘ PHILOSOPHY ✘

God created theatre for our enjoyment and as a way to praise and glorify Him. It is only because we are created in God's image that we are able to express ourselves in acting. Theatre education enhances our recognition of the relationship between expressing ourselves and the other disciplines.

Theatre-Level 1 & 2

Objective 1- Playmaking The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theatre

- Collaborate to select interrelated characters, environments, and situations for classroom dramatizations.

Ideas: Plan, in small groups, interrelated characters, environments, and situations for a classroom dramatization based on a familiar story and dramatize. Plan interrelated characters based on specific actions.

- Plan and record dialogue and physical attributes for characters in conflict with each other that make sense considering the given circumstances of a specific story or classroom dramatization.

Ideas: Plan, improvise, and record original dialogue for two characters in conflict. Describe, improvise, and record specific and interesting physical attributes that can be observed in real people when they are in conflict with another person.

- Describe and explain plot structure in terms of beginning, middle, climax, and end.

Ideas: Construct tableaux that represent the beginning, middle, climax, and end of a familiar story. Improvise original stories which include a beginning, middle, climax, and end.

Objective 2- Acting A student will cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.

- Develop body awareness and spatial perception through movement and pantomime.

Ideas: Use energy to create the illusion of being very heavy or very light. Use movement to stimulate imagination.. Pantomime inanimate objects.. Pantomime slow motion adventures.

- Develop expressive use of the voice.

Ideas: Use persuasive arguments in a given situation. Use vocal tone and pitch to reflect feelings.

- Develop emotional recall.

Ideas: Use emotional recall to act out specific emotional situations. Use emotional recall as motivation to change routine actions.

- Develop an ability to listen to and observe others before responding in classroom dramatizations.

Ideas: Create action supportive of someone else's idea. Create tension supportive of someone else's idea.

Objective 3-Understanding Art Forms The student will compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theatre and dramatic media, including film, television, electronic media, and other art forms.

- Understand the actor-audience relationship in live theatre.

Ideas: Observe and explain the actor-audience relationship in live theatre. Observe and identify levels of audience etiquette.

- Understand the use of visual, aural, oral, and kinetic elements to create and support mood in live theatre

Ideas: Identify visual, aural, oral, and kinetic elements and explain how some or all of them are used to create and/or support mood in live theatre. Identify visual, aural, oral, and kinetic elements and explain how their use to create and/or support mood in feature films is similar to or different from their use for the same purpose in live theatre.

Objective 4 -Analyzing and Constructing Meanings The student will explain personal preferences and construct meanings by responding to improvised and scripted scenes and to theatre, film, television, and other electronic media productions.

- Analyze and explain how the wants and needs of characters in a dramatic presentation are similar to and different from one's own wants and needs in real life

Ideas: Identify the main objective of the protagonist in a dramatic presentation and discuss any connections to one's own life. Identify the major conflict that prevents the protagonist from immediately achieving the main objective and discuss any connections to one's own life.

- Analyze and critique dramatic presentations using appropriate terminology and constructive suggestions with the intent to refine the work.

Ideas: Suggest ideas for improving an informal theatre piece from the viewpoint of a critic. Suggest ideas for improving an informal theatre piece from the viewpoint of an actor.

- Analyze and explain emotional responses to and personal preferences about informal and formal theatre experiences from the viewpoints of both performer and audience.

Ideas: Identify and explain moments of pathos in live theatre. Identify and articulate moments or ideas of strong liking and disliking in live theatre.

Theatre-Level 3 & 4

Objective 1- Playmaking The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theatre

- Collaborate to select interrelated characters, environments, and situations that create tension and suspense for informal and formal theatre.
Ideas: Plan, in small groups, interrelated characters, environments, and situations that create tension based on Utah state history and dramatize. Plan, in pairs, interrelated characters, environments, and situations that create suspense.
- Plan and record dialogue and physical attributes that reveal specific attitudes or motives in characters for informal and formal theatre.
Ideas: Identify and imitate dialogue and physical attributes in a character that reveal a specific attitude and/or motive. Create dialogue and physical attributes in a character that reveal a specific attitude and/or motive.
- Describe and explain plot structure in terms of conflict.
Ideas: Plan and improvise a scene from a book or play in which the major conflict comes from within the character. Create and improvise an original scene in which the major conflict comes from the environment.

Objective 2- Acting A student will cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.

- Develop body awareness and spatial perception through movement and pantomime.
Ideas: Synchronize movement. Use levels of space to create movement for fantasy characters. Pantomime transformation of objects. Pantomime to construct different meanings by changing the way a movement is executed.
- Develop expressive use of the voice.
Ideas: Construct and communicate different meanings by changing the intensity, pitch, and rhythm of the voice. and communicate different meanings by changing the way one breathes while speaking
- Develop emotional recall to strengthen mood in a scene.
Ideas: Use emotional recall to strengthen contrasting moods. Use emotional recall to express a character's feelings in a given situation.
- Develop an ability to give and take focus in classroom dramatizations.
Ideas: Demonstrate giving and taking individual focus in-role. Demonstrate giving and taking group focus in-role.

Objective 3-Understanding Art Forms The student will compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theatre and dramatic media, including film, television, electronic media, and other art forms.

- Understand how the performer-audience relationship differs between art forms.

Ideas: Observe and explain differences in performer-audience relationships between art forms. Observe and identify different rules of audience etiquette between art forms.

- Understand the use of visual, aural, oral, and kinetic elements across performing art forms.

Ideas: Identify visual, aural, oral, and kinetic elements and explain how they are used in two or more different performing art forms. Identify visual, aural, oral, and kinetic elements and explain how they are used differently in film and television compared to live performing art forms.

- Select and integrate dance and music elements into dramatic presentations.

Ideas: Subordinate music elements into a dramatic presentation. Subordinate dance elements into a dramatic presentation.

Objective 4 -Analyzing and Constructing Meanings The student will explain personal preferences and construct meanings by responding to improvised and scripted scenes and to theatre, film, television, and other electronic media productions.

- Analyze and explain how the opposing wants and needs of the protagonist and the antagonist in a dramatic presentation are similar to and different from one's own wants and needs when in conflict with others in real life.

Ideas: Identify the major conflict between the protagonist and the antagonist in a dramatic presentation and discuss any connections to one's own life. Identify and describe in detail the conflict resolution in a dramatic presentation.

- Analyze and critique dramatic presentations using appropriate terminology and constructive suggestions with the intent to refine the work.

Ideas: Suggest ideas for improving the planning and playing process in an informal theatre piece from the viewpoint of a critic and of the actor.

- Analyze and explain emotional responses to and personal preferences about informal and formal theatre experiences from the viewpoints of both performer and audience.

Ideas: Identify and explain the constructed meaning of a play from the viewpoint of the audience and actor in what ways meaning is reflective of individual emotional responses and personal preferences to the play.

Theatre-Level 5 & 6

Objective 1- Playmaking The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theatre

- Collaborate to select interrelated characters, environments, and situations that create tension and suspense for informal and formal theatre.
Ideas: Plan, in small groups, interrelated characters, environments, and situations that create tension and suspense based on world history and dramatize. Recognize how themes help interrelate characters, environments, and situations.
- Plan dialogue and physical attributes that reveal specific attitudes or motives in characters for informal and formal theatre.
Ideas: Plan and improvise dialogue and physical attributes for a character based on real individuals considered to be "world leaders" in the 20th century. Plan and write dialogue and physical attributes for an original character based on an interesting photograph of a human face.
- Collaborate to create and improvise a short play that demonstrates an understanding of plot elements.
Ideas: Incorporate traditional plot elements into an original short play. Write a short one-act play.

Objective 2- Acting A student will cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.

- Develop body awareness and spatial perception through movement and pantomime.
Ideas: Use the quality of movement to reveal a character. Interpret color through movement. Pantomime being in a specific place. Pantomime being in a specific place that keeps changing to a new specific place.
- Develop expressive use of the voice.
Ideas: Use gibberish to communicate feelings through vocal tone, pitch, volume, and rate of speech. Use persuasive arguments and active listening in a dramatic situation.
- Develop emotional recall in characterization
Ideas: Use emotional recall to express a character's passion about an issue. Use emotional recall to create an inner dialogue for a character.
- Develop an ability to work in ensemble when working in informal and formal theatre.
Ideas: Work in ensemble when preparing a group performance. Work in ensemble when performing a group performance.

Objective 3-Understanding Art Forms The student will compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theatre and dramatic media, including film, television, electronic media, and other art forms.

- Understand the unique relationship between the audience and the performing arts.

Ideas: Observe and explain the impact of an audience on artistic outcome in the performing arts. Plan and explain ways audience etiquette can extend beyond the performing arts event.

- Understand the use of visual, aural, oral, and kinetic elements across performing art forms.

Ideas: Identify visual, aural, oral, and kinetic elements and explain how they are used to express ideas and emotions in a performing arts event and in television.

- Select and integrate dance, music, and theatre equally in an original dramatic presentation

Ideas: Plan and subordinate dance, music, and theatre equally in the service of one another in an original performance piece.

Objective 4 -Analyzing and Constructing Meanings The student will explain personal preferences and construct meanings by responding to improvised and scripted scenes and to theatre, film, television, and other electronic media productions.

- Analyze and explain how the world of the play, with its own identity, conflicts, and problems, is similar to and different from one's own world in real life.

Ideas: Identify and explain the similarities and differences between the play's world and one's own world. Identify and describe real life omissions left out of the play's world.

- Describe and critique the perceived effectiveness of students' contributions to the collaborative process of developing dramatic presentations for informal and formal theatre

Ideas: Suggest ideas for improving student effectiveness in planning and playing dramatic presentations. Suggest ideas for improving artistic quality in classroom dramatizations and student productions.

- Analyze and critique the constructed meanings in a play

Ideas: Identify and explain the constructed meaning of a play, including consideration of individual emotional responses, likes, and dislikes. Read and explain a review written by a drama critic.

Integrating Faith

Students have God-given abilities that will be used to communicate God's Word and principles through dramatic performances. They will place the maximum worth on people and treating each individual with respect and significance. The curriculum also stresses the basic speech techniques. Students develop these skills through performing Christian plays. Student are expected to be a Godly role model promoting the awareness of a higher accountability.