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| Grade level – 7th Grade | Time Allotted: |
| Content Area – Theater Arts 1 (Beginning) | Days |
| Unit Name: Fundamentals of Theater | |

| Strand | TEKS Statement | TEKS | Student Expectation/District Clarification |
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| Foundations: inquiry and understanding. | The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. | 7.1A | The student is expected to explore characterization using sensory and emotional recall; <ul style="list-style-type: none"> • Develop characteristics about a character by creating original scripts • Develop information about character’s personalities within a script • Define character’s relationships with one another • Develop vocalizations that will define a character • Develop mannerisms that will define a character |
| | | 7.1B | The student is expected to develop and apply theatre preparation and warm-up techniques; <ul style="list-style-type: none"> • Demonstrate breath control techniques using the diaphragm for support • Engage in exercises to effectively prepare the face, voice, and body for acting • Demonstrate relaxation and muscle tension techniques |
| | | 7.1D | The student is expected to develop an increased understanding of the mechanisms of vocal production; <ul style="list-style-type: none"> • Students correct, discuss, and incorporate the correct pronunciation in their scene • Practice articulation of specific letters through tongue twisters that isolate the specific letter |
| | | 7.1E | The student is expected to demonstrate knowledge of theatrical vocabulary and terminology; <ul style="list-style-type: none"> • Analyze life experiences and discuss how those experiences can be recalled upon for use when portraying characters on stage • Study the famous playwright’s works, analyzing parallels to real life • Review dramatic works and discuss portrayals of characters. |
| | | 7.1F | The student is expected to analyze and evaluate the structure and form of dramatic literature. <ul style="list-style-type: none"> • Using a filmed version of a stage play (such as <i>Oklahoma</i> or <i>Into the Woods</i>) the students will analyze the plot for character introductions, conflict, rising action, climax and falling action. • The student will also analyze the play for the effect of the lighting, sets and costumes on the overall production. |

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| <p>Creative expression: performance.</p> | <p>The student interprets characters using the voice and body expressively and creates dramatizations</p> | <p>7.2A</p> | <p>The student is expected to demonstrate safe use of the voice and body;</p> <ul style="list-style-type: none"> • Demonstrate various volumes while standing face to face, then six feet apart, then fifteen feet apart • Demonstrate effective projection onstage for audiences and performance spaces of various sizes |
| | | <p>7.2B</p> | <p>The student is expected to define characters by what they do, what they say, and what others say about them;</p> <ul style="list-style-type: none"> • Answer character analysis questions about original monologue characters, duet characters, and movie characters. |
| | | <p>7.2C</p> | <p>The student is expected to select movements and dialogue to portray a character appropriately;</p> <ul style="list-style-type: none"> • Duet scenes • Improvised scenes • Monologues |
| | | <p>7.2D</p> | <p>The student is expected to create stories collaboratively and individually that have dramatic structure;</p> <ul style="list-style-type: none"> • Improvisation activities such as "Freeze", "Bus Stop", "Customer Service" • Pantomime performances • Radio dramas • Puppet shows |
| | | <p>7.2E</p> | <p>The student will apply knowledge of effective voice and diction techniques to express thoughts and feelings;</p> <ul style="list-style-type: none"> • Discuss and demonstrate what is meant by projection, articulation, pronunciation and enunciation and how those are important in communication. • Learn various tongue twisters and sayings and have the students demonstrate understanding of these concepts through a individual presentation. • Incorporate these techniques into every spoken performance. |
| | | <p>7.2F</p> | <p>The student will compare and contrast dramatic performances to life;</p> <ul style="list-style-type: none"> • Using monologues and scenes from classic and current movies, students will discuss the various ways that actors try to make their character more real. Students will analyze the performances from their perspective on how effective the actor is. |

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| | | 7.2G | <p>The student will create improvised scenes that include setting, character and plot.</p> <ul style="list-style-type: none"> Using a variety of teacher-led exercises, students will be given various prompts to begin their scenes. Students will learn to incorporate the “rules of improvisation.” Students will realize the need to have an introduction to the characters, a conflict and an ending, no matter how short the scene may be. |
| Creative expression: production | The student applies design, directing, and theatre production concepts and skills. | 7.3C | <p>The student is expected to define the role of the director;</p> <ul style="list-style-type: none"> Analyze the director’s roles and functions throughout the duration of a performance Fulfill the job responsibilities of a director in various self-directed productions |
| Historical and cultural relevance. | The student responds to and evaluates theatre and theatrical performances | 7.5A | <p>The student is expected to understand and demonstrate appropriate audience etiquette at various types of performances;</p> <ul style="list-style-type: none"> Participate as an audience in various theatrical performances Demonstrate appropriate use of applause, laughter and critical feedback. |
| Content Vocabulary | | | |
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| Enduring Understandings/Essential Questions | | | |
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| Signature Lessons | | | |
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| Resources | | | |
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| Textbook Alignment | | | |
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| Formative Assessment | | | |
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Summative Assessment

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Grade level – 7th Grade
Content Area – Theater Arts 1 (Beginning)
Unit Name: History of Theater

| Strand | TEKS Statement | | TEKS | |
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| Creative expression: production. | The student applies design, directing, and theatre production concepts and skills. | | 7.3A | The student is expected to determine specific techniques. <ul style="list-style-type: none"> Students will incorporate the use of costumes. |
| | | | 7.3D | The student is expected to use technology in theatre. <ul style="list-style-type: none"> Students and teacher will discuss what makes a good PSA. In groups of 3-5, students write a script and storyboard. Using Ipads, the students film their PSAs in class. Students edit their videos using Imovie or iMovie. Best PSAs from each class may be shown at the school. |
| Historical and cultural relevance. | The student relates theatre to history, society, and culture. | | 7.4A | The student is expected to demonstrate knowledge of theatre history. <ul style="list-style-type: none"> Using children’s books, or other easy to understand resources, students will research and write a summary, conflict, famous performances. Teacher will show class clips from <i>The Color Purple</i> and <i>The Color of Money</i>. Students then will create and perform in a play as quickly as possible with as few actors as a possible. |
| | | | 7.4B | The student is expected to explore the relevance of theatre to society. <ul style="list-style-type: none"> After final performances, class will discuss the relevance of the stories, such as <i>She’s the Man (12th Night)</i>. |
| Critical evaluation and response. | The student responds to and evaluates theatre and theatrical performances. | | 7.5A | The student is expected to understand and demonstrate the effectiveness of theatre. <ul style="list-style-type: none"> See above assignment for public service announcement. |
| | | | 7.5B | The student is expected to evaluate the effectiveness of theatre. <ul style="list-style-type: none"> During the Shakespeare unit, the teacher will assign students to evaluate the effectiveness of the actors may approach the same roles differently. |
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Grade level – 7th Grade

Content Area – Theater Arts 1 (Beginning)

Unit Name: Movement

| Strand | TEKS Statement | TEKS | Student Exp |
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| Foundations: inquiry and understanding | The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. | 7.1C | The student is expected to create expressive and rhythmic movements; <ul style="list-style-type: none"> • Various warm-up exercises • Lip Syncs • Pantomime with music |
| Creative expression: production | The student applies design, directing, and theatre production concepts and skills. | 7.3B | The student is expected to create theatrical elements such as scenery, properties, lighting, sound, costumes, and makeup; <ul style="list-style-type: none"> • Create some of the technical elements to accompany a pantomime performance, such as costumes and makeup • Create some of the technical elements to accompany a lip sync performance, such as costumes and makeup |
| Historical and cultural relevance. | The student relates theatre to history, society, and culture. | 7.4A | The student is expected to demonstrate knowledge of theatre as a reflection of life in particular times and places; <ul style="list-style-type: none"> • Choosing a piece of music, a work of art, a monologue or a dance that expresses the time and place • Evaluate which representation evokes the most response in the audience |
| | | 7.4B | The student is expected to explore the relevance and influence of theatre heritage and dramatic texts; <ul style="list-style-type: none"> • Picking a piece of music to use for the lip sync project, students will chose a song from the 1950s-1970s • Students will research the time period of the song and incorporate some of the slang, history and culture of the time period |
| | | 7.4C | The student is expected to explore the roles of theatre, film, television, and electronic media such as video; <ul style="list-style-type: none"> • Using silent film clips from movies such as Charlie Chaplin’s <i>The Kid</i>, or the modern silent film <i>Modern Times</i> to explore the role of pantomime. • Students will discuss what makes the stories compelling and believable. • Students will create their own story to music using pantomime. |

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| Critical evaluation and response. | The student responds to and evaluates theatre and theatrical performances. | 7.5C | The student is expected to demonstrate knowledge of production elements in theatre, film, television <ul style="list-style-type: none"> • Demonstrate acting with little to no rehearsal. • Evaluate the technical aspects of a theatrical production and consider how each effect comm |
| | | 7.5D | The student is expected to explore career and vocational opportunities in theatre. <ul style="list-style-type: none"> • Interview prominent personalities in the various industries associated with theatrical produc • Research an individual with a career in theatre. Create a report on their life, training, and acc |

Content Vocabulary

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Enduring Understandings/Essential Questions

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Signature Lessons

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Resources

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Textbook Alignment

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Formative Assessment

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