

Grade level – 8 th Grade		Time Allotted:	Days
Content Area – Theater 2 (Advanced)			
Unit Name: Creating Effective Characterization			
Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Foundations: Inquiry and Understanding	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.	8.1A	The student is expected to evaluate characterization using emotional and sensory recall; <ul style="list-style-type: none"> • Have them quiet their mind and demonstrate techniques used for relaxation. • Using guided imagery, the teacher will talk them through an imaginary walk in their mind's eye to help develop their senses (Examples: the beach, mountain climbing, sky diving, flying, or swimming in the ocean.)
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations.	8.2A	The student is expected to demonstrate safe use of the voice and body <ul style="list-style-type: none"> • Demonstrate knowledge of movement through the production of a dramatic skit in collaboration with 3-5 group members. • Produce a duet skit and demonstrating safe use of the body. • Perform a monologue that demonstrates appropriate projection for theatrical productions.
		8.2B	The student is expected to portray characters through familiar movements and dialogue; <ul style="list-style-type: none"> • Observe theatrical productions and evaluate effectiveness of character, tone, and emotion. • Select appropriate internal and external characteristics about a character for effectively communicating information about their characters in monologues, duet, and group skits. • Analyze life situations and discuss emotions, human reactions, and natural responses to dramatic/happy/scary/etc. events. • Select appropriate mannerisms for effectively communicating information about a character in duet, group, and monologue performances.
		8.2C	The student is expected to create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively; <ul style="list-style-type: none"> • Create original scripts that demonstrate a thorough development of introductory material including an introduction of the characters, setting, and foreshadowing. • Create original scripts that effectively introduce a rising action that leads to a climax in the story.

		8.2D	The student is expected to express thoughts and feelings using effective voice and diction. <ul style="list-style-type: none"> • Select appropriate vocalizations for effectively communicating information about a character in duet, group, and monologue performances. • Create original monologues that reflect events that occur in life.
Creative expression: production.	The student applies design, directing, and theatre production concepts and skills.	8.3A	The student is expected to recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance <ul style="list-style-type: none"> • Organize lighting effects to effectively communicate mood and tone in a scene. • Design set elements (props, furniture, etc.) to effectively communicate setting. • Choose music and sound effects to effectively communicate mood and setting.
Critical Evaluation and Response	The student responds to and evaluates theatre and theatrical performances.	8.5B	The student is expected to develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary; <ul style="list-style-type: none"> • Demonstrate appropriate evaluation of character effectiveness, movement, pacing, tone, and motivations through the use of oral and written critiques.

Content Vocabulary

Enduring Understandings/Essential Questions

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Grade level – 8th Grade
Content Area – Theater 2 (Advanced)
Unit Name: Directing Productions

Strand	TEKS Statement		TEKS	
Foundations: inquiry and understanding.	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.		8.1B	The student is expected to explore preparation and <ul style="list-style-type: none"> • Play classical music and warm up their bodies. • Teach and practice the use of vocal warm-ups.
			8.1C	The student is expected to create expressive movements <ul style="list-style-type: none"> • Use various types of music to create pantomime. • Use narrative pantomime where the student tells a story. • Using a script already read in class, students create movements and ideas of the scene.
			8.1D	The student is expected to demonstrate an increased understanding of accents <ul style="list-style-type: none"> • Discuss the use of dialects and accents using examples like Meryl Streep is an example of an actress who has used many accents. • In group of 2 to 3, have them pick an accent and create a scene. • Discuss the use of Standard American English and create a same tongue twister using SAE.
			8.1E	The student is expected to apply knowledge of the technical elements and performance. <ul style="list-style-type: none"> • In groups of 3 to 4, one student will take the role of the director. • Each group will pick a scene from choices provided. The class will be given a calendar by the teacher to track the technical elements and performance.

			8.1F	<p>The student is expected to explore and evaluate t</p> <ul style="list-style-type: none"> • The director and actors will analyze the sc • The student directors will use various tech
Creative Expression: production	The student applies design, directing, and theatre production concepts and skills.		8.3A	<p>The student is expected to recognize and select sp performance;</p> <ul style="list-style-type: none"> • The director and actors will design, constr props. A ground plan for the set will also
			8.3B	<p>The student is expected to create theatrical eleme</p> <ul style="list-style-type: none"> • Students will read a variety of plays in clas • Students will be assigned various technical be used solely for technical support during • Produce appropriate advertising for upcor • Demonstrate appropriate use of power to
			8.3C	<p>The student is expected to explore the director's r</p> <ul style="list-style-type: none"> • Each student will be given a section of the help from the teacher, will determine the
			8.3D	<p>The student is expected to use technology in thea</p> <ul style="list-style-type: none"> • Each student will be taught how to and de light board, the sound board, wireless mic • Safety rules will also be covered.

Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances.		8.5A	The student is expected to understand and demonstrate... <ul style="list-style-type: none"> Ongoing discussions will be held about the... Classroom expectations will be clearly ad...
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<ul style="list-style-type: none"> Summative Assessment 				
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Grade level – 8th Grade	Time Allotted:
Content Area – Theater 2 (Advanced)	Days
Unit Name: Careers in Theater	

Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Critical evaluation and response.	The student responds to and evaluates theatre and theatrical performances.	8.5D	The student is expected to explore career and vocational opportunities in theatre. <ul style="list-style-type: none"> After reviewing the list of credits at the end of a movie or television show, students will make a list of all of the jobs available on a movie or television production, except for those associated with acting. In groups of 3 to 4, students will pick an area to explore and report on to the class, such as all of the jobs related to sound, lighting, properties, sets, and costumes. Presentations will be made using explanations, pictures and film clips of these people doing their jobs. Salary projections and job prospects can also be added.
		8.5C	The student is expected to demonstrate knowledge of production elements in theatre, film, television, and other media; <ul style="list-style-type: none"> After presentations to the class on these specific areas, the groups will learn and demonstrate the safest and most effective ways to use the equipment present in the school theatre, such as how to run the sound board, light board, wireless microphones, wired microphones, audio programs and cues, and projection systems. Demonstrate safe and effective use of construction and painting tools when constructing scenery and props.

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Grade level – 8th Grade	Time Allotted:
Content Area – Theater 2 (Advanced)	Days
Unit Name: History of Theater	

Strand	TEKS Statement	TEKS	Student Expectation/District Clarification
Historical and cultural relevance	The student relates theatre to history, society, and culture.	8.4A	<p>The student is expected to demonstrate theatre as a reflection of life in particular times, places, and cultures through performance</p> <ul style="list-style-type: none"> • Teacher will present information about conventions used in Greek theatre, such as the use of masks and the chorus and the structure of an outdoor amphitheater. • Students will design and create a mask expressing one emotion. • Using these masks, students will write, rehearse and perform scenes using themes from Greek theatre, incorporating the use of a Greek chorus.
		8.4B	<p>The student is expected to explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions;</p> <ul style="list-style-type: none"> • Teacher will continue the discussion of theater history and the use of masks with the introduction of commedia del’ arte. A presentation on the use of stock characters and lazzi (or improvisational scenerios) will be discussed. • Students will work in groups to present one of the stock characters and show the costumes, mask, personality type and how that character is still used in entertainment today. • Using the stock character types, one person from each of the previous groups will combine with actors from other groups, to perform improvisations from lazzi scenarios given to them, each taking their stock character from the previous assignment.
		8.4C	<p>The student is expected to explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.</p> <ul style="list-style-type: none"> • Using YouTube video clips, the history and development of film and television through the use of comedy through the 20th century will be explored. Examples can include: Charlie Chaplin and silent films, radio comedies that moved to the first television comedies, <i>I Love Lucy</i> and Dick Van Dyke, appropriate scenes from <i>Saturday Night Live</i> and romantic comedy like <i>Pretty in Pink</i> or the <i>Princess Bride</i>. • In groups of 3 to 4, students will choose one of these areas to research and present to the class using Power Point, Prezi or Google: silent films, radio comedy,

			<p>early television comedy, screwball comedy (Marx Brothers or Three Stooges), romantic comedy, or skit comedy.</p> <ul style="list-style-type: none"> • Perform improvisational scenes using some of the techniques described in the presentations.
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