

Grade level – 9 – 12		Time Allotted: Days	
Content Area – Theatre 1			
Unit Name: Unit 1			
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. The student is expected to:	1A	understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall; <ul style="list-style-type: none"> • Integration • Vocabulary
		1B	develop and practice theatre preparation and warm-up techniques; <ul style="list-style-type: none"> • Mental preparation • Physical preparation
		1D	develop and practice effective voice and diction to express thoughts and feelings; <ul style="list-style-type: none"> • Create characters through radio plays and; • puppet shows
		1E	analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;
		1I	identify and practice memorization skills;
		1K	identify and recognize the importance of safe theatre practices. <ul style="list-style-type: none"> • Appropriate clothing • Shop safety • Safety terminology
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	demonstrate safe use of the voice and body; <ul style="list-style-type: none"> • Vocabulary • Theatre preparation and warm up techniques • Practice effective voice and diction
		2C	employ effective voice and diction to express thoughts and feelings;
Historical and cultural relevance	The student relates theatre to history, society, and culture. The student is expected to:	4A	portray theatre as a reflection of life in particular times, places, and cultures; <ul style="list-style-type: none"> • Greek period of theatre • Roman period of theatre
		4B	relate historical and cultural influences on theatre; <ul style="list-style-type: none"> • Greek period of theatre • Roman period of theatre

		4D	appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature; <ul style="list-style-type: none"> • Greek period of theatre • Roman period of theatre
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	analyze and apply appropriate behavior at various types of live performances; <ul style="list-style-type: none"> • Application of audience etiquette
		5C	offer and receive constructive criticism of peer performances;
		5D	evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;
Content Vocabulary			
Enduring Understandings/Essential Questions			
Signature Lessons			
Resources			
Textbook Alignment			
Formative Assessment			
Summative Assessment			

Grade level – 9 – 12	Time Allotted:
Content Area – Theatre 1	Days
Unit Name: Unit 2	

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. The student is expected to:	1A	understand the value and purpose of using listening, observation, concentration , cooperation, and emotional and sensory recall <ul style="list-style-type: none"> • Emphasis on focusing on sights, sounds and movement around • Teambuilding exercises
		1B	develop and practice theatre preparation and warm-up techniques; <ul style="list-style-type: none"> • Research contributors to the craft of acting and techniques that were designed for theatre preparation and warm-up techniques
		1C	develop and practice stage movement techniques such as mime, pantomime , stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally; <ul style="list-style-type: none"> • Apply/analyze/synthesize body
		1D	develop and practice effective voice and diction to express thoughts and feelings; <ul style="list-style-type: none"> • Identify regional and universal dialects
		1I	identify and practice memorization skills; <ul style="list-style-type: none"> • Memorization testing
		1K	identify and recognize the importance of safe theatre practices <ul style="list-style-type: none"> • Review body safety practices • Apply safety practices in pantomime rehearsals and performance
		2B	define creativity as it relates to personal expression; <ul style="list-style-type: none"> • Create pantomime based on a personal childhood experience • Perform pantomime for peers
		Creative expression: production.	The student applies design, directing, and theatre production concepts and skills. The student is expected to:
3B	apply technical knowledge and skills safely to create or operate theatrical elements such as		

			<p>scenery, properties, lighting, sound, costumes, makeup, current technology, or publicity;</p> <ul style="list-style-type: none"> • Safely employ scenic and property construction techniques • Visually establish character through costume and makeup design
		3D	<p>demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management</p> <ul style="list-style-type: none"> • Create costume plot for a One Act play • Create makeup morgue for One Act play
Historical and cultural relevance.	The student relates theatre to history, society, and culture. The student is expected to:	4A	<p>portray theatre as a reflection of life in particular times, places, and cultures</p> <ul style="list-style-type: none"> • Understand cultural events as theatrical events (examples – wedding, graduation, etc.)
		4B	<p>relate historical and cultural influences on theatre;</p> <ul style="list-style-type: none"> • Examine primitive communication for theatrical influences (example – cavemen acted out their hunt)
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	<p>analyze and apply appropriate behavior at various types of live performances</p> <ul style="list-style-type: none"> • Apply the conventions of appropriate applause and vocal participation in a variety of performance environments
		5C	<p>offer and receive constructive criticism of peer performances</p> <ul style="list-style-type: none"> • Continue sharing constructive criticism of peer performances in classroom environment
		5D	<p>evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value</p> <ul style="list-style-type: none"> • Observe and analyze through written or oral means, a live performance utilizing specific concept of theatrical criticism
		5F	<p>explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities</p> <ul style="list-style-type: none"> • Define duties of costume and makeup designers • Research current costume or makeup designer; create and present biographical and educational background

Content Vocabulary				
Enduring Understandings/Essential Questions				
Signature Lessons				
Resources				
Textbook Alignment				
Formative Assessment				
Summative Assessment				

Grade level – 9 – 12	Time Allotted:
Content Area – Theatre 1	Days
Unit Name: Unit 3	

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. The student is expected to:	1A	understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall; <ul style="list-style-type: none"> • Integration • Vocabulary
		1B	develop and practice theatre preparation and warm-up techniques; <ul style="list-style-type: none"> • Mental preparation • Physical preparation
		1C	Employ stage movement and pantomime consistently to express thoughts, feelings, and actions; <ul style="list-style-type: none"> • Terminology • Principles of pantomime • Interpretation of body positions on stage
		1D	develop and practice effective voice and diction to express thoughts and feelings; <ul style="list-style-type: none"> • Create characters through radio plays and; • puppet shows
		1E	analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;
		1I	identify and practice memorization skills;
		1K	identify and recognize the importance of safe theatre practices. <ul style="list-style-type: none"> • Appropriate clothing • Shop safety • Safety terminology
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	demonstrate safe use of the voice and body; <ul style="list-style-type: none"> • Vocabulary • Theatre preparation and warm up techniques • Practice effective voice and diction
		2C	employ effective voice and diction to express thoughts and feelings;
Historical and	The student relates theatre to	4A	portray theatre as a reflection of life in particular times, places, and cultures;

cultural relevance	history, society, and culture. The student is expected to:	4B	relate historical and cultural influences on theatre; <ul style="list-style-type: none"> • Medieval Ages • Commedia del Arte
		4C	Identify the impact of live theatre, film, television, and electronic media on contemporary society; <ul style="list-style-type: none"> • Create and perform satirical scenes regarding the present society
		4D	appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature; <ul style="list-style-type: none"> • Greek period of theatre • Roman period of theatre
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	analyze and apply appropriate behavior at various types of live performances; <ul style="list-style-type: none"> • Continue application of audience etiquette
		5C	offer and receive constructive criticism of peer performances;
		5D	evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;
		5E	Evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value; <ul style="list-style-type: none"> • Critique current films, television, or other media and it's impact on society

Content Vocabulary

Enduring Understandings/Essential Questions

Signature Lessons

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Resources

•
Textbook Alignment
•
Formative Assessment
•
Summative Assessment
•

Grade level – 9 – 12		Time Allotted: Days	
Content Area – Theatre 1			
Unit Name: Unit 4			
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. The student is expected to:	1A	<ul style="list-style-type: none"> understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall; Team building exercises Childhood memory recall
		1B	develop and practice theatre preparation and warm-up techniques; <ul style="list-style-type: none"> Utilize strategies previously learned
		1C	Employ stage movement and pantomime consistently to express thoughts, feelings, and actions; <ul style="list-style-type: none"> Terminology Principles of pantomime Interpretation of body positions on stage
		1D	develop and practice effective voice and diction to express thoughts and feelings; <ul style="list-style-type: none"> Introduce the use of accents
		1E	analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;
		1H	Define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, designers, technicians, and audience; <ul style="list-style-type: none"> Vocabulary Individual study of professionals in the artistic industry
		1I	identify and practice memorization skills; <ul style="list-style-type: none"> Continue implementing strategies to develop memorizations skills
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	demonstrate safe use of the voice and body; <ul style="list-style-type: none"> Vocabulary Theatre preparation and warm up techniques Practice effective voice and diction
		2C	employ effective voice and diction to express thoughts and feelings;
Historical and cultural	The student relates theatre to history, society, and culture. The	4A	portray theatre as a reflection of life in particular times, places, and cultures;
		4B	relate historical and cultural influences on theatre;

relevance	student is expected to:		<ul style="list-style-type: none"> • Create scenes based on historical events
		4C	Identify the impact of live theatre, film, television, and electronic media on contemporary society; <ul style="list-style-type: none"> • Create and perform satirical scenes regarding the present society
		4D	appreciate the cultural heritages of world drama and theatre and identify key figures, works, and trends in dramatic literature; <ul style="list-style-type: none"> • Medieval Ages period of theatre • Commedia del Arte period of theatre
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	analyze and apply appropriate behavior at various types of live performances; <ul style="list-style-type: none"> • Continue application of audience etiquette
		5B	Recognize theatre as an art form and evaluate self as a creative being; <ul style="list-style-type: none"> • Develop self-evaluation strategies
		5C	offer and receive constructive criticism of peer performances;
		5D	evaluate live theatre in written and oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value;
		5E	Evaluate film, television, or other media in written or oral form with precise and specific observations using appropriate evaluative theatre vocabulary such as intent, structure, effectiveness, and value; <ul style="list-style-type: none"> • Critique current films, television, or other media and it's impact on society

Content Vocabulary

Enduring Understandings/Essential Questions

Signature Lessons

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Resources

•
Textbook Alignment
•
Formative Assessment
•
Summative Assessment
•