

Grade level – 10 – 12		Time Allotted:	Days
Content Area – Theatre 2 Unit 1			
Unit Name:			
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	develop and practice theatre warm-up techniques; <ul style="list-style-type: none"> Develop effective techniques for vocal warm-ups
		1B	Develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally; <ul style="list-style-type: none"> Create and perform scenes using pantomime to tell story
		1C	Demonstrate effective voice and diction <ul style="list-style-type: none"> On stage work to develop projection Techniques and techniques to improve diction
		1D	Analyze dramatic structure and genre <ul style="list-style-type: none"> Use play script to determine plot and dramatic structure through diagram Discussion of need for dramatic structure Develop an understanding of the differentiating elements of various theatrical genres (i.e. comedy, drama, melodrama)
		1E	Identify examples of theatrical conventions in theatre, film, television, and electronic media; <ul style="list-style-type: none"> Develop an understanding of the fourth wall's importance in theatre Study Samuel T. Coleridge's "willing suspension of disbelief" concept
		1F	Relate the interdependence of all theatrical elements <ul style="list-style-type: none"> Develop an understanding of the relationship between technical, directorial and acting elements in a theatrical production
		1G	Develop and practice memorization skills <ul style="list-style-type: none"> Memory testing
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	Model safe, appropriate techniques to allow for physical, vocal, and emotional expression; <ul style="list-style-type: none"> Review vocabulary Continued use of Theatre preparation and warm up techniques Practice effective voice and diction
		2B	Explore creativity as it relates to self and ensemble; <ul style="list-style-type: none"> Work scenes within an ensemble
		2C	Demonstrate effective voice and diction to express thoughts and feelings

			<ul style="list-style-type: none"> Characterization through adaptation of voice
		2D	<p>Apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;</p> <ul style="list-style-type: none"> Create characters based on historical character Incorporate historical characters mannerisms
		2E	<p>Develop physical techniques consistently to express thoughts, feelings, and actions non-verbally; and</p> <ul style="list-style-type: none"> Refine physical movements to portray believable historical character
		2F	<p>Create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.</p> <ul style="list-style-type: none"> Devise original monologue for historical character Write monologue for purpose of performing to convey historical events through characterization
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3A	<p>Develop and practice safe and effective stagecraft skills;</p> <ul style="list-style-type: none"> Continue to practice safe and effective stagecraft skills
		3B	<p>Read and analyze cultural, social, and political aspects of a script to determine technical elements</p> <ul style="list-style-type: none"> Analyze a script for its technical aspects related to props and costumes. Develop a plan for using props and costume pieces in a scene from play.
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	Evaluate and apply appropriate audience etiquette at various types of performances;
		5C	<p>Offer and receive constructive criticism of peer performances;</p> <ul style="list-style-type: none"> Analyze and write a peer evaluation of a performance addressing actor's choices
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Grade level – 10 – 12		Time Allotted: Days	
Content Area – Theatre 2 Unit 2			
Unit Name: Unit II			
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	develop and practice theatre warm-up techniques;
		1B	Develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally; <ul style="list-style-type: none"> Develop and perform a pantomime communicating information non-verbally through gestures, posture, facial expression, movement, and imaginary props
		1C	Demonstrate effective voice and diction <ul style="list-style-type: none"> Continue implementing effective voice and diction techniques and strategies
		1F	Relate the interdependence of all theatrical elements <ul style="list-style-type: none"> Analyze a script for character analysis, plot structure, character motivation and development, and time period.
		1G	Develop and practice memorization skills <ul style="list-style-type: none"> Audition for, memorize, rehearse, and perform assigned part
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	Model safe, appropriate techniques to allow for physical, vocal , and emotional expression; <ul style="list-style-type: none"> Relate vocalization in theatre to vocal health
		2D	Apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;
		2F	Create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms. <ul style="list-style-type: none"> Ensemble works collaborates to create scenes/vignettes based on real life experience
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3A	Develop and practice safe and effective stagecraft skills;
		3B	Read and analyze cultural, social, and political aspects of a script to determine technical elements <ul style="list-style-type: none"> Read A Raisin in the Sun Create list of essential technical needs of script
		3C	Analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments; <ul style="list-style-type: none"> Collaborate with peers to determine duties and technical assignments
Historical and cultural	The student relates theatre to history, society, and culture. The	4A	Analyze historical and cultural influences on theatre; <ul style="list-style-type: none"> Research pre-historic period

relevance	student is expected to:		<ul style="list-style-type: none"> Determine rituals practice with theatrical elements
		4B	Analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors; <ul style="list-style-type: none"> Comprehend and apply aesthetic criteria
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	4C	Analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society; <ul style="list-style-type: none"> Analyze and evaluate the effectiveness of theatrical events as an observer. Evaluation of theatrical experiences as an observer or audience member Effectiveness of the performance Behavior and reactions of the audience
		5A	Evaluate and apply appropriate audience etiquette at various types of performances; <ul style="list-style-type: none"> recognize proper theatre etiquette demonstrate good theatre etiquette
		5C	Offer and receive constructive criticism of peer performances; <ul style="list-style-type: none"> Evaluate peer performances through written critique
		5D	Evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations; <ul style="list-style-type: none"> Develop individual performance art piece demonstrating understanding of artistic elements while integrating more than one are form

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Grade level – 10 – 12		Time Allotted:	Days
Content Area – Theatre 2 Unit 3			
Unit Name: Unit III			
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	develop and practice theatre warm-up techniques; <ul style="list-style-type: none"> Relationship to life and acting through communication Primary tool of communication Integration with voice and mind to create the total acting instrument
		1D	Analyze dramatic structure and genre <ul style="list-style-type: none"> Analyze the dramatic structure utilized in a variety of theatrical texts with an emphasis placed upon defining the structural components (exposition, inciting incident, rising action, climax, falling action, dénouement)
		1E	Identify examples of theatrical conventions in theatre, film, television, and electronic media; <ul style="list-style-type: none"> Describe processes used in film and video production Define examples of theatrical conventions used in film
		1F	Relate the interdependence of all theatrical elements <ul style="list-style-type: none"> Develop an understanding of the relationship between technical, directorial and acting elements in a theatrical production
		1G	Develop and practice memorization skills <ul style="list-style-type: none"> Describe the impact of how changing one element can impact the others
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	Model safe, appropriate techniques to allow for physical, vocal, and emotional expression; <ul style="list-style-type: none"> Continued use of Theatre preparation and warm up techniques Practice effective voice and diction
		2C	Demonstrate effective voice and diction to express thoughts and feelings <ul style="list-style-type: none"> Vocal Characteristics Dialogue interpretation Choice of words and phrases
		2E	Develop physical techniques consistently to express thoughts, feelings, and actions non-verbally; and <ul style="list-style-type: none"> Emotional vs. intellectual approach Technical vs. intuitive methods
		2F	Create, write, devise, and refine original monologues, improvisations, scenes , or vignettes to

			<p>convey meaning to the audience through live performance or media forms.</p> <ul style="list-style-type: none"> • Improvise scenes that include character motivation • Write dialogue for scenes that include character motivation
		3D	<p>Perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and</p> <ul style="list-style-type: none"> • Explore the processes the director uses within the production hierarchy to protect and convey author’s intent through the designers, technicians, actors to the audience
Historical and cultural relevance	The student relates theatre to history, society, and culture. The student is expected to:	4A	Analyze historical and cultural influences on theatre;
		4E	<p>Research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and</p> <ul style="list-style-type: none"> • Analyze theatre as a reflection of life in improvisational and scripted texts that vary in time period, setting, and culture through performance.
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	<p>Evaluate and apply appropriate audience etiquette at various types of performances;</p> <ul style="list-style-type: none"> • Demonstrate proper theatre etiquette at all performances
		5C	<p>Offer and receive constructive criticism of peer performances;</p> <ul style="list-style-type: none"> • Continually offer peer feedback written and orally for purposes of growth
		5E	<p>Examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;</p> <ul style="list-style-type: none"> • Job descriptions • Requisite qualifications and skills • Training • Skills • Self-discipline • Artistic discipline needed
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Grade level – 10 – 12		Time Allotted:	Days
Content Area – Theatre 2 Unit 4			
Unit Name: Unit IV			
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	Develop and practice theatre warm-up techniques; <ul style="list-style-type: none"> Recognize and use preparatory techniques Mental preparation Physical preparation
		1B	Develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally; <ul style="list-style-type: none"> Use movement to express character
		1C	Demonstrate effective voice and diction <ul style="list-style-type: none"> Develop and practice effective voice and diction to express thoughts and feelings Use a variety of vocal technique to portray character
		1D	Analyze dramatic structure and genre <ul style="list-style-type: none"> Analyze dramatic structure specific to musical theatre Musical theatre terminology
		1E	Identify examples of theatrical conventions in theatre, film, television, and electronic media; <ul style="list-style-type: none"> Define examples of theatrical conventions used on television. Create pilot for original sitcom
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	Model safe, appropriate techniques to allow for physical, vocal, and emotional expression; <ul style="list-style-type: none"> Gestures and business Facial expressions Eyes
		2C	Demonstrate effective voice and diction to express thoughts and feelings <ul style="list-style-type: none"> Vocal Characteristics Dialogue interpretation Choice of words and phrases Sentence structure Dialect, mannerisms
		2D	Apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;

			<ul style="list-style-type: none"> Physical Characteristics Posture and Walk
		2E	Develop physical techniques consistently to express thoughts, feelings, and actions non-verbally; and <ul style="list-style-type: none"> Gestures and business Facial expressions
		2F	Create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms. <ul style="list-style-type: none"> Film sitcom original sitcom
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3A	Develop and practice safe and effective stagecraft skills;
		3B	Read and analyze cultural, social, and political aspects of a script to determine technical elements <ul style="list-style-type: none"> Read <i>Harvey</i> Create list of required technical elements according to script
		3C	Analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments;
		3D	Perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and <ul style="list-style-type: none"> Perform an artistic or technical role Rehearsal process Learning of lines and dramatic sequence Concentration Cue pickup and reciprocal response Projection Perform Scenes with a variety of theatrical elements Demonstrate ensemble attitude and behavior in rehearsal and performance
		3E	Develop 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.
Historical and cultural relevance	The student relates theatre to history, society, and culture. The student is expected to:	4A	Analyze historical and cultural influences on theatre;
		4C	Analyze and evaluate the impact of live theatre, film, television, and electronic media in contemporary society; <ul style="list-style-type: none"> Comprehend and apply aesthetic criteria Analyze and evaluate the effectiveness of theatrical events as an observer

			<ul style="list-style-type: none"> • Evaluation of theatrical experiences as an observer or audience member • Effectiveness of the performance • Behavior and reactions of the audience
		4F	<p>Identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.</p> <ul style="list-style-type: none"> • Understanding of artistic elements and conventions • Understanding of and experience in the creative process • Understanding of values in various societies and cultures • Critical language skills • Expanding repertoire of theatre and other arts experiences
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	Evaluate and apply appropriate audience etiquette at various types of performances;
		5E	<p>Examine career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;</p> <ul style="list-style-type: none"> • Define career and vocational opportunities in theatre and the responsibilities associated with them. • Interview or shadow professional in the industry; present findings
		5F	Use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; and
		5G	Connect theatre skills and experiences to higher education and careers outside of the theatre.
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