

Grade level – 11 – 12		Time Allotted:	Days
Content Area – Theatre 3 Unit 1			
Unit Name: Unit I			
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	Apply theatre preparation and warm-up techniques effectively; <ul style="list-style-type: none"> Articulate the need for proper preparation and warm-up techniques. Engage in effective preparation and warm-up techniques that develop concentration, focus and ensemble acting
		1B	Experiment with stage movement; <ul style="list-style-type: none"> Demonstrate the effective use of the body in isolation and in unison to express concepts
		1C	Distinguish the proper techniques such as diction, inflection, and projection in the use of voice; <ul style="list-style-type: none"> Illustrate the mechanics of vocal production utilizing and connecting the vocal anatomy with its function
		1D	Analyze and evaluate dramatic structure and genre; <ul style="list-style-type: none"> Describe dramatic structures utilized in One Act Play genre and theatrical conventions within
		1F	Evaluate the interdependence of all theatrical elements; and <ul style="list-style-type: none"> Evaluate the theatrical elements utilized within the One Act Play form
		1G	Develop and practice memorization skills. <ul style="list-style-type: none"> Continue to implement memory tests and refine memorization skills
		2C	Analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; <ul style="list-style-type: none"> Incorporate a safe use of body and a justified approach to the character to create a believable character in respect to the acting style necessary for One Act Play.
		2D	Experiment with improvisation and scripted scenes of various styles to portray believable characters; <ul style="list-style-type: none"> Collaborate with peers to improvise a moment, scene, or a vignette to reveal character motivation, advance plot, provide exposition and reveal theme
		3E	Perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.

			<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	Evaluate historical and cultural influences on theatre <ul style="list-style-type: none"> Recognize theatre as a social and cultural institution throughout history Analyze rituals and celebrations as theatrical events
		4D	Research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature <ul style="list-style-type: none"> Read Hamlet Determine literary influences of play on modern day theatre
		4F	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. <ul style="list-style-type: none"> Review the history of radio into television
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	Compare behavior at various types of performances and practice appropriate audience etiquette; <ul style="list-style-type: none"> Compare/contrast appropriate audience etiquette for television versus life theatre performance
		5C	Apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary; <ul style="list-style-type: none"> Evaluate emotional responses to television performances using complex justifications
		5F	Use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; <ul style="list-style-type: none"> Select a career or vocational opportunity in theatre, film, and television and analyze the training, skills, self-discipline, and artistic discipline needed to pursue them Utilize technology to create a portfolio presentation

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Grade level – 11 – 12	Time Allotted: Days
Content Area – Theatre 3 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	Apply theatre preparation and warm-up techniques effectively; <ul style="list-style-type: none"> Demonstrate a systematic approach to preparing for a performance utilizing warm-up techniques, both physical and vocal.
		1B	Experiment with stage movement; <ul style="list-style-type: none"> Demonstrate the effective use of the body in isolation and in unison to illustrate a physical activity
		1D	Analyze and evaluate dramatic structure and genre; <ul style="list-style-type: none"> Analyze Theatre of the Absurd with emphasis placed upon defining styles and conventions associated with that genre Read <i>Waiting for Godot</i>
		2C	Analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; <ul style="list-style-type: none"> Analyze characters of <i>Waiting for Godot</i> paying attention to the style of Theatre of the Absurd
		2E	Write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and <ul style="list-style-type: none"> Create dialogue in the Theatre of the Absurd style
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3A	Experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays; <ul style="list-style-type: none"> Ascertain style of technical needs appropriate to Theatre of the Absurd genre
		3B	Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters; <ul style="list-style-type: none"> Read and evaluate <i>Waiting for Godot</i> paying close attention themes, settings and times
		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"> Collaborate with peers to perform a selection from <i>Waiting for Godot</i> to perform live
Historical and	The student relates theatre to	4A	Evaluate historical and cultural influences on theatre

cultural relevance	history, society, and culture. The student is expected to:		4D	Research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature; <ul style="list-style-type: none"> Determine key figures in Commedia del Arte and their influences on modern theatre
			5D	Compare communication methods of theatre with those of art, music, dance, and other media; <ul style="list-style-type: none"> Analyze examples of theatre, dance, art, and music and identify methods of communication Identify specific examples of communication in each piece, comparing the effectiveness of each
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Grade level – 11 – 12		Time Allotted: Days	
Content Area – Theatre 3 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	Apply theatre preparation and warm-up techniques effectively <ul style="list-style-type: none"> Engage in effective preparation and warm-up techniques that develop concentration, focus and ensemble acting.
		1B	Experiment with stage movement; <ul style="list-style-type: none"> Develop an understanding of Laban movements
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	Employ safe, appropriate techniques to allow for physical, vocal, and emotional expression; <ul style="list-style-type: none"> Demonstrate Laban movements employing appropriate techniques
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3C	Cast and direct duet scenes;
		3E	Perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving. <ul style="list-style-type: none"> Collaborate with peers to create a responsibility flow chart for each member of the ensemble
Historical and cultural relevance	The student relates theatre to history, society, and culture. The student is expected to:	4F	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. <ul style="list-style-type: none"> Evaluate the history of film/movies and their evolvment with technology and electronic media
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5E	Make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; <ul style="list-style-type: none"> Choose three career or avocational areas to fully investigate Present findings in a presentation to peers

			5G	Relate theatre skills and experiences to higher education and careers outside of the theatre; <ul style="list-style-type: none"> • Explore of personal talents, competencies, and discipline within the theatrical field • Investigate postsecondary educational institutions for further training
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Grade level – 11 – 12		Time Allotted: Days	
Content Area – Theatre 3			
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	Apply theatre preparation and warm-up techniques effectively;
		1B	Experiment with stage movement;
		1C	Distinguish the proper techniques such as diction, inflection, and projection in the use of voice;
		1D	Analyze and evaluate dramatic structure and genre;
		1E	Distinguish between the theatrical conventions of theatre, film, television, and other media;
		1F	Evaluate the interdependence of all theatrical elements; and
		1G	Develop and practice memorization skills.
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2A	Employ safe, appropriate techniques to allow for physical, vocal, and emotional expression;
		2B	Analyze creativity as it relates to self and ensemble and its effect on audience;
		2C	Analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;
		2D	Experiment with improvisation and scripted scenes of various styles to portray believable characters;
		2E	Write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and
		2F	Integrate two or more art or media forms in a performance.
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3A	Experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays;
		3B	Analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters;
		3C	Cast and direct duet scenes;
		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
		3E	Perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.
Historical and	The student relates theatre to	4A	Evaluate historical and cultural influences on theatre

cultural relevance	history, society, and culture. The student is expected to:	4B	Analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors;
		4C	Employ and evaluate the impact of live theatre, film, television, and other media in contemporary society;
		4D	Research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature;
		4E	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
		4F	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.
		Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:
5B	Recognize theatre as an art form and evaluate self as a creative being;		
5C	Apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary;		
5D	Compare communication methods of theatre with those of art, music, dance, and other media;		
5E	Make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;		
5F	Use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner;		
5G	Relate theatre skills and experiences to higher education and careers outside of the theatre; and		
5H	Create a personal resume or portfolio of theatrical experience		
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