

Grade level – 11 – 12		Time Allotted:	Days
Content Area – Theatre 4 Unit 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	Create and demonstrate theatre preparation and warm-up techniques; <ul style="list-style-type: none"> • Tense vs. free • Heavy vs. light • Strong vs. gentle • Even vs. uneven • Using energy as a means of emphasis
		1B	Devise and model stage movement; <ul style="list-style-type: none"> • Contrast: fast vs. slow • Developing a sense of timing
		1C	Model proper techniques such as diction, inflection, and projection in the use of effective voice; <ul style="list-style-type: none"> • Interpret textural meaning • Communication of thought
		1D	Compare the structure of theatre to that of film, television, and other media; <ul style="list-style-type: none"> • Investigate the role of live theatre, film, television, and electronic media in today’s society. • Discuss the challenges and techniques in translating literature into film.
		1E	Evaluate theatrical conventions of various cultural and historical periods; <ul style="list-style-type: none"> • Describe how historical and cultural concepts are presented through dramatic activities. • Analyze pieces from different time periods and point out the culturally-relevant themes and/or subtext(s)
		1F	Evaluate the interdependence of all theatrical elements; <ul style="list-style-type: none"> • Comprehend and analyze theatre as a synthesis of all other arts 1 • Art forms comprising theatre
		1G	Develop and model memorization skills.
Creative expression:	The student interprets characters using the voice and body	2A	Model safe, appropriate techniques to allow for physical, vocal , and emotional expression;

performance	expressively and creates dramatizations. The student is expected to:		<ul style="list-style-type: none"> Utilize a variety of theatrical texts develop vocal variety in respect to pitch, rate, resonance, texture, and quality.
		2B	Demonstrate creativity as it relates to self and ensemble and its effect on audience; <ul style="list-style-type: none"> As an ensemble create characters recognizable and believable to audience
		2C	Analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; <ul style="list-style-type: none"> Recognize the universality of character, situation and motivation in theatre across cultures and time specifically as it relates to Eastern cultures and playwrights
		2D	Interpret scripted scenes of various styles to portray believable characters; and <ul style="list-style-type: none"> Prepare characters appropriate for the setting, situation, mood and style Preparation of role through resources Physical characteristics Vocal characteristics Dialogue interpretation Rhythm and timing Perform a role appropriate for setting, situation, mood and style
		2E	Create individually or devise collaboratively imaginative scripts and scenarios. <ul style="list-style-type: none"> Develop a thorough character analysis. Create a scene from a central idea or theme
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3A	Experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays; <ul style="list-style-type: none"> Safely employ scenic and property construction techniques Analyze and evaluate dramatic text as a basis for technical theatre decisions. Collaborate in creating and executing technical elements for theatre production
		3B	Analyze and evaluate dramatic texts and direct brief scenes <ul style="list-style-type: none"> Develop and use appropriate audition procedures Recognize the director's responsibility to the actors
		3C	Demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience; <ul style="list-style-type: none"> Create promptbook for full length play
		3D	Analyze production plans that include research, rehearsal plans, technical designs, and blocking; <ul style="list-style-type: none"> Analyze and evaluate dramatic text as a basis for technical theatre decisions. Collaborate in creating and executing technical elements for theatre production.
		3E	Demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and

		3F	Apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.
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;
		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"> Analyze the limitations presented in a book to film adaptation. (i.e., read a scene from a book and watch the film version of that same scene.
		4C	Employ and evaluate the impact of live theatre, film, television, and other media in contemporary society; <ul style="list-style-type: none"> Analyze the differences between acting for the camera versus acting for a live audience.
		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"> Create presentation identifying works of world drama through specific dramatic structure
		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 <ul style="list-style-type: none"> Create presentation regarding key figure in American literature and the effects of their personal heritage on their works
		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"> Melodrama as theatrical as a theatre genre Identify the historical context of melodrama
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	Evaluate and practice appropriate audience behavior at various types of performances;
		5B	Defend theatre as an art form and value self as a creative being;
		5C	Apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media; <ul style="list-style-type: none"> Evaluate and critique film as an art form Compare and contrast literary works with film version of same work
		5D	Compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period; <ul style="list-style-type: none"> Compare and contrast Eastern films with Western films
		5E	Evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities;

			<p>5F Employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner;</p> <ul style="list-style-type: none"> • Create a trajectory for a career choice • Present to peers
			<p>5G Appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre; and</p>
			<p>5H Create a personal resume or portfolio of theatrical experience.</p>

Content Vocabulary

Enduring Understandings/Essential Questions

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 – 11 – 12		Time Allotted:	Days
Content Area – Theatre 4 Unit 2			
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	Create and demonstrate theatre preparation and warm-up techniques;
		1B	Devise and model stage movement;
		1G	Develop and model memorization skills.
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;
		2B	Demonstrate creativity as it relates to self and ensemble and its effect on audience; <ul style="list-style-type: none"> Build relationships within ensemble to increase believability on stage
		2C	Analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; <ul style="list-style-type: none"> Select genre of interest Create character analysis based on style of genre
		2E	Create individually or devise collaboratively imaginative scripts and scenarios. <ul style="list-style-type: none"> Individually create script in selected genre
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3A	Experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays; <ul style="list-style-type: none"> Design light and sound for scripted scene with partner
		3E	Demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and
		3F	Apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving. <ul style="list-style-type: none"> Create cue sheets for light and sound for theatre production Provide list of resources for light and sound assistance
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.
Critical evaluation and	The student responds to and evaluates theatre and theatrical	5A	Evaluate and practice appropriate audience behavior at various types of performances;
		5B	Defend theatre as an art form and value self as a creative being;

response	performances. The student is expected to:		<ul style="list-style-type: none"> • Create performance piece supporting theatre as an art form • Perform with personal interpretation of self as creative being
		5F	Employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner; <ul style="list-style-type: none"> • Create simulation of daily responsibilities of lighting or sound technician
Content Vocabulary			
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Signature Lessons			
<ul style="list-style-type: none"> • 			
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Textbook Alignment			
<ul style="list-style-type: none"> • 			
Formative Assessment			
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Summative Assessment			
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Grade level – 11 – 12		Time Allotted: Days	
Content Area – Theatre 4 Unit 3			
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	Create and demonstrate theatre preparation and warm-up techniques; <ul style="list-style-type: none"> Demonstrate a systematic approach to preparing for a performance through the rehearsal process including presentation, revision and memorization.
		1B	Devise and model stage movement; <ul style="list-style-type: none"> Demonstrate the effective use of the body in isolation and in unison to communicate a story
		1C	Model proper techniques such as diction, inflection, and projection in the use of effective voice; <ul style="list-style-type: none"> Create characters with British accent
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"> Develop dance as technique for non-verbal communication
		2E	Create individually or devise collaboratively imaginative scripts and scenarios. <ul style="list-style-type: none"> Develop original script based on real life experiences
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3E	Demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; <ul style="list-style-type: none"> Select scene, cast, assign production roles, and direct long scene through complete production process
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"> Create electronic media indicating the contributions of the United States to musical theatre from conception
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5C	Apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media; <ul style="list-style-type: none"> Peer evaluations of electronic media Critique in written form
Content Vocabulary			

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Textbook Alignment				
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Formative Assessment				
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Summative Assessment				
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Grade level – 11 – 12		Time Allotted:	Days
Content Area – Theatre 4 Unit 4			
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	Create and demonstrate theatre preparation and warm-up techniques; <ul style="list-style-type: none"> Independently demonstrate understanding of theatre preparation and warm-up techniques Create original warm-up
		1F	Evaluate the interdependence of all theatrical elements; and <ul style="list-style-type: none"> Present individual production design including all theatrical elements
		1G	Develop and model memorization skills. <ul style="list-style-type: none"> Presentation includes memorized selection of script used in production project
Creative expression: performance	The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2E	Create individually or devise collaboratively imaginative scripts and scenarios. <ul style="list-style-type: none"> Collaborate with peers to create original comedic script
Creative expression: production	The student applies design, directing, and theatre production concepts and skills. The student is expected to:	3D	Analyze production plans that include research, rehearsal plans, technical designs, and blocking; <ul style="list-style-type: none"> Analyze and critique peer’s production design presentation
		3F	Apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving. <ul style="list-style-type: none"> Offer creative problem solving for peer productions
		4C	Employ and evaluate the impact of live theatre, film, television, and other media in contemporary society; <ul style="list-style-type: none"> Determine validity of American films and impact on Eastern cultures
Critical evaluation and response	The student responds to and evaluates theatre and theatrical performances. The student is expected to:	5A	Evaluate and practice appropriate audience behavior at various types of performances; <ul style="list-style-type: none"> Attend live theatrical performances Exhibit appropriate theatre etiquette Evaluate audience behavior noting reactions to work
		5G	Appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre;

			<ul style="list-style-type: none"> • Prepare audition piece for entrance into college program • Present audition for peers • Offer feedback to peers regarding audition piece
		5H	Create a personal resume or portfolio of theatrical experience. <ul style="list-style-type: none"> • Present completed resume and portfolio of high school theatrical experience
Content Vocabulary			
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Summative Assessment			
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