

THEATRE

CONTENT STANDARD 1: Creating

Grade 2

- 1.2.1 Pantomime a single activity (e.g., walking a dog, swimming, putting on a jacket, opening imaginary presents). (a)
- 1.2.2 Collaborate to create a story (e.g., Sitting in a circle, teacher leading, students, proceeding clockwise, will tell a story), each child adding on and relating to what was previously said. (a)
- 1.2.3 Identify all the characters in a familiar story (Goldilocks, Little Red Riding Hood, etc); imagine he/she is one of the characters, and move and behave as that character. (a)
- 1.2.4 Play roles by interacting with appropriate dialogue, movement, and sounds as a story is being told. (b)
- 1.2.5 Demonstrate what it would feel/look like to be in various environmental situations (e.g., cold, hot, windy, snowy, haunted house). Practice this individually, collaborate to design a moving tableau in a small group. (b)

Grade 4

- 1.4.1 Collaborate to select interrelated characters, environments and situations by breaking into smaller groups, dramatizing a familiar folk tale (e.g., Johnny Appleseed, Paul Bunyon, etc.), and performing for the larger group. (a)
- 1.4.2 Create a scene based on a given time, place, day (e.g., 10 am: a math class, 4 PM: soccer practice, 7 PM: a movie theater). Tape-record the dialogue for listening and refining. (B)
- 1.4.3 Collaborate to demonstrate a physical environment in which the story is effected by the setting. (e.g., a video arcade, walking across hot coals, journey through a blizzard, visit to a haunted house, etc.). Discuss observations, and record them in a drama journal. (a)
- 1.4.4 Collaborate to create interrelated situations in a pantomimed scene (e.g., bouncing a ball, swimming, typing, etc). (a)

Grade 6

- 1.6.1 Demonstrate emotions based on a conflict (e.g., entering a principal's office to be disciplined, coming late for dinner). (a)
- 1.6.2 Collaborate to create an improvisation starting with a tableau and then adding dialog in an environment where the setting effects the scene (e.g., on a lifeboat, stuck in the desert, in-school suspension, etc.).
- 1.6.3 Refine and record dialog based on an improvisation of a confrontational scene.
- 1.6.4 Use video and/or computer technology as a tool to develop, write and define scripts. (b)

Grade 8

- 1.8.1 Analyze a social issue and develop a two-character scene with the characters expressing opposite viewpoints; social issues might include teen suicide, teen pregnancy, teen sex, divorce, drug/alcohol abuse, etc. (a)
- 1.8.2 Create tension and suspense by using four lines of dialogue and completing a scene. (a)
 - e.g. a. Hi
 - b. Hello
 - a. We have to talk
 - b. About what
- 1.8.3 Develop character based on specific props/costume pieces. (e.g., given a Bible and a top hat, create a scene.) (A/b)
- 1.8.4 Refine a dialogue and action in improvisation. (b)
 - (e.g., create a two-character improvisation based on at least two of the following:
 - character -- who are you?
 - setting -- where are you?
 - action-- what are you doing?
- 1.8.5 Create a scenario for a script. (e.g., use a graphic organizer to trace the skeletal progression of events for an original script. (b)
- 1.8.6 Prepare scripts using appropriate playwriting format. (b)

Grade 10

- 1.10.1 Collaborate with a partner: use an "a, b" script of unrelated lines of dialogue created by the larger group (e.g. A: Excuse me.
B: I beg your pardon.
A: What?
B: I believe that's mine. etc.)
- 1.10.2 Justify the progression of lines by imagining and acting out scenes (in groups of 2) that use each line, in order.
- 1.10.3 After researching a historical situation or event (signing the declaration of independence, women's suffrage) that involves several characters, assume roles and improvise scenes that precede and/or follow that event. Write dialogue for the actual event based upon this improvisation.
- 1.10.4 Write a scene or monologue based on an idea derived from examining a photograph (personal, newspaper, magazine, etc.) or listening to a selection of instrumental music.

Grade 12

- 1.12.1 Convey the meaning of an original one-act script by creating a storyboard. (E.g., include scenery, lighting, sound and action sequences.)
- 1.12.2 Improvise, write, and perform scripts based on any one or combination of the following:
- Look at several comic strips. Read the comics and suggest several scenes that may have occurred before the picture. Improvise the events; write the script, perform the script; revise/refine script.
 - Using a photograph or a painting as inspiration, a group of actors creates a tableau which writers then interpret by creating dialogue. Actors perform the script aided by students who opt to prompt, gather props, etc.
 - Group members share stories based on personal experiences. Group then chooses one of the stories. Actors devise a tableau from which writers generate a scenario. Actors improvise dialogue and movement for the scenario. Writers refine the improvisation to create a script which actors then perform.
- 1.12.3 Write and record a video play; edit and refine each tape.