



# Middle School Theatre Arts Curriculum Map

*This map is a framework for developing your middle school theatre arts curriculum. The included lessons, learning module guides, assessments, and readings are flexible based on the needs of your students.*

## Topic 1: Communication & Collaboration *Suggested Time Frame: 2 weeks*

### Essential Questions

- How do theatre artists work together?
- What is “etiquette”? How does it apply to artists and audiences?
- What are the vocal and physical skills of an actor?
- What is “empathy”? Why is it important in theatre?

### Target Standards

#### 6th Grade

**TH:Pr5.1.6.a.** Recognize how acting exercises and techniques can be applied to a drama/theatre work.  
**TH:Re9.1.6.c.** Identify a specific audience or purpose for a drama/theatre work.

#### 7th Grade

**TH:Cr2.1.7.b.** Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.  
**TH:Pr5.1.7.a.** Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.  
**TH:Re9.1.7.c.** Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

#### 8th Grade

**TH:Pr5.1.8.a.** Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

### Supporting Lessons

[Exercise: Tongue Twister: To Sit in Solemn Silence](#) & [Exercise: The Dragon's Diction & Vocal Agility](#) Students use vocal warm-ups and tongue twisters to develop actor etiquette, collaboration with an ensemble, and confidence in the performance space.

[Exercise: Affect as Lords & Ladies](#) Inspired by Oscar Wilde's *The Importance of Being Earnest*, students use knowledge of historical social classes to adopt walks and attitudes that develop characterization.

[Theatre Practitioner Study](#) Students learn about some of the important figures in the world of theatre while becoming familiar with StageAgent for Schools features.

**Dear Evan Hansen: Defining Empathy** Students examine the ways in which the text, staging, design, imagery, and music work together in *Dear Evan Hansen* to convey the message of empathy.

Supporting Texts	Target Assessments
<b>Learning Modules:</b> <u>Theatre Basics</u> <ul style="list-style-type: none"> <li><u>Audience Etiquette &amp; Participation</u></li> </ul> <u>Performance Skills &amp; Process</u> <ul style="list-style-type: none"> <li><u>Creating Safe Spaces</u></li> <li><u>Stage Etiquette</u></li> </ul>	<p>Create a short presentation about an important figure in theatre.</p> <p>Write a statement of empathy inspired by <i>Dear Evan Hansen</i>.</p>

## Topic 2: Stage Geography & Theatre Jobs *Suggested Time Frame: 2 weeks*

Essential Questions	Target Standards		
<ul style="list-style-type: none"> <li>What are the parts of the stage and theatre space? What are their functions?</li> <li>What is theatre vocabulary? How does it impact communication?</li> <li>What are the important jobs in theatre? How do they support each other?</li> </ul>	6th Grade	7th Grade	8th Grade
	<b>TH:Cr1.1.6.a.</b> Identify possible solutions to staging challenges in a drama/theatre work. <b>TH:Pr5.1.6.b.</b> Articulate how technical elements are integrated into a drama/theatre work.	<b>TH:Cr1.1.7.a.</b> Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. <b>TH:Pr4.1.7.a.</b> Consider various staging choices to enhance the story in a drama/theatre work.	<b>TH:Cr1.1.8.a.</b> Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

### Supporting Lessons

**The Theatre Jobs Family Tree** Students investigate the collaborative nature of various theatre professions.

**Types of Stages & Theatre Spaces** Students learn about the different types of stages and the terminology associated with them, and evaluate how an audience responds to each stage.

Supporting Texts	Target Assessments
<b>Learning Modules:</b> <u>Theatre Basics</u> <ul style="list-style-type: none"> <li><u>Jobs in the Theatre</u></li> <li><u>Parts of the Stage</u></li> </ul>	<p>Create a flow chart, or “family tree,” that demonstrates the roles, responsibilities, and relationships of the careers in theatre.</p>

<ul style="list-style-type: none"> <li>• <a href="#">Types of Stages</a></li> <li>• <a href="#">Backstage &amp; House</a></li> </ul> <p><a href="#">Theatre Careers</a></p>	
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## Topic 3: Improvisation, Interpretation, & Pantomime *Suggested Time Frame: 4-5 weeks*

Essential Questions	Target Standards		
	6th Grade	7th Grade	8th Grade
<ul style="list-style-type: none"> <li>• What is improvisation? Why is it important in acting?</li> <li>• What is pantomime? How do actors use it in performance?</li> <li>• How do actors understand character viewpoints and perspectives?</li> <li>• Why is interpretation important in theatre, whether in acting, directing, or writing?</li> </ul>	<p><b>TH:Cr1.1.6.c.</b> Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p> <p><b>TH:Cr2.1.6.a.</b> Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. <b>b.</b> Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.</p> <p><b>TH:Cr3.1.6.b.</b> Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p> <p><b>TH:Pr4.1.6.b.</b> Experiment with various physical choices to communicate character in a drama/theatre work.</p>	<p><b>TH:Cr1.1.7.c.</b> Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.</p> <p><b>TH:Cr3.1.7.b.</b> Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p>	<p><b>TH:Cr1.1.8.c.</b> Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p> <p><b>TH:Cr2.1.8.b.</b> Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</p> <p><b>TH:Cr3.1.8.b.</b> Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.</p>
Supporting Lessons			
<p><a href="#">Introduction to Pantomime</a> Students define pantomime and learn how actors use pantomime within performance.</p>			
<p><a href="#">Exercise: Another Point of View</a> Students watch a musical number, select a secondary character, and write a monologue on the events from that character's point of view. This exercise can be expanded or incorporated into another lesson.</p>			
<p><a href="#">Shadow Puppetry</a> Students examine the origins and techniques of shadow puppetry to create their own presentations.</p>			

**Rewrite a Fairy Tale Story** Students compare the original Grimm fairy tales to the stories of *Into the Woods* to understand the art of adaptation and how to make dramatic choices

**Unit: Scaffolded Improvisation** Students build confidence and acting skills to create sustainable and believable characters through improvisational choices.

Supporting Texts	Target Assessments
<b>Learning Modules:</b> <b>Performance Skills &amp; Process</b> <ul style="list-style-type: none"> <li><a href="#">Improvisation</a></li> <li><a href="#">Pantomime (British)</a></li> <li><a href="#">Pantomime (US)</a></li> </ul> <b>Playwriting</b> <ul style="list-style-type: none"> <li><a href="#">Devised Theatre</a></li> </ul> <b>World Theatre</b> <ul style="list-style-type: none"> <li><a href="#">Puppetry</a></li> </ul>	<p>Write a monologue for a secondary character that comments on the action within the performance.</p> <p>Create an original script and performance using shadow puppetry.</p> <p>Develop an improvised performance.</p>

## Topic 4: Basic Acting & Monologues *Suggested Time Frame: 4-5 weeks*

Essential Questions	Target Standards		
<ul style="list-style-type: none"> <li>How is acting a process?</li> <li>How do actors develop their physical and vocal selves to create a believable performance?</li> <li>What are the traits of a successful rehearsal?</li> <li>How do actors assess their performances? How can they provide constructive feedback to their peers?</li> </ul>	<p><b>6th Grade</b></p> <p><b>TH:Cr1.1.6.c.</b> Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p> <p><b>TH:Cr2.1.6.a.</b> Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. <b>b.</b> Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.</p> <p><b>TH:Cr3.1.6.b.</b> Identify effective physical and vocal traits of</p>	<p><b>7th Grade</b></p> <p><b>TH:Cr1.1.7.c.</b> Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.</p> <p><b>TH:Cr2.1.7.a.</b> Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.</p> <p><b>TH:Cr3.1.7.b.</b> Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p>	<p><b>8th Grade</b></p> <p><b>TH:Cr1.1.8.c.</b> Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p> <p><b>TH:Cr2.1.8.a.</b> Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.</p> <p><b>TH:Cr3.1.8.b.</b> Refine effective physical, vocal, and physiological traits of characters in an</p>

	<p>characters in an improvised or scripted drama/theatre work.</p> <p><b>TH:Pr4.1.6.b.</b> Experiment with various physical choices to communicate character in a drama/theatre work.</p> <p><b>TH:Pr5.1.6.a.</b> Recognize how acting exercises and techniques can be applied to a drama/theatre work.</p> <p><b>TH:Pr6.1.6.a.</b> Adapt a drama/theatre work and present it informally for an audience.</p> <p><b>TH:Re7.1.6.a.</b> Describe and record personal reactions to artistic choices in a drama/theatre work.</p> <p><b>TH:Cn11.1.6.a.</b> Identify universal themes or common social issues and express them through a drama/theatre work.</p>	<p><b>TH:Pr4.1.7.b.</b> Use various character objectives in a drama/theatre work.</p> <p><b>TH:Re8.1.7.a.</b> Identify the artistic choices made based on personal experience in a drama/theatre work. <b>c.</b> Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.</p>	<p>improvised or scripted drama/theatre work.</p> <p><b>TH:Pr4.1.8.a.</b> Explore different pacing to better communicate the story in a drama/theatre work. <b>b.</b> Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.</p> <p><b>TH:Pr5.1.8.a.</b> Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.</p> <p><b>TH:Pr6.1.8.a.</b> Perform a rehearsed drama/theatre work for an audience.</p> <p><b>TH:Re8.1.8.c.</b> Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.</p>
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## Supporting Lessons

**Exercise: Run Down the Character Rabbit Hole** Students use StageAgent searches to learn more about characters and shows.

**Unit: Beginning Acting** Students learn the basic principles of acting and how to use them in a monologue performance.

**Unit: Breaking Down Bullying: Character Analysis & Monologues** Using the G.O.T.E. method, students create their own monologue on the topic of bullying. They use collaboration and rehearsal to present their original piece.

Supporting Texts	Target Assessments
<p><b>Learning Modules</b></p> <p><b><u>Theatre Basics</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Acting</a></li> <li>• <a href="#">Blocking</a></li> </ul> <p><b><u>Performance Skills &amp; Process</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Monologue</a></li> <li>• <a href="#">Using Voice to Build Character</a></li> <li>• <a href="#">Projection and Volume</a></li> <li>• <a href="#">Researching the Role</a></li> </ul>	<p>Perform a monologue, using believable characterization, physical movement and blocking, and vocalization.</p> <p>Write an original monologue and perform it using the G.O.T.E. method.</p>

## Topic 5: Auditions *Suggested Time Frame: 2 weeks*

### Essential Questions

- How does an actor prepare for an audition?
- What should an actor consider when selecting an audition piece?

### Target Standards

#### 6th Grade

**TH:Cr3.1.6.a.** Articulate and examine choices to refine a devised or scripted drama/theatre work. **b.** Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.  
**TH:Pr4.1.6.b.** Experiment with various physical choices to communicate character in a drama/theatre work.  
**TH:Pr5.1.6.a.** Recognize how acting exercises and techniques can be applied to a drama/theatre work.  
**TH:Re7.1.6.a.** Describe and record personal reactions to artistic choices in a drama/theatre work.

#### 7th Grade

**TH:Cr2.1.7.a.** Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context. **b.** Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.  
**TH:Cr3.1.7.b.** Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.  
**TH:Pr4.1.7.a.** Consider various staging choices to enhance the story in a drama/theatre work. **b.** Use various character objectives in a drama/theatre work.  
**TH:Pr5.1.7.a.** Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.  
**TH:Pr6.1.7.a.** Participate in rehearsals for a drama/theatre work that will be shared with an audience.  
**TH:Re7.1.7.a.** Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.  
**TH:Re9.1.7.a.** Identify the artistic choices made based on personal experience in a drama/theatre work. **c.** Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

#### 8th Grade

**TH:Cr1.1.8.c.** Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.  
**TH:Cr3.1.8.a.** Use repetition and analysis in order to revise devised or scripted drama/theatre work.  
**TH:Pr4.1.8.a.** Explore different pacing to better communicate the story in a drama/theatre work. **b.** Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.  
**TH:Pr5.1.8.a.** Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.  
**TH:Pr6.1.8.a.** Perform a rehearsed drama/theatre work for an audience.  
**TH:Re7.1.8.a.** Apply criteria to the evaluation of artistic choices in a drama/theatre work.  
**TH:Re8.1.8.a.** Recognize and share artistic choices when participating in or observing a drama/theatre work. **c.** Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.  
**TH:Re9.1.8.a.** Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.

Supporting Lessons	
<b>Exercise: Get Ready for an Audition!</b> Students use StageAgent search features to find relevant monologues that could be used in an audition.	
<b>Exercise: Finding the Song</b> Students identify their vocal ranges, and use StageAgent search features to select songs that they could use for auditions or presentations.	
<b>Auditions: Process, Practice, &amp; Performance</b> To audition for a specific show, students select appropriate material and collaboratively rehearse in order to create a strong presentation. They will also evaluate their work and provide a self-assessment while offering feedback to their peers.	
Supporting Texts	Target Assessments
<b>Learning Modules</b> <b><u>Theatre Basics</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Acting</a></li> <li>• <a href="#">Blocking</a></li> </ul> <b><u>Performance Skills &amp; Process</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Monologue</a></li> <li>• <a href="#">Using Voice to Build Character</a></li> <li>• <a href="#">Projection and Volume</a></li> <li>• <a href="#">Researching the Role</a></li> </ul>	Present a polished audition for feedback and self-assessment.

Topic 6: Dramatic Literature & Script Analysis <i>Suggested Time Frame: 5 weeks</i>			
Essential Questions	Target Standards		
	6th Grade	7th Grade	8th Grade
<ul style="list-style-type: none"> <li>• Why is script analysis important in theatre? How do actors, directors, and designers use it?</li> <li>• How do designers make choices about set, costumes, lighting, etc. based on script analysis?</li> <li>• How does history help theatre artists understand a play?</li> </ul>	<b>TH:Cr1.1.6.b.</b> Identify solutions to design challenges in a drama/theatre work. <b>TH:Cr3.1.6.c.</b> Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work. <b>TH:Pr4.1.6.a.</b> Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	<b>TH:Cr1.1.7.b.</b> Explain and present solutions to design challenges in a drama/theatre work. <b>TH:Cr3.1.7.c.</b> Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work. <b>TH:Re8.1.7.b.</b> Describe how cultural perspectives can influence the evaluation of drama/theatre work. <b>c.</b>	<b>TH:Cr1.1.8.a.</b> Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. <b>b.</b> Imagine and explore solutions to design challenges of a performance space in a drama/theatre work. <b>TH:Cr2.1.8.a.</b> Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the

	<p><b>TH:Pr5.1.6.b.</b> Articulate how technical elements are integrated into a drama/ theatre work.</p> <p><b>TH:Re9.1.6.a.</b> Use supporting evidence and criteria to evaluate drama/theatre work. <b>b.</b> Apply the production elements used in a drama/theatre work to assess aesthetic choices.</p> <p><b>TH:Cn11.1.6.a.</b> Identify universal themes or common social issues and express them through a drama/theatre work.</p> <p><b>TH:Cn11.2.6.b.</b> Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</p>	<p>Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.</p> <p><b>TH:Re9.1.7.a.</b> Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. <b>b.</b> Consider the aesthetics of the production elements in a drama/theatre work.</p> <p><b>TH:Cn11.2.7.a.</b> Research and discuss how a playwright might have intended a drama/theatre work to be produced. <b>b.</b> Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.</p>	<p>development of original ideas for a drama/theatre work.</p> <p><b>TH:Pr5.1.8.b.</b> Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.</p> <p><b>TH:Re8.1.8.c.</b> Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.</p> <p><b>TH:Re9.1.8.a.</b> Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. <b>b.</b> Apply the production elements used in a drama/theatre work to assess aesthetic choices. <b>c.</b> Assess the impact of a drama/theatre work on a specific audience.</p> <p><b>TH:Cn11.2.8.b.</b> Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.</p>
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## Supporting Lessons

**Unit: [The Diary of Anne Frank](#)** Students read and analyze *The Diary of Anne Frank* to identify its historical and cultural significance, as well as examine how the source material was dramatized and presented on the stage.

**Unit: [A Midsummer Night's Dream: A Beginner's Guide to Script Analysis and Technical Design](#)** Students learn script analysis using Shakespeare's *A Midsummer Night's Dream* to develop an understanding of themes that influence production concepts.

**[Create a Design Morgue Board](#)** Students use technology and research to create a visual morgue board for a specific production, with specific explanation and justification for conceptual choices.

Supporting Texts	Target Assessments
<p><b>Learning Module:</b>  <a href="#">Theatre Basics</a></p> <ul style="list-style-type: none"> <li><a href="#">Parts of a Script</a></li> </ul> <p><a href="#">Technical Theatre</a></p>	<p>Develop a play analysis that incorporates relevant source material.</p> <p>Create a believable and appropriate stage design for a specific show.</p> <p>Assemble a design board that is applicable to a specific show.</p>



## Topic 7: Scene Work & Rehearsal Techniques *Suggested Time Frame: 5 weeks*

### Essential Questions

- What is “scene work”?
- How is performing a scene different from performing a monologue?
- How do actors use collaboration to rehearse and present scenes for an audience?
- How do actors use self-reflection to evaluate their performance? How do they use observation to critique presentations?

### Target Standards

#### 6th Grade

**TH:Cr1.1.6.a.** Identify possible solutions to staging challenges in a drama/theatre work. **c.** Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.  
**TH:Cr3.1.6.b.** Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.  
**TH:Pr4.1.6.a.** Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work. **b.** Experiment with various physical choices to communicate character in a drama/theatre work.  
**TH:Pr5.1.6.a.** Recognize how acting exercises and techniques can be applied to a drama/theatre work.  
**TH:Re7.1.6.a.** Describe and record personal reactions to artistic choices in a drama/theatre work.  
**TH:Re8.1.6.c.** Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.  
**TH:Re9.1.6.a.** Use supporting evidence and criteria to evaluate drama/theatre work.

#### 7th Grade

**TH:Cr1.1.7.a.** Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. **c.** Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.  
**TH:Cr2.1.7.b.** Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.  
**TH:Cr3.1.7.a.** Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. **b.** Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.  
**TH:Pr4.1.7.a.** Consider various staging choices to enhance the story in a drama/theatre work. **b.** Use various character objectives in a drama/theatre work.  
**TH:Pr5.1.7.a.** Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.  
**TH:Pr6.1.7.a.** Participate in rehearsals for a drama/theatre work that will be shared with an audience.  
**TH:Re7.1.7.a.** Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

#### 8th Grade

**TH:Cr1.1.8.a.** Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. **c.** Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.  
**TH:Cr2.1.8.b.** Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.  
**TH:Cr3.1.8.a.** Use repetition and analysis in order to revise devised or scripted drama/theatre work. **b.** Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.  
**TH:Pr4.1.8.a.** Explore different pacing to better communicate the story in a drama/theatre work. **b.** Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.  
**TH:Pr5.1.8.a.** Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.  
**TH:Pr6.1.8.a.** Perform a rehearsed drama/theatre work for an audience.  
**TH:Re7.1.8.a.** Apply criteria to the evaluation of artistic choices in a drama/theatre work.

	<b>TH:Cn11.1.6.a.</b> Identify universal themes or common social issues and express them through a drama/theatre work.	<b>TH:Re8.1.7.a.</b> Identify the artistic choices made based on personal experience in a drama/theatre work. <b>c.</b> Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work. <b>TH:Re9.1.7.a.</b> Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	<b>TH:Re8.1.8.a.</b> Recognize and share artistic choices when participating in or observing a drama/theatre work. <b>c.</b> Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work. <b>TH:Re9.1.8.a.</b> Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.
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## Supporting Lessons

**Exercise: “Did you see that?” & Devised Scenes** Students use a single prompting line to develop devised and improvised scenes that establish a character, conflict, and resolution.

**Unit: Scene Work & Young Actors** Using short scenes from one-act plays, students learn how to analyze, rehearse, and present a scene for an audience.

Supporting Texts	Target Assessments
<b>Learning Module:</b> <b>Theatre Basics</b> <ul style="list-style-type: none"> <li><a href="#">Stage Directions</a></li> <li><a href="#">Blocking</a></li> <li><a href="#">Rehearsals</a></li> </ul> <b>Performance Skills &amp; Process</b> <ul style="list-style-type: none"> <li><a href="#">Scene</a></li> </ul>	<p>Create a devised scene with a clear plot and characterization.</p> <p>Present a memorized scene and use self-reflection to evaluate the performance.</p>

## Topic 8: Musical Theatre *Suggested Time Frame: 4 weeks*

Essential Questions	Target Standards		
<ul style="list-style-type: none"> <li>What are the parts of a musical?</li> <li>What is vocal health? Why is it important?</li> <li>What are the roles and responsibilities of people involved in musical theatre?</li> </ul>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
	<b>TH:Cr2.1.6.a.</b> Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. <b>b.</b> Contribute ideas and accept and incorporate the ideas of others in	<b>TH:Cr2.1.7.a.</b> Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	<b>TH:Cr2.1.8.a.</b> Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for

<ul style="list-style-type: none"> <li>How has musical theatre developed and changed over the last century?</li> </ul>	<p>preparing or devising drama/theatre work.</p> <p><b>TH:Cr3.1.6.b.</b> Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p> <p><b>TH:Pr4.1.6.a.</b> Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.</p> <p><b>TH:Pr5.1.6.b.</b> Articulate how technical elements are integrated into a drama/theatre work.</p> <p><b>TH:Re7.1.6.a.</b> Describe and record personal reactions to artistic choices in a drama/theatre work.</p> <p><b>TH:Re8.1.6.a.</b> Explain how artists make choices based on personal experience in a drama/theatre work. <b>b.</b> Identify cultural perspectives that may influence the evaluation of a drama/theatre work. <b>c.</b> Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.</p> <p><b>TH:Re9.1.6.a.</b> Use supporting evidence and criteria to evaluate drama/theatre work. <b>b.</b> Apply the production elements used in a drama/theatre work to assess aesthetic choices. <b>c.</b> Identify a specific audience or purpose for a drama/theatre work.</p> <p><b>TH:Cn10.1.6.a.</b> Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.</p> <p><b>TH:Cn11.1.6.a.</b> Identify universal themes or common social issues and express them through a drama/theatre work.</p> <p><b>TH:Cn11.2.6.b.</b> Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</p>	<p><b>TH:Pr5.1.7.b.</b> Choose a variety of technical elements that can be applied to a design in a drama/theatre work.</p> <p><b>TH:Re7.1.7.a.</b> Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.</p> <p><b>TH:Re8.1.7.b.</b> Describe how cultural perspectives can influence the evaluation of drama/theatre work. <b>c.</b> Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.</p> <p><b>TH:Re9.1.7.a.</b> Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. <b>b.</b> Consider the aesthetics of the production elements in a drama/theatre work. <b>c.</b> Identify how the intended purpose of a drama/theatre work appeals to a specific audience.</p> <p><b>TH:Cn10.1.7.a.</b> Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.</p> <p><b>TH:Cn11.1.7.a.</b> Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.</p> <p><b>TH:Cn11.2.7.b.</b> Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.</p>	<p>a drama/theatre work. <b>b.</b> Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</p> <p><b>TH:Re7.1.8.a.</b> Apply criteria to the evaluation of artistic choices in a drama/theatre work.</p> <p><b>TH:Re8.1.8.a.</b> Recognize and share artistic choices when participating in or observing a drama/theatre work. <b>b.</b> Analyze how cultural perspectives influence the evaluation of a drama/theatre work. <b>c.</b> Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.</p> <p><b>TH:Re9.1.8.a.</b> Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. <b>c.</b> Assess the impact of a drama/theatre work on a specific audience.</p> <p><b>TH:Cn10.1.8.a.</b> Examine a community issue through multiple perspectives in a drama/theatre work.</p> <p><b>TH:Cn11.2.8.b.</b> Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.</p>
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Supporting Lessons	
<p><b><u>Making the Musical</u></b> Students analyze and research musical theatre eras, types of musicals, and the development of musical theatre before creating a pitch to show why their chosen musical is the best.</p>	
<p><b><u>Build Your Own Jukebox Musical</u></b> Students define and analyze jukebox musicals before creating their own original version.</p>	
<p><b><u>Unit: Musical Theatre Melodies</u></b> Throughout this unit of ten lessons, students learn about the history of musical theatre, what makes a successful musical, and incorporate research to extend understanding</p>	
Supporting Texts	Target Assessments
<p><b>Learning Modules:</b></p> <p><b><u>Theatre Basics</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Musical Theatre</a></li> <li>• <a href="#">Parts of a Musical</a></li> <li>• <a href="#">Choreography</a></li> </ul> <p><b><u>Performance Skills &amp; Process</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Musical Ensemble</a></li> <li>• <a href="#">Understanding Music</a></li> </ul>	<p>Create an original musical outline based on a jukebox concept.</p> <p>Demonstrate research skills and assemble findings.</p>