

**Lesson Plans
Week 1**

Introductions and History- Performance Art.

Objective:

Students will be welcomed and informed of the class objectives and syllabus. A participation activity will introduce students to each other and will require class time to finish this activity. A basic history of performance art will introduce students to the concepts ahead along with worldly awareness of different performance mediums.

Materials:

- Paper
- Writing utensils
- Projector

Standards Addressed:

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.RT.7 Integrate technical theatre information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

1. 7.1.1 Explore the impact of culture and tradition on Asian and African theatre.

2. 7.1.2 Describe and compare universal characters and situations in dramas from various cultures and periods.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

1. 7.2.1 Distinguish among differences between western and non-western theatre.

Example: View a video of Japanese Kabuki theatre and compare it to traditional American theatre.

2. 7.2.2 Read excerpts from two non-Western plays and discuss their cultural contexts.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. The instructor will present a synopsis of the class according to the weeks to come.

After the curriculum overview and expectations, students will participate in an introductory activity, socializing students with their classmates demonstrating present speaking skills. This will require as much class time as needed.

After this exercise, a simple history of performance arts, beginning from prehistoric to modern times will introduce concepts. This will be an interactive lecture.

The periods will be presented chronologically, respectively:

-Prehistoric/Ancient, Egypt, Greece, Europe, Asia, The West, and then other cultures not covered.

At the week's end, tests will be distributed covering the week's content, and then a preview of next week will be explained.

Closure Goals

Students will have learned more about their classmates and will now more knowledgably know the class procedures.

Students will understand a brief history of cultural performing arts, and associated vocabulary.

Students will understand the framework of the semester.

**Lesson Plans
Week 2**

Shakespeare and Playwriting

Objective:

Through the introduction of Shakespearean technique and history, students will learn his accomplishments, along with his relevance in modern life. Students therefore will learn the poetic and historical value of theatrical elements, particularly from Elizabethan England.

Materials:

- Paper
- Pencil
- Projector
- Computer

Standards Addressed:

6-8.RT.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

7.3.1 Explore thematic and character elements of a play.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

1. 7.4.1 Use age-appropriate theatre vocabulary to critique and evaluate the effectiveness of theatrical productions.
2. 7.4.2 Reflect on the quality of self and peer performances.

Procedure:

Students will be introduced to more history as needed from the previous week/whatever was not covered.

The art of poetry will be introduced, along with modern and relevant comparisons. Students will then writing their own poem, with recitation as extra credit.

Shakespeare will be introduced, along with his life, significant achievements, and relevance to studying in the modern world. His text will be studied and discussed, along with an activity teaching iambic pentameter.

Older literature will be compared with modern versions, along with associated terms and relevance.

A test will follow at the end of the week, then a preview of next week's content.

Closure Goals

Students will have a stronger understanding of Shakespearean history and applications, along with understanding of poetry, its theatrical aesthetics, and relevance within modern day usage.

Students will understand the basics of iambic pentameter.

**Lesson Plans
Week 3**

Technical Theatre

Objective:

Students will learn the basics of technical elements in performance arts, especially stagecraft, design, costumes, makeup, sound, and lighting and their usage in modern performing arts. Through various activities and interactive lectures, students will learn appropriate vocabulary and terms used in technical theatre, and skill sets attributed to these disciplines.

Materials:

- Paper
- Pencil
- Projector
- Computer
- Power tools/accessories

Standards Addressed:

6-8.RT.1 Cite specific textual evidence to support analysis of technical theatre texts.

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to grades 6-8 texts and topics.

6-8.RT.7 Integrate technical theatre information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard 9

Students recognize a variety of theatrical careers.

1. 7.9.1 Discover the skills needed to be a theatrical designer.

Example: Meet a scenic or costume designer and discuss his/her work and career.

2. 7.9.2 Identify a wide variety of professions related to theatrical design, such as fashion designer, interior decorator, make-up artist, architect, engineer, and electrician.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

1. 7.7.1 Draw, write a description, or find images to convey a specific play's setting and mood.
2. 7.7.2 Study a play or story, and visualize, draw, and create a simple theatrical environment for it.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. Students will also continue activities from the previous class as needed.

In order students will be introduced to the basics of Stagecraft, Lighting, Sound, Costumes, and Makeup, along with associated terms and uses.

Each student will be able to practice with particular tools of these disciplines, also learning proper safety, and uses of each.

A test will follow at the end of the week, then a preview of next week's content.

Closure Goals

Students will have learned safety and proper usage of technical theatre tools.

Students will have a basic understanding of technical theatre, it's required effort, and aesthetic value in a performance art setting.

Students will have a basic understanding of technical theatre-related terminology and procedure of use.

Lesson Plans
Week 4**Acting 101****Objective:**

Students will be taught the basics techniques of acting forms and their practical significance. Through various games, exercises, and activities students will be taught basic knowledge of acting history and kinesthetic techniques, including professional warm ups. This two-week lesson is designed to give ample time for everyone to perform his or her acting activities.

Materials:

- Paper
- Pencil
- Projector
- Computer
- Music

Standards Addressed:

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to grades 6-8 texts and topics.

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

1. 7.5.1 Understand the meaning of a theatrical production and evaluate its importance to the world and to themselves.
2. 7.5.2 Compare the character's conflict or problems to the real life concerns of the audience.

Example: Students read *The Miracle Worker* and explore how the main character's life and circumstances resemble their own.

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

1. 7.6.1 Generate dialogue for a simple scene using improvisation.

Example: Improvise a two-character scene where a student tries to convince another not to cheat.

2. 7.6.2 Use fictional or non-fictional resources to create a short script.

Example: Students write a short play based on a chapter from *The Hobbit*.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

1. 7.7.1 Draw, write a description, or find images to convey a specific play's setting and mood.
2. 7.7.2 Study a play or story, and visualize, draw, and create a simple theatrical environment for it.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

7.8.1 Demonstrate basic stage movement.

7.8.2 Demonstrate basic stage movement.

7.8.3 Read plays to understand character relationships.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. Students will receive lesson, then begin working. The lessons will be given as follows,

-Introduction to Acting, Monologues, then Pantomime.

Students will be taught various warm-up games then taught techniques of delivering monologues. After, a monologue will be assigned based on an advertising pitch with one chosen prop. An extra day will be required to cover all student projects.

Pantomime will be taught with its history and relation to Mime. Warm-ups and a project will be assigned based on a pantomimed activity. More than one day may be required to cover all student presentations.

A test will follow at the end of the week, then a preview of next week's content.

Closure Goals

Students will have a basic knowledge of monologues, pantomime, and acting, along with associated terminology and practical applications.

Students will develop confidence in performing the two specialized forms taught.

**Lesson Plans
Week 5**

Acting 101 Continued

Objective:

Students will be taught the basics techniques of new acting forms and their practical significance. Through various games, exercises, and activities students will be taught basic knowledge of acting history and kinesthetic techniques, including professional warm ups. This two-week lesson is designed to give ample time for everyone to perform his or her acting activities.

Materials:

- Paper
- Pencil
- Projector
- Computer
- Music

Standards Addressed:

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to grades 6-8 texts and topics.

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

3. 7.5.1 Understand the meaning of a theatrical production and evaluate its importance to the world and to themselves.
4. 7.5.2 Compare the character's conflict or problems to the real life concerns of the audience.

Example: Students read *The Miracle Worker* and explore how the main character's life and circumstances resemble their own.

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

3. 7.6.1 Generate dialogue for a simple scene using improvisation.

Example: Improvise a two-character scene where a student tries to convince another not to cheat.

4. 7.6.2 Use fictional or non-fictional resources to create a short script.

Example: Students write a short play based on a chapter from *The Hobbit*.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

3. 7.7.1 Draw, write a description, or find images to convey a specific play's setting and mood.
4. 7.7.2 Study a play or story, and visualize, draw, and create a simple theatrical environment for it.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 7.8.1 Demonstrate basic stage movement.
- 7.8.2 Demonstrate basic stage movement.
- 7.8.3 Read plays to understand character relationships.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. Students will receive the lesson, and then begin working.

Students will be taught the basics and history of Improvisation, Dance, and Duet Acting, with projects based on these disciplines.

Students will be assigned a scene for improvisation, and then be expected to interpret it in their own way. Duet scenes will be partner based, with a particular scene from a play being assigned to a partnered group. Multiple days may be needed to allow students time to finish their projects.

A test will follow at the end of the week, then a preview of next week's content.

Closure Goals

Students will have a basic knowledge of improvisation, dance, and duet acting, along with associated terminology and practical applications.

Students will develop confidence in understanding the three specialized forms taught.

**Lesson Plans
Week 6**

Musical Theatre

Objective:

Through a variety of musical examples and activities, students will be taught the basic knowledge and history of musical theatre, and their practical applications in the modern world. Students will be given opportunities to demonstrate their understanding in musical theatre through historic background lessons and kinesthetic techniques, including professional warm ups.

Materials:

- Paper
- Pencil
- Projector
- Computer
- Music

Standards Addressed:

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to grades 6-8 texts and topics.

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

5. 7.5.1 Understand the meaning of a theatrical production and evaluate its importance to the world and to themselves.
6. 7.5.2 Compare the character's conflict or problems to the real life concerns of the audience.

Example: Students read *The Miracle Worker* and explore how the main character's life and circumstances resemble their own.

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

5. 7.6.1 Generate dialogue for a simple scene using improvisation.

Example: Improvise a two-character scene where a student tries to convince another not to cheat.

6. 7.6.2 Use fictional or non-fictional resources to create a short script.

Example: Students write a short play based on a chapter from *The Hobbit*.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

5. 7.7.1 Draw, write a description, or find images to convey a specific play's setting and mood.
6. 7.7.2 Study a play or story, and visualize, draw, and create a simple theatrical environment for it.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

7.8.1 Demonstrate basic stage movement.

7.8.2 Demonstrate basic stage movement.

7.8.3 Read plays to understand character relationships.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. Students will receive the lesson, and then begin working.

Students will be introduced to the discipline of Musical Theatre, and then be taught its history, technique, and practical application in the modern world. Several examples of relevant musical theatre will be presented to give students an understanding of the lesson.

Two major projects will be assigned. The first is compiling a collection of songs into their own personalized scene.

The second is designing a musical based on that collection of songs, with famous actors, scenery, and storyline.

A test will follow at the end of the week, then a preview of next week's content.

Closure Goals

Students will have developed further confidence in their knowledge of musical theatre elements and design application through the projects.

Students will have a basic understanding of practical application of musical theatre.

Lesson Plans
Week 7

Making Movies

Objective:

Students will be introduced to the aesthetics and history of the Motion Picture Industry. Students will also be taught the basics of business in performing arts through appropriate activities. Modern day and practical applications will follow each lesson.

Materials:

- Paper
- Pencil
- Projector
- Computer
- Music
- Ipads

Standards Addressed:

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to grades 6-8 texts and topics.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

1. 7.4.1 Use age-appropriate theatre vocabulary to critique and evaluate the effectiveness of theatrical productions.
2. 7.4.2 Reflect on the quality of self and peer performances.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

1. 7.5.1 Understand the meaning of a theatrical production and evaluate its importance to the world and to themselves.
2. 7.5.2 Compare the character's conflict or problems to the real life concerns of the audience.

Example: Students read *The Miracle Worker* and explore how the main character's life and circumstances resemble their own.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

1. 7.7.1 Draw, write a description, or find images to convey a specific play's setting and mood.
2. 7.7.2 Study a play or story, and visualize, draw, and create a simple theatrical environment for it.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 7.8.1 Demonstrate basic stage movement.
- 7.8.2 Demonstrate basic stage movement.
- 7.8.3 Read plays to understand character relationships.

Standard 9

Students recognize a variety of theatrical careers.

1. 7.9.1 Discover the skills needed to be a theatrical designer.

Example: Meet a scenic or costume designer and discuss his/her work and career.

2. 7.9.2 Identify a wide variety of professions related to theatrical design, such as fashion designer, interior decorator, make-up artist, architect, engineer, and electrician.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. A test will follow at the end of the week, then a preview of next week's content. Students will be introduced to the motion picture history and industry.

Students will demonstrate their knowledge of this subject by producing a short film of their own on a digital device under the covered criteria.

The videos will be shown to the class.

A theatre business game will introduce practical money management and logic skills involved with the theatre business.

A test will follow at the end of the week, then a preview of next week's content.

Closure Goals

Students will have a basic understanding of the motion picture industry, its practical applications, and aesthetic properties.

Students will be better equipped to apply this knowledge to mainstream cinema critique and make informed judgments about movie content.

Students will have a basic understanding of theatre business, and simple money management skills.

**Lesson Plans
Week 8**

Theatre, Music, and Dance in the Modern World

Objective:

Students will continue activities from the previous class as needed. Through a summarization lesson, students will be re-acclimated with knowledge from previous weeks in order to prepare for their final projects.

Materials:

- Paper
- Pencil
- Projector
- Computer
- Music
- Ipads

Standards Addressed:

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical theatre context relevant to grades 6-8 texts and topics.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

7.10.1 Become familiar with a play and see a local production of it.

Example: Students read a synopsis of a play before seeing it.

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

1. 7.11.1 Create a theatre piece that explores a controversial issue.

Example: Students collaborate to create two scripts examining the issue of free trade from contrasting positions.

2. 7.11.2 Identify the ways theatre encourages cooperation in seeking solutions to mutual problems.

Example: Students organize a system of ground rules and principles for a hypothetical theatre company.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

7.12.1 Utilize recorded or live theatre performances to analyze the integrated use of the arts.

Example: Students see or attend a musical, opera, or ballet.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. Students will receive lesson, then begin working.

Summary lessons will re-acquaint students with knowledge of every subject covered in the previous weeks, along with corresponding quizzes and activities. Students will use this knowledge to pick a final project based on one of the lessons.

An average of one lesson will be covered per day.

Closure Goals

Students will be re-acquainted with knowledge basics of previous week lessons, with associated terminology and vocabulary.

Students will have an understanding of the final project during the following week.

Lesson Plans
Week 9

Projects and Summaries

Objective:

Students will continue activities from the previous class as needed. The final will be taught for students to demonstrate their mastery in a particular subject of their choice. Through given class time, students will be able to work on their projects and do research. Time will be allotted for students to present their projects during class time.

Materials:

- Paper
- Pencil
- Projector
- Computer
- Music
- Ipad

Standards Addressed:

6-8.RT.1 Cite specific textual evidence to support analysis of technical theatre texts.

6-8.RT.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical theatre tasks.

6-8.WT.1 Write arguments to focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8.WT.2 Write informative/explanatory texts, including technical/theatrical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Procedure:

Students will enter class, prepare, and be informed of the class objectives and goals. Students will receive lesson, then begin working.

After choosing a subject, students will work on, complete, then present a project which they have prepared based on performing arts.

The final test of the class will be the project grade.

Closure Goals

Students will have obtained a basic introductory mastery of one particular field of performing art through their project.

All students will have learned basic introductory knowledge of cultural performing arts.