

Subject	Grade	6 Weeks	Estimated Time Frame
Theatre Lab	7/8	1st	6 weeks
TEKS / Student Expectations:		Examples / Specifications:	
(7.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.	(A) develop characterization, using sensory and emotional recall through pantomime and improvisation; (B) develop and apply theatre preparation and warm-up techniques for each class; (C) create expressive and rhythmic movements in mime; (D) express thoughts and feelings, using effective voice and diction through improvisation; (E) compare and contrast dramatic performances to life; and (F) include setting, character, and plot in improvised group and duet improve scenes.		
(7.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.	(A) demonstrate safe use of the voice and body; (B) define characters by what they do, what they say, and what others say about them through mime and improvisation; (C) select movements and dialogue to portray a character appropriately in mime and improvisation; and (D) create and improvise collaboratively and individually stories that have a beginning (exposition), middle (climax), and ending (denouement, resolution) creating pantomime skits and improvisations and choral readings.		
(7.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.	(A) determine very simple specific technical elements to safely provide setting and to support character and action in improvised scenes; (B) create elements of scenery and properties appropriate to specific performances; (C) define the role of the director; and (D) direct brief dramatizations of choral readings.		
(7.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.	(A) identify how specific dramatic texts, theatre traditions, and conventions reflect theatre heritage and explains the influences of theatre, film, and television in daily American life through the origin of mime and choral reading projects.		
(7.5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances.	(A) identify and demonstrate appropriate audience behavior at various types of classroom performances and critiquing the HPHS Fall musical; (B) evaluate the effectiveness of selected film and television performances through class performance videotapes; (C) identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare and contrast the presentation of the same subject in art, dance, music, and theatre; and create improvisations, integrating art, dance, and/or music to express ideas and emotions through mood pantomimes and simple choral readings; and		
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Concentration, character, improvisation, motivation, blocking, gesture, body tension, rhythm, beats, vocal projection, expression, prop, nuance, play structure to include beginning (exposition), middle (climax), and ending (denouement resolution), narrative, sensory and emotional recall, dialogue, action/reaction, subtext	<u>Your Cultural Heritage</u> Marcel Marceau <u>The Mime Book</u> , by Claude Kipnis <u>Fables</u> by Lobel <u>Marcel Marceau: Master of Mime</u> , by Martin		
	Weblinks / Other Resources: Cedfa.org Assorted videotapes on Marcel Marceau Workshops		
External Assessment:		Local Assessment:	
		Self and peer evaluation, teacher performance evaluation, costume, set design	
Best Instruction:			
Application of cumulative drama techniques			