

Subject	Grade	6 Weeks	Estimated Time Frame
Theatre Lab	7/8	3rd	6 weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
(7.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.	(A) compare and contrast dramatic performances of <u>The Lion, the Witch and the Wardrobe</u> to life		
(7.2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.	(A) create elements of scenery and properties appropriate to <u>The Lion, the Witch and the Wardrobe</u>		
(7.3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.	(A) identify how specific dramatic texts, theatre traditions, and conventions reflect theatre heritage and explains the influences of theatre and film, specifically through use the HPMS 2008 and 2005 film version of <u>The Lion, the Witch and the Wardrobe</u> .		
(7.4) Historical/cultural heritage. The student relates theatre to history, society, and culture.	(A) identify how productions of <u>The Lion, the Witch and the Wardrobe</u> 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 (B) evaluate the effectiveness of selected film versions <u>The Lion, the Witch and the Wardrobe</u> (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 <u>The Lion, the Witch and the Wardrobe</u>		
<b>Language of Instruction:</b>		<b>Instructional Resources / Textbook Correlations:</b>	
Motivation, blocking, gesture, rhythm, beats, expression, prop, nuance, play structure to include beginning (exposition), middle (climax), and ending (denouement resolution), narrative, dialogue, action/reaction, subtext		<u>Your Cultural Heritage</u> <u>The Lion, the Witch and the Wardrobe</u>	
		<b>Weblinks / Other Resources:</b> Cedfa.org 2005 film <u>The Lion, the Witch and the Wardrobe</u> 2008 HPMS student production of <u>The Lion, the Witch and the Wardrobe</u>	
<b>External Assessment:</b>		<b>Local Assessment:</b>	
		Tests, quizzes, costume renderings, set renderings, student critiques	
<b>Best Instruction:</b>			
Application of cumulative drama techniques			