

Model Curriculum – The Arts

Drama/Theatre 6-8

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Enduring Understandings

Personal Choice and Vision	Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.
Critical and Creative Thinking	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.
Authentic Application & Collaboration	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
Literacy:	As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day

Progress Points

Students will, at the appropriate developmental level:

- Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
- Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.
- Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.
- Interpret and transform new and traditional dramatic texts for informal and formal productions.
- Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
- Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.

GRADE			
6	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
1CE	Consider and discuss how the characters, events and theme of a story contribute to its meaning and storyline.	1PR	Create and perform improvisations and scripted scenes based on personal experience, imagination or heritage.
		1RE	Express and compare personal reactions to comedy, tragedy and other dramatic forms.

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<p>2CE Differentiate between character types and explain the relationship among characters.</p> <p>3CE Discuss how history and culture affect the production style and performance of plays.</p> <p>4CE Use dramatic and theatrical vocabulary accurately when discussing and creating dramatic works.</p> <p>5CE Compare and contrast the creative processes of other art forms (e.g., dance, music, visual and media arts) to those of drama and theatre.</p> <p>6CE Examine and describe the roles, skills and responsibilities of scenic, lighting, technology and sound designers and backstage crew.</p>	<p>2PR Construct a scripted or improvised scene with developed characters that uses a plot curve.</p> <p>3PR Construct and produce the technical components for a script, using art or electronic media to present design ideas.</p> <p>4PR Compose and perform an informal production influenced by a contemporary or cultural issue.</p> <p>5PR Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.</p>	<p>2RE Describe, analyze and evaluate the artistic choices in a dramatic production using specified criteria.</p> <p>3RE Explain how changes in a production concept (such as time period or modernization) would alter the presentation of a work.</p> <p>4RE Critique the effectiveness and quality of an actor's interpretation of a role.</p> <p>5RE Justify a personal interpretation to a theatre performance with reference to the dramatic elements.</p> <p>6RE Establish criteria and use it to evaluate personal progress and determine the quality of their dramatic works.</p> <p>7RE Discuss the role and value of drama and theatre to the school and larger community.</p>
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<small>GRADE</small> 7	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1CE Consider and discuss the consequences of a character's actions in a drama production.</p> <p>2CE Compare and contrast the basic principles and elements of various theatrical styles (e.g., comedy, drama, tragedy and farce).</p> <p>3CE Demonstrate the ways in which cultural traditions and perspectives are reflected in the content of live theatre, film, video and electronic media.</p> <p>4CE Use a variety of dramatic and theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre.</p>	<p>1PR Construct a scripted or improvised scene that uses a plot curve with developed characters and vivid dialogue.</p> <p>2PR Explore and dramatize the principles of composition to create a stage environment by blocking the scripted action and stage positions of the characters.</p> <p>3PR Collaborate with peers to dramatize a contemporary social issue and its impact on society.</p> <p>4PR Examine and demonstrate how theatrical artists (e.g., actors, directors, playwrights) conceptualize and convey an idea or message.</p>	<p>1RE Compare and contrast their opinions about actual performances with that of others referencing various sources (e.g., print and electronic media).</p> <p>2RE Analyze and explain the setting, interactions of characters and conflicts in a dramatic work.</p> <p>3RE Determine the effectiveness of a given art form in communicating an idea or concept.</p> <p>4RE Research and report on the contribution of the playwright or screenwriter for a specific dramatic work.</p> <p>5RE Create criteria and apply it to the review</p>

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<p>5CE Research the roles and responsibilities of performing and technical artists in drama, theatre, film, video and media.</p>	<p>5PR Direct a group to change the production style of a dramatic and theatrical work from a past time period to the present.</p>	<p>of a theatrical performance (e.g., class, school, community or professional performance).</p> <p>6RE Use constructive feedback to refine and improve their acting, improvisational or playwriting skills.</p> <p>7RE Discuss the role and value of drama and theatre in their lives and the lives of others.</p>	
<p>GRADE 8</p>	<p>Cognitive and Creative Processes</p>		
<p>PERCEIVING/KNOWING/CREATING (CE)</p>	<p>PRODUCING/PERFORMING (PR)</p>	<p>RESPONDING/REFLECTING (RE)</p>	
<p>1CE Analyze and discuss the conflicts and emotions of the characters in a selected dramatic work.</p> <p>2CE Investigate the elements, principles and creative process of dramatic and theatrical works from specific time periods and tell how these aspects work together.</p> <p>3CE Compare and contrast styles of performance in terms of which one is most appropriate to a selected story (e. g. satire, comedy, pantomime, tragedy).</p> <p>4CE Use highly descriptive dramatic and theatrical vocabulary, including elements and principles, when discussing and creating dramatic works.</p> <p>5CE Recognize the responsibilities and collaborative nature among actors, director, stage manager, production staff, audience, playwright and marketing staff.</p> <p>6CE Research and summarize the dramatic and theatrical knowledge, skills and motivation needed to pursue a career in the theatre arts.</p>	<p>1PR Develop various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution.</p> <p>2PR Incorporate new media and elements of theatre (e.g., setting, lighting, sound, properties, costume design and makeup) to create an appropriate environment for a scene.</p> <p>3PR Construct an alternate ending for a scripted or improvised dramatic piece that engages audiences.</p> <p>4PR Integrate dance, visual art or music into a dramatic or theatrical piece to convey an idea, concept or story.</p> <p>5PR Adapt the production styles of a dramatic or theatrical work from one cultural perspective to another.</p>	<p>1RE Compare and contrast personal opinions about a dramatic or theatrical work with those of a professional critic.</p> <p>2PR Compare and contrast how a playwright and screenwriter’s work conveys the same or similar ideas and concepts.</p> <p>3PR Justify how a playwright’s choice of form, style and historical period affects the expression of a theme or topic.</p> <p>4PR Explain how scenery, costumes and lighting effects work together to affect an audience.</p> <p>5PR Critique a personal rehearsal or performance on the basis of technique, voice quality, facial expression and gestures.</p> <p>6PR Recognize and discuss the function of drama and theatre in society and the roles and responsibilities of different theatre professionals.</p>	

Grade 6 – 1CE, 3CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	<p>1CE Consider and discuss how the characters, events and theme of a story contribute to its meaning and storyline; 3CE Discuss how history and culture affect the production style and performance of plays.</p> <p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical works that are personally meaningful. Engage in the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How does drama move from an idea, to the page, then to the stage?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> History and culture shape production style; Characters, events and theme contribute to storylines in literature. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> Investigating how historical events and culture shape a playwright’s intent; Explaining how playwrights use characters to convey their intent; Assessing how the use of themes and events in a play support the playwright’s overall message. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Discussing; Working in small groups. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

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Application		
<p><u>Student Performance Tasks</u></p> <p>Students use inquiry-based research to correlate a playwright’s personal history with his/her work by:</p> <ul style="list-style-type: none"> • Hypothesizing how a playwright’s life experiences may have influenced the theme or message of a play. • Explaining how the characters in a play help communicate its theme. 	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Screenwriter • Script Writer • Playwright • Dramaturge • Designer • Theatre Historian <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • Ohio Department of Education Diverse Learners • VSA Ohio – The State Organization on Arts and Disability • Center for Applied Special Technology (CAST) <p style="text-align: right;"><u>BACK</u></p>

Grade 6 – 2CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	2CE Differentiate between character types and explain the relationship among characters.	
	<p>Enduring Understandings: Critical and Creative Thinking; Literacy</p> <ul style="list-style-type: none"> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. 	
Essential Question	How do we distinguish between character types in a dramatic work?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> All literature contains an array of character types (stock, stereotypical, commedia dell'arte, original); The style of literature affects characterization; Character relationships are a key element in dramatic literature and performance. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> Analyzing the development of a character and his motives; Identifying different character styles from selected works; Utilizing observation, emotional memory and imagination in creating the physical attributes of a character; Explaining the relationships among characters in a dramatic work. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Individual character-building activities; Collaborative group work; Discussing the dynamics of character relationships in a script; Teacher monitoring of student progress/providing formative feedback. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
Application		

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<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students draw a portrait of a character or create his/her family album and write a paragraph justifying the interpretation.</p>	<p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Playwright• Screenwriter• Script Writer• Actor• Director <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 6 English Language Arts• GRADE 6 Mathematics• GRADE 6 Science• GRADE 6 Social Studies	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;">BACK</p>

Grade 6 – 4CE, 6CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	<p>4CE Use dramatic and theatrical vocabulary accurately when discussing and creating dramatic works; 6CE Examine and describe the roles, skills and responsibilities of scenic, lighting, technology and sound designers and backstage crew.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How do I discuss my experiences in drama and communicate in theatrical terms?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Accurate terminology must be used to be successful in all fields of work and study; There are specific roles, duties and responsibilities in theatre work; There are a variety of career options in theatre. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> Comparing and contrasting dramatic works using appropriate theatrical terminology; Designing basic ground plans, sound plots, light plots, and other documentation of technical elements for a dramatic piece and justifying design choices. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Repetition of key words; Collaborative group work; Individual projects; Large group discussion; Illustrations. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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Application		
<p>Student Performance Tasks</p> <p>Students plan and perform a scene displaying all aspects of theatrical production (light, sound, scenery, costume, etc.)</p> <p>In small groups, students create the technical elements for a scene from working together as a team to create the design paperwork through execution of the design.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Scenic, Lighting, Sound Designers • Special Effects Designer • Costume Designer, Costumer • Makeup Designer, Makeup Artist • Carpenter • Scenic Artist • Electrician • Sound Engineer • Grip • Properties Designer • Properties Master • Dramaturge • Theatre Historian <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p>Diverse Learners</p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 6 – 5CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	<p>5CE Compare and contrast the creative processes of other art forms (e.g., dance, music, visual and media arts) to those of drama theatre.</p> <p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How do the creative processes I experience through drama compare to ones in the other arts disciplines?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Other arts disciplines (visual art, dance, music, literature, and media) can impact theatrical work. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> Discussing how the other arts disciplines are used in theatrical production. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Viewing a theatrical performance; Listening to stories and plays; Creating stories and plays; Discussing; Working in small groups <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Application		
<p><u>Student Performance Tasks</u></p> <p>Students construct a scene that demonstrates interdependence of the arts in production.</p> <p>Students add a soundtrack to a dramatic or comic scene.</p> <p>After watching a play (e.g., <i>West Side Story</i>), students discuss how music and dance reflect the conflict between the cultures of the different groups in the story.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Graphic Artist • Cinematographer • Film Editor • Scenic Designer • Lighting Designer • Sound Designer • Special Effects Designer • Costume Designer • Makeup Artist • Carpenter • Scenic Artist • Electrician • Sound Engineer • Costumer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 7 – 1CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	1CE Consider and discuss the consequences of a character’s actions in a theatrical production.	
	<p>Enduring Understandings: Personal Choice and Vision</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. 	
Essential Question	How do I infer a consequence based on actions?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Drama involves a character’s decisions and the consequences of those decisions. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> • Describing the background and circumstances of a character in a scene or play; • Identifying the conflict(s) encountered by the character; • Pinpointing a character’s pivotal decisions in a scene or play; • Discussing the consequences of the character’s decision(s); • Discussing what led the character to make this (these) decision(s). 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Reading/viewing scenes/plays; • Improvisation; • Individual reflection; • Discussing; • Using cause and effect graphic organizers; • Role playing. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application		
<p><u>Student Performance Task</u></p> <p>After providing students with a conflict to resolve, students work in small groups to create a skit that depicts the conflict and its resolution, present it to the class and justify the consequences of the decisions by their main character.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Playwright• Screenwriter• Actor Director <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 7 English Language Arts• GRADE 7 Mathematics• GRADE 7 Science• GRADE 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 7 – 2CE, 3CE, 4CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	<p>2CE Compare and contrast the basic principles and elements of various theatrical styles (e.g., comedy, drama, tragedy and farce); 3CE Demonstrate the ways in which cultural traditions and perspectives are reflected in the content of live theatre, film, video and electronic media; 4CE Use a variety of dramatic and theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre.</p>	
	<p>Enduring Understandings: Personal Choice and Vision</p> <ul style="list-style-type: none"> Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. <p>Progress Points:</p> <ul style="list-style-type: none"> Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How does drama move from idea, to the page, and then to the stage?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Art is presented in a variety of styles; Art occurs in context and is a reflection of culture; Specialized vocabulary is used in art disciplines. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> Differentiating between various theatrical styles; Explaining the influence of cultural traditions and perspectives on dramatic literature and theatrical presentation; Using grade-appropriate theatrical vocabulary. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Reading/viewing examples of comedies, dramas, tragedies and farces; Reading/viewing dramatic literature and performances from a variety of cultures; Discussing; T-charts and Venn diagrams; Using vocabulary lists. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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Application		
<p><u>Student Performance Task</u></p> <p>Students research medieval morality plays then write a modern morality play staying faithful to the form and intent of the original form.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Director• Actor• Theatre Teacher• Choreographer• Composer• Lyricist• Designer• Theatre Historian <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 7 English Language Arts• GRADE 7 Mathematics• GRADE 7 Science• GRADE 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;">BACK</p>

Grade 7 – 5CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	<p>5CE Research the roles and responsibilities of performing and technical artists in drama, theatre, film, video and media.</p> <p>Enduring Understandings: Critical and Creative Thinking; Personal Choice and Vision</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. 	
Essential Question	How does drama move from an idea, to the page, and then to the stage?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • The arts provide a wide variety of career opportunities. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> • Researching and articulating findings about occupations available in the theatre industry. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Inquiry-based career exploration; • Role playing of various theatre professionals <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application		
<p><u>Student Performance Tasks</u></p> <p>Students describe the responsibilities of at least three different occupations in the theatre industry.</p> <p>Students research one area of theatre production (e.g., performance, business, costuming, lighting, sound, make-up, dance, music, scenic, dramaturgy, etc.) and apply those findings to a presentation or performance.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Playwright, Screenwriter, Script Writer • Director, Actor, Singer, Dancer • On-Air Personality • Cinematographer, Videographer • Choreographer • Designers (e.g., lighting, sound, scenic, costume, make-up, special effects, properties) • Technicians (e.g., electricians, engineers, editors, costumers, carpenters, riggers, grips) • Artists (e.g., make-up, painters, scenic artists, digital artists, graphic artists, properties master) • Musical Director, Conductor, Musician • Broadcast Technicians (e.g., switcher, cameraman, steady-cam operator, boom operator) • Managers and Business (e.g., stage manager, floor manager, box office manager, business manager) • Publicist, Producer, Casting Director • Entertainment Attorney • Educator (teacher, college instructor, drama coach, drama therapist) • Salesman (e.g., lighting fixtures, sound equipment, special effects) <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

Grade 8 – 1CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	1CE Analyze and discuss the conflicts and emotions of the characters in a selected drama work.	
	<p>Enduring Understandings: Critical and Creative Thinking; Literacy</p> <ul style="list-style-type: none"> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> Interpret and transform new and traditional dramatic texts for informal and formal productions. Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	What do I need to know to participate in theatre?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Within a dramatic work, the plot will involve numerous conflicts; Characters will have various emotional reactions to the events within a dramatic work; Understanding the emotions of a character will assist in comprehension of the moral/theme of the dramatic work. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> Identifying the emotions a character is experiencing; Identifying the conflicts within a plot that have caused the characters to develop these emotions; Describing how a character is expressing emotion. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Watching a dance performance; Viewing visual art; Reading literature; Watching a live/recorded theatrical performance; Teacher-led discussion; Small group discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Students use analytical strategies to accurately understand characters in dramatic literature and theatrical performances.</p> <p>Students write journal entries about the events in a scene or play from a character's point of view.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Playwright• Director• Screenwriter• Actor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Grade 8 – 2CE, 3CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	<p>2CE Investigate the elements, principles and creative process of dramatic and theatrical work from specific time periods and tell how these aspects work together; 3CE Compare and contrast styles of performance in terms of which one is most appropriate to a selected story (e.g. satire, comedy, pantomime, tragedy).</p> <p>Enduring Understandings: Critical and Creative Thinking; Literacy</p> <ul style="list-style-type: none"> • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> • Interpret and transform new and traditional dramatic texts for informal and formal productions. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How does drama move from an idea to the page to the stage?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Specific time periods have produced different types of theatrical works; • All dramatic works, void of era, possess certain elements, principles and processes that must work together; • Many approaches to performance exist; • Each dramatic work requires a specific style of performance to most appropriately convey its message. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> • Identifying all parts of dramatic and theatrical work using proper vocabulary; • Describing how the various elements of theatre work together; • Classifying dramatic work by time period; • Examining the similarities and differences between styles of performance; • Indicating the most appropriate performance style for a particular dramatic work. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Watching/viewing live/recorded performances; • Reading scenes/scripts; • Applying vocabulary; • Discussion; • Small group work.

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students research how politics, social conditions, inventions of the time and/or materials available affected stage/performance spaces during a particular time period.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Playwright • Director • Screenwriter • Actor • Designer • Dramaturge <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 8 – 4CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	4CE Use highly descriptive dramatic and theatrical vocabulary, including elements and principle, when discussing and creating dramatic works.	
	Enduring Understandings: Critical and Creative Thinking <ul style="list-style-type: none"> • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. Progress Points: <ul style="list-style-type: none"> • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How does drama move from an idea to the page to the stage?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • All disciplines have specific terminology; • Discipline specific terminology is the most effective and appropriate way to communicate during collaboration. 	Students will demonstrate this learning by ... <ul style="list-style-type: none"> • Utilizing and verbalizing theatre-specific vocabulary while working to create or analyze a dramatic work. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Watching a dance performance; • Viewing visual art; • Reading literature; • Watching a live/recorded theatrical performance; • Teacher-led discussion; • Small group discussion. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Students use developmentally appropriate theatre terminology in classroom activities and projects.</p> <p>Students create a theatre ABC vocabulary book by illustrating and defining a theatre term for each letter of the alphabet.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Playwright• Director• Screenwriter• Actor• Designer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Grade 8 – 5CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	<p>8CE Recognize the responsibilities and collaborative nature among actors, director, stage manager, production staff, audience, playwright and marketing staff.</p> <p>Enduring Understandings: Critical and Creative Thinking; Literacy; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How does drama move from an idea, to the page, and then to the stage?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Theatre production involves the efforts of many individuals working as a team; • Each person involved in the creation of a dramatic production has a specific duty; • The ability to work together is imperative to the success of a dramatic production. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> • Communicating effectively with members of a team; • Fulfilling all necessary duties of the position they take in creating the dramatic production. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Reading handouts about the positions available in theatrical production; • Listening to guest speakers (local theatre artists); • Researching the responsibilities of various positions involved in theatrical production; • Participating in productions of a scene.

	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Students use inquiry-based research into the personnel needed in the production of a theatre piece and their responsibilities.</p> <p>Students work within a production team to present a scene.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Playwright, Director, Screenwriter • Actor, Singer, Dancer • On-Air Personality Cinematographer • Videographer, Choreographer • Designers (e.g., lighting, sound, scenic, costume, make-up, special effects, properties) • Technicians (e.g., electricians, engineers, editors, costumers, carpenters, riggers, grips) • Artists (e.g., make-up, painters, scenic artists, digital artists, graphic artists, properties master) <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • English Language Arts Grade 8 • Mathematics Grade 8 • Science Grade 8 • Social Studies Grade 8 <p style="text-align: right;">BACK</p>

Grade 8 – 6CE		
Discipline	Drama/Theatre	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	<p>6CE Research and summarize the dramatic and theatrical knowledge, skills and motivation needed to pursue a career in the theatre arts.</p> <p>Enduring Understandings: Critical and Creative Thinking; Literacy</p> <ul style="list-style-type: none"> • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How does drama move from an idea to the page to the stage?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Theatrical and dramatic arts offer a multitude of professional opportunities; • Theatre professionals have a specified skill set; • An individual must possess certain skills in order to obtain a profession in theatre and/or dramatic arts. 	<p>Students will demonstrate this learning by ...</p> <ul style="list-style-type: none"> • Identifying and categorizing the education and skills necessary for various theatre professions; • Correlating one’s own skills to those needed in theatrical professions; • Assessing abilities, aptitudes and interests in relation to a career in the theatrical and related industries. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Watching a dance performance; • Viewing visual art; • Reading literature; • Watching a live/recorded theatrical performance; • Teacher-led discussion; • Small group discussion.

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students participate in a mock job interview for a theatrical position.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Playwright, Screenwriter, Script Writer • Director, Actor, Singer, Dancer • On-Air Personality • Cinematographer, Videographer • Choreographer • Designers (e.g., lighting, sound, scenic, costume, make-up, special effects, properties) • Technicians (e.g., electricians, engineers, editors, costumers, carpenters, riggers, grips) • Artists (e.g., make-up, painters, scenic artists, digital artists, graphic artists, properties master) <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • English Language Arts Grade 8 • Mathematics Grade 8 • Science Grade 8 • Social Studies Grade 8 <p style="text-align: right;">BACK</p>

Grade 6 – 1PR, 2PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	<p>1PR Create and perform improvisations and scripted scenes on personal experiences, imagination or heritage; 2PR Construct a scripted or improvised scene with developed characters that uses a plot curve.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How is theatre created?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Theatre is a reflection of human experience; • Theatre uses characterization and a specific structure to communicate ideas. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Demonstrating an understanding of the basics of improvisation through movement, voice and body to create a character; • Discovering how personal experience can be translated into an acting activity (improvised or scripted); • Identifying how scenes fit the plot curve and evaluating the effectiveness of the characters in a scene. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Group work; • Storytelling (personal stories); • Reenactment of selected student stories.

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Careers • Lesson Design and Content • Digital Tools/Technology • Research and Advocacy • Professional Organizations • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students use a timeline to chart a character's actions and development in a scene or play.</p> <p>After watching a performance, students create a tableau that communicates the central conflict, then bring the tableau to life with a few lines of dialogue.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Director • Actor • Performance Artist • Playwright • Screenwriter • Script Writer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 6 – 3PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	<p>3PR Construct and produce the technical components for a script, using art or electronic media, to present design ideas.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How is theatre created?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Designers use many forms of media when presenting artistic plans for a production; • Theatrical productions require the creation of the physical environment of the play. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Devising and implementing plans for a scene that demonstrates use of the technical elements of theatre. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Play reading; • Group discussion; • Group work; • Lecture/textbook; • Guest speakers; • Drawing by hand or computer; • Diorama; • Writing production concepts.

		<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Careers • Lesson Design and Content • Digital Tools/Technology • Research and Advocacy • Professional Organizations • Cross-Disciplinary Fine Arts
Application		
<p><u>Student Performance Task</u></p> <p>Students draft out an idea for a scene and “build” it for use in a scene/play.</p> <p>Students create a scene that is about the technical side of theatre, rehearse it and present it to the class.</p> <p>Students create a CD or MP3 recording of the sound effects needed for a scene/play.</p> <p>Students imagine their own living rooms as a set for a play, consider how its floor plan must change to allow for sightlines and use on stage, and draw out the redesigned living room.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Scenic Designer • Lighting Designer • Sound Designer • Special Effects Designer • Costume Designer • Makeup Designer • Artist • Carpenter • Scenic Artist • Electrician • Sound Engineer • Costumer • Grip • Properties Designer • Properties Master <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 6 – 4PR, 5PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	<p>4PR Compose and perform an informal production influenced by a contemporary or cultural issue; 5PR Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. <p>Progress Points:</p> <ul style="list-style-type: none"> • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How is theatre created? How can theatre be made relevant?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • The arts can be used to explore lessons pertaining to cultural and social issues. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Recognizing the structural elements of drama and theatre; • Constructing a scene that incorporates a cultural or social issue as a way to inform the audience of its importance; • Devising effective dialogue that expresses the importance of a cultural or social issue. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Individual projects; • Collaborative group work; • Class discussions; • Small group discussion; • Brainstorming.

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Careers • Lesson Design and Content • Digital Tools/Technology • Research and Advocacy • Professional Organizations • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students brainstorm about important issues in their school or community and create a scene that addresses those concerns.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Screenwriter • Script Writer • Playwright • Dramaturge • Director <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 6 – 1RE, 5RE, 6RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	<p>1RE Express and compare personal reactions to comedy, tragedy and other dramatic forms; 5RE Justify a personal interpretation to a theatre performance with reference to the dramatic elements; 6RE Establish criteria and use it to evaluate personal progress and determine the quality of their dramatic works.</p> <p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> Interpret and transform new and traditional dramatic texts for informal and formal productions. Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How do theatre artists' decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> An artist's life experiences, values, culture, and abilities are reflected in his/her choices for performance. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Explaining their preferences of play type; Using personal criteria to evaluate their own performance as well as the performances of others; Justifying their opinions regarding a performance using personal criteria. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Peer evaluation of scene work; Self-evaluation of scene work; Small group and large group discussion of scene work. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Application		
<p><u>Student Performance Task</u></p> <p>Students create personal criteria for performance evaluation rubrics, apply them to scene work produced in class and then discuss what the rubrics reveal.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Playwright • Screenwriter • Script Writer • Director • Theatrical Designer • Performer/Actor • Dramaturge • Reviewer • Critic • Consumer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 6 – 2RE, 3RE, 4RE, 7RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	<p>2RE Describe, analyze and evaluate the artistic choices in a dramatic production using specified criteria; 3RE Explain how changes in a production concept (such as time period or modernization) would alter the presentation of a work; 4RE Critique the effectiveness and quality of an actor’s interpretation of a role; 7RE Discuss the role and value of drama and theatre to the school and larger community.</p> <p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> Interpret and transform new and traditional dramatic texts for informal and formal productions. Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How do theatre artists’ decisions affect their art? How does theatre benefit its community?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How artistic choices affect the quality and integrity of a production; How theatre contributes to a community. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Utilizing established criteria to evaluate an actor’s performance in a role; Utilizing established criteria to analyze and evaluate the effectiveness of a production; Discussing the role of theatre within a community. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Using rubrics; Watching performances; Evaluating performances; Discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Application		
<p><u>Student Performance Task</u></p> <p>Students compare personal and established criteria for evaluating a production.</p> <p>Students role-play being critics for a theatrical event.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Director • Choreographer • Musical Director • Designer • Performer • Dramaturge • Reviewer • Critic <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 6 English Language Arts • GRADE 6 Mathematics • GRADE 6 Science • GRADE 6 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Grade 7 – 1PR, 3PR, 4PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	<p>1PR Construct a scripted or improvised scene that uses a plot curve with developed characters and vivid dialogue; 3PR Collaborate with peers to dramatize a contemporary social issue and its impact on society; 4PR Examine and demonstrate how theatrical artists (e.g., actors, directors, playwrights) conceptualize and convey an idea or message.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How can theatre be made relevant? How is theatre created?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Theatrical and dramatic arts provide the opportunity to deliver information to a large amount of people; • There are many strategies within theatre and the dramatic arts that can be used to 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Categorizing and analyzing the effectiveness of the strategies used by theatre artists to convey messages and ideas; • Working collaboratively to compose a scene that illustrates plot curve and deals with social issues and society. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Discussion; • Small group work; • Inquiry-based research; • Scene writing.

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

<p>convey these messages;</p> <ul style="list-style-type: none"> The messages conveyed in theatrical or dramatic arts have the potential to impact society and its issues. 	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students write a scene about an issue that is important to them using appropriate theatrical format.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> Playwright Screenwriter Script Writer Composer Lyricist Performer (actor, singer, dancer, musician) Production Team Member (director, choreographer, musical director, director of photography, lighting designer, sound designer, costume designer, scenic designer, properties designer, special effects designer, makeup designer, stage manager, technical director) <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> GRADE 7 English Language Arts GRADE 7 Mathematics GRADE 7 Science GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> ODE Diverse Learners VSA Ohio CAST <p style="text-align: right;">BACK</p>

Grade 7 – 2PR, 5PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	<p>2PR Explore and dramatize the principles of composition to create a stage environment by blocking the scripted action and stage positions of the characters; 5PR Direct a group to change the production style of a dramatic and theatrical work from a past time period to the present.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Interpret and transform new and traditional dramatic texts for informal and formal productions. 	
Essential Question	How is theatre created? How can theatre be made relevant?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • The theme/moral of many theatrical and dramatic works can be relevant in other times and places; • The environment of the story and physical movement within the environment make a large impact on the conveyance of the meaning of the work. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Adapting a dramatic work to be presented in a different time period or location than the work was original presented; • Organizing the environment and movement within the performance space to effectively convey a work’s meaning. <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Independent reading; • Scene writing; • Discussion; • Collaborative group work; • Blocking/staging. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
<p><u>Student Performance Task</u></p> <p>Students adapt a play set in a time or location different from the present then produce it.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Director • Choreographer • Dramaturge • Designers (lighting, sound, scenic, properties, costume, makeup) • Theatre Historian • Stage Manager <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 7 – 1RE, 2RE, 5RE, 6RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>1RE Compare and contrast their opinions about actual performances with that of others referencing various sources (e.g., print and electronic media); 2RE Analyze and explain the setting, interactions of characters, and conflicts in a dramatic work; 5RE Create criteria and apply it to the review of a theatrical performance (e.g., class, school, community or professional performance); 6RE Use constructive feedback to refine and improve their acting, improvisational or playwriting skills.</p> <p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. 	
Essential Question	How do theatre artists' decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Personal likes, experiences, and knowledge shape one's opinions about art; Art may be judged by a variety of valid criteria; Artists can benefit from constructive feedback. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Writing a criticism of a performance; Reading a variety of critiques of a performance and comparing it to one's own; Utilizing a critique of one's own performance to improve it. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Writing critiques; Reading critiques from a variety of sources; Participating in scene work after self-reflection; Utilizing a viewer's notebook. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Application		
<p><u>Student Performance Task</u></p> <p>Students present scenes in class, peer critique each other, consider the constructive criticism and rework the scene.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Reviewer • Critic • Dramaturge • Director • Theatre Historian • Consumer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 7 – 3RE, 4RE, 7RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>3RE Determine the effectiveness of a given art form in communicating an idea or concept; 4RE Research and report on the contribution of the playwright or screenwriter for a specific dramatic work; 7RE Discuss the role and value of drama and theatre in their lives and the lives of others.</p> <p>Enduring Understandings: Authentic Application and Collaboration; Literacy</p> <ul style="list-style-type: none"> • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How do theatre artists' decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Playwrights attempt to entertain, educate and engage; • Some playwrights choose to communicate a moral or message; • The arts can be used to the benefit of oneself and one's community. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Discussing the effectiveness of theatre to entertain, educate and engage an audience; • Investigating a playwright or screenwriter's work and identifying his/her contribution to theatre or to society; • Discussing how theatre can be used to communicate an idea, concept or social theme; • Exploring how individuals and communities benefit from a lively and diverse theatrical environment. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Discussion; • Inquiry-based research; • Small group brainstorming; • Jig-sawing. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students develop an advocacy campaign for theatre activities in their school or their community.</p> <p>Students create a campaign for a playwright or screenwriter for a lifetime achievement award.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Reviewer • Critic • Dramaturge • Theatre Historian • Arts Advocate • Consumer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 7 English Language Arts • GRADE 7 Mathematics • GRADE 7 Science • GRADE 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 8 – 1PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	<p>1PR Develop various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. 	
Essential Question	How is theatre created?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Characters possess different traits which can be revealed by using specific techniques; • A character’s individualities are what determine how he may cause conflict or react to it. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Expressing a character’s personality traits through performance; • Illustrating a character’s persona through voice, physical mannerisms and language. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Character studies; • Improvisation; • Scene work. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>Students improvise inanimate objects.</p> <p>Students act out an assigned scene.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Director • Performer (actor, singer, dance, performance artist) • Choreographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 8 – 2PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	<p>2PR Incorporate new media and elements of theatre (e.g., setting, lighting, sound, properties, costume design, and makeup) to create an appropriate environment for a scene.</p> <p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. 	
	Essential Question	How is theatre created?
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Many elements must work collaboratively to create the appropriate environment to effectively convey the purpose of a scene. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Creating a theatrical scene that integrates multiple elements of theatre; • Working collaboratively with others to properly construct a scene. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Collaborative group work; • Class discussion; • Peer review; • Project based scene writing.

		<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
<p><u>Student Performance Task</u> Students write and present a scene.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Scenic Designer • Sound Designer • Costume Designer • Lighting Designer • Special Effects Designer • Properties Designer • Cinematographer • Videographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 8 – 3PR, 5PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	<p>3PR Construct an alternate ending for a scripted or improvised dramatic piece that engages audiences; 5PR Adapt the production styles of a dramatic or theatrical work from one cultural perspective to another.</p> <p>Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. <p>Progress Points:</p> <ul style="list-style-type: none"> Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. Interpret and transform new and traditional dramatic texts for informal and formal productions. 	
Essential Question	How is theatre created? How can theatre be made relevant?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Playwrights make artistic choices in plot, character, setting, mood, and storyline that are intended to advance the audience’s understanding of their ideas; Playwrights choose specific styles and perspectives to enhance the audience’s experience. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Providing an alternate ending for a story; Revising a script to reflect a different cultural perspective. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Reading and/or viewing stories/plays; Brainstorming; Project-based creative writing of alternative endings; Script revision; Researching cultural perspectives; Group and collaborative work; Class discussion.
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

		<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students watch a scene from the 1968 Zeffirelli <i>Romeo and Juliet</i>, the 1996 Luhrman <i>Romeo and Juliet</i>, and the 2013 Carlei <i>Romeo and Juliet</i>. Compare the cultural treatment of the classic story in each movie.</p> <p>Students write an alternative ending, in play format, that is more politically correct to a popular fairy take.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Playwright • Screenwriter • Script Writer • Director • Dramaturge • Cinematographer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 8 – 4PR		
Discipline	Drama/Theatre	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	4PR Integrate dance, visual art or music into a dramatic or theatrical piece to convey an idea, concept or story.	
	<p>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. <p>Progress Points:</p> <ul style="list-style-type: none"> • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Interpret and transform new and traditional dramatic texts for informal and formal productions. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How is theatre created? How can theatre be made relevant?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • The spoken word is not the only method to convey the meaning of a theatrical/dramatic work. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Constructing and presenting theatrical works focusing on nonverbal elements; • Composing a choreographed piece, a musical selection or a piece of visual art that conveys the meaning of a theatrical work. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Project-based inquiry; • Collaborative group work; • Classroom discussion; • Observation/investigation of dance pieces, musical selections, and visual art works.

		<p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Task</u></p> <p>Students pantomime to music to communicate an idea, concept or story.</p> <p>Students create a puppet show to present a story.</p> <p>Students create a soundtrack for a scene.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Director • Composer • Lyricist • Performer (actor, singer, dancer, performance artist, musician) • Choreographer • Scenic Designer • Scenic Artist • Properties Designer • Properties Master • Musical Director <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 8 – 1RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	1RE Compare and contrast personal opinions about a dramatic or theatrical work with those of a professional critic.	
	<p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How do theatre artists' decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Theatrical works can inspire divergent feelings in different individuals; • Professional critics have a developed skill set for understanding the quality of theatrical works. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Examining and analyzing the differences and similarities in their opinion of a theatrical work when compared with the work of a professional critic. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Watching/viewing live/recorded performances; • Class discussion; • Reading professional theatre critiques; • Using graphic organizers to compare reviews. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>Students locate professional reviews of popular movies or plays that the students have seen and compare the reviewer's comments with the students' assessment of the movie or play.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Reviewer• Critic• Consumer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Grade 8 – 2RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	<p>2RE Compare and contrast how a playwright and screenwriter’s work conveys the same or similar ideas and concepts.</p> <p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How do theatre artists’ decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Writing styles for the stage and other media require different skills, but each style of writing also contains similar elements. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Analyzing the differences and similarities in the requirements of writing for the live stage or other media. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Inquiry-based research; Class discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>Students communicate an idea through both live performance and through recorded performance.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Playwright• Screenwriter• Script Writer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• GRADE 8 English Language Arts• GRADE 8 Mathematics• GRADE 8 Science• GRADE 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Grade 8 – 3RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	3RE Justify how a playwright’s choice of form, style and historical period affects the expression of a theme or topic.	
	<p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How do theatre artists’ decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • A playwright’s decisions impact how the audience receives the message of the work. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Discussing the elements of a playwright’s work and how they impact the communication of his theme/topic. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Classroom discussion; • Inquiry-based research about playwrights and their scripts. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>As a class, students choose a theme and identify plays/scenes which deal with that theme. Once a list is created, students divide into small groups, each group having one of these plays/scenes, and explore the playwright's treatment of the theme. Each group then reports their conclusions to the class to compare/contrast different playwrights' treatment of the same theme.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Playwright • Screenwriter • Script Writer • Dramaturge <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 8 – 4RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	4RE Explain how scenery, costumes and lighting effects work together to affect an audience.	
	<p>Enduring Understandings: Literacy</p> <ul style="list-style-type: none"> • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How do theatre artists' decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Technical aspects of a theatrical production can enhance the audience's experience. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Describing how technical aspects of a production can intensify or diminish the audience's experience. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Watching/viewing live/recorded performances; • Inquiry-based research; • Classroom discussion. • Sketching/drawing <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>Students design a costume for a character in a scene/play.</p> <p>Students design scenery for a scene/play.</p> <p>Students design sound effects for a scene/play.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Scenic Designer • Scenic Artist • Properties Designer • Properties Master • Costume Designer • Costumer • Lighting Designer • Electrician <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Grade 8 – 5RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	<p>5RE Critique a personal rehearsal or performance on the basis of technique, voice quality, facial expression and gestures.</p> <p>Enduring Understandings: Authentic Application and Collaboration; Literacy</p> <ul style="list-style-type: none"> • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. <p>Progress Points:</p> <ul style="list-style-type: none"> • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them. 	
Essential Question	How do theatre artists' decisions affect their art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Self-assessment is a vital component of the performance process; • Self-reflection can improve the quality of a performance. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Examining the strengths and weaknesses of their performance; • Evaluating their work in the in the areas of technique, voice quality, facial expression and gestures; • Predicting the success of their performance based on the work completed within rehearsals. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Scene work and presentation; • Rubric building; • Self-critique of scene work; • Self-reflection. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Application		
<p><u>Student Performance Task</u></p> <p>Students record scene work and self-evaluate their performances.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Reviewer • Critic • Director • Actor • Consumer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;">BACK</p>

Grade 8 – 6RE		
Discipline	Drama/Theatre	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	6RE Recognize and discuss the function of drama and theatre in society and the roles and responsibilities of different theatre professionals.	
	Enduring Understandings: Authentic Applications and Collaboration <ul style="list-style-type: none"> • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. Progress Points: <ul style="list-style-type: none"> • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts. 	
Essential Question	How does theatre benefit the community?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Theatrical and dramatic works play a significant role in shaping the cultures; • Theatrical and dramatic work influences and educates the societies in which they're performed; • Theatre professionals are responsible for a variety of job responsibilities. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> • Investigating and listing the various theatre and theatre-related occupations available and the responsibilities and expectations tied to each profession; • Illustrating the impact that dramatic works have on a society; • Demonstrating the function of drama within a society. <p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Inquiry-based research about theatre and theatre-related occupations/careers; • Class discussion; • Small group work. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: DRAMA/THEATRE Grades 6-7-8

Application		
<p><u>Student Performance Task</u></p> <p>Students select a specific theatre job and create an employment advertisement highlighting the job requirements and responsibilities.</p> <p>Students create a plan for pursuing a career in the theatre sector.</p> <p>Students discuss dramatic literature that has been considered historically or culturally significant such as <i>RENT</i>, <i>Raisin in the Sun</i> or <i>Everyman</i>.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Director • Performer (actor, singer, dancer, musician) • Choreographer • Musical Director • Designer (scenic, lighting, sound, properties, costume, makeup, special effects) • Technician (scenic, lighting, sound, properties, special effects, costume, makeup) • Business (box office, usher, publicist, entertainment lawyer) • Broadcast/video/media (director, management, engineer, camera operator, technician) • Producer • Drama Therapist • Drama Educator • Consumer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • GRADE 8 English Language Arts • GRADE 8 Mathematics • GRADE 8 Science • GRADE 8 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>