

## CURRICULUM MAP PERFORMING ARTS

August/January	September/February	October/March
<p><b>Connections, Relationships and Applications</b> 12.3 Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic/ theatrical productions.</p> <p><i>Observations</i></p> <ul style="list-style-type: none"> <li>• <i>Self</i></li> <li>• <i>Family members</i></li> <li>• <i>Friends</i></li> <li>• <i>Awareness of Surroundings</i></li> </ul> <p><i>Write a paper about who I am</i></p> <p><b>Creative Expression and Communication</b> 11.3 Sustain convincing multidimensional characters. <i>Create a simple awareness scene, such as, how I brush my teeth, pouring a bowl of cereal.</i></p> <p><b>Historical, Cultural and Social Contexts</b> 11.1 Justify a performance style to communicate an original message or story. <i>Create a list of who you think are good actors and explain why.</i> <i>Watch a movie or television show with that actor in it and analyze their work.</i></p>	<p><b>Creative Expression and Communication</b> 10.3 Deliver memorized lines and/or read aloud from a script with clarity, volume and vocal variety. <i>Give a speech about yourself to the class. Use proper delivery techniques for public speaking.</i></p> <p><b>Historical, Cultural and Social Contexts</b> 11.1 Justify a performance style to communicate an original message or story. <i>Watch a movie or television show with some other persons favorite actor in it and give your opinion of their work.</i> <i>Study the mime work of Red Skelton.</i></p> <p><b>Creative Expression and Communication</b> 11.7 Select, cast, block and direct a scene for performance. <i>Demonstrate the proper terminology, techniques, and rules for movement and blocking on stage.</i></p> <p><b>Creative Expression and Communication</b> 11.1 Use movement qualities and patterns to create a specific character.</p> <p><b>Analyzing and Responding</b> 11.3 Explain how the playwright's choices influence the message. <i>Read a play script and discuss its possible interpretations.</i></p>	<p><b>Historical, Cultural and Social Contexts</b> 9.5 Compare and contrast two playwrights and/or screenwriters of two distinct theatre time periods. 9.4 Explain how live theatre, film/video and broadcast media reflect the artistic and social values and accomplishments of civilization. 11.4 Use drama/theatre heritage and drama/theatre experiences as a means to explore philosophical, ethical and religious issues. 10.6 Identify the significant playwrights/ screenwriters and their works from various periods of theatre history (i.e., Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17th Century, 18<sup>th</sup> Century, 19th Century, 20th Century and Contemporary). 12.2 Analyze a dramatic/theatrical work in the context of its time period. <i>Explain the role of the director and the producer in a production.</i> <i>List seven different directors and their works.</i> <i>Watch a movie or television show of one of the directors you studied and analyze their work.</i> <i>Explain the development of musical theater in America.</i> <i>List four major musical theater composers.</i> <i>Watch a live performance or movie adaptation of one of the works of the composers just studied.</i></p> <p><b>Creative Expression and Communication</b> 10.3 Deliver memorized lines and/or read aloud from a script with clarity, volume and vocal variety. <i>Demonstrate cold reading techniques.</i> <i>Memorize and deliver a short monologue.</i></p>

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November/April	December/May
<p><b>Creative Expression and Communication</b> 10.7 Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes and makeup.</p> <p><b>Analyzing and Responding</b> 9.1 Use accurate terminology in dramatic/theatrical activities.</p> <p><b>Creative Expression and Communication</b> 10.6. Identify the roles of collaboration between various technical professionals. 12.2 Develop contrasting pieces/ monologues for presentations and auditions appropriate for inclusion in a portfolio. 9.3 Develop and effectively use audition skills. <i>Explain the terminology for stage lighting, stage sound production, and parts of the stage.</i> <i>Create a simple lighting and sound plot for a production.</i> <i>Understand the role of the actors, technical crew, and production team in a production.</i> <i>Use proper construction techniques and build a simple set.</i> <i>Plan a lip sync or live performance.</i> <i>Develop audition skills.</i> <i>Participate in an audition.</i></p>	<p><b>Creative Expression and Communication</b> 12.4 Apply appropriate technology to a theatrical production. 12.5 Work safely and independently with all technical aspects of theatrical production. 12.2 Develop contrasting pieces/ monologues for presentations and auditions appropriate for inclusion in a portfolio. 12.6 Select, cast, block and direct a one-act play for performance. <i>Use the sound and light plot design in performance.</i> <i>Serve on the stage crew for a production.</i> <i>Perform a lip sync performance.</i> <i>Act in a successful performance.</i></p> <p><b>Analyzing and Responding</b> 10.2 Defend the use of a specific style, form or period to express an intended message. 11.4 Use self-evaluation strategies and audience response to improve their artistic works and experiences. <i>Write a review of a live performance.</i> <i>Write a self-evaluation of your performance.</i></p> <p><b>Valuing Drama/Theatre/Aesthetic Reflection</b> 12.1 Articulate personal drama/theatre philosophies and its role in their lives <i>Write your philosophy of drama or theater and its role in everyday life.</i></p>