

# Theatre DIRECTING II: Follows completion of Directing I

| TEKS Strand   | Expectations  |
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| <b>Foundations: Inquiry and Understanding.</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.   | Students in Theatre Directing will: apply warm-up techniques; experiment with stage movement; analyze and evaluate dramatic structure and genre; distinguish between the theatrical conventions of theatre, film, television, and other media; evaluate the interdependence of all theatrical elements; and develop memorization.   |
| <b>Creative Expression: Performance.</b> The student applies design, directing, and theatre production concepts and skills.   | Students will employ safe, appropriate techniques for physical, vocal, and emotional expression; analyze creativity as it relates to self and ensemble; analyze characters from various genres and styles; experiment with scenes of various styles; and integrate two or more art or media forms in a performance.   |
| <b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.  | Students will experiment with technical elements of theatre safely; analyze and evaluate texts; cast and direct duet and small ensemble scenes; perform a role such as actor, director, designer, technician, dramaturge, or editor and collaborate with others to tell a story through theatre or media; and perform the role of director or technician, demonstrating responsibility, discipline, and problem solving.  |
| <b>Historical and Cultural Relevance</b><br>The student relates theatre to history, society, and culture.   | Students will evaluate historical and cultural influences on theatre; analyze ways in which theatre, television, and film impact our lives; employ and evaluate the impact of media in society; research the influences of world drama and trends in dramatic literature; research the multicultural heritage of drama and theatre in the U.S.; and identify innovations and contributions of the U.S. to the performing arts.  |
| <b>Critical Evaluation and Response</b><br>The student responds to and evaluates theatre and theatrical performances.   | Students will compare behavior at performances and practice audience etiquette; recognize theatre as an art form; evaluate theatre, film, television, and other media with depth and complexity; compare communication methods of theatre with those of other media; make judgments about selected career opportunities; use technology to document and present information; relate theatre skills and experiences to higher education and careers outside of the theatre; and create a personal résumé or portfolio. |
| <p><b>Example:</b></p> <p>Over the course of a semester, the instructor will expose students to the acting styles required of period productions. Each student will be assigned to direct or perform in each of the period scenes from Greek to nineteenth century.</p> <p><b>Specific Example:</b></p> <p>The instructor theatre presents information about popular Greek dramatists such as Aeschylus, Aristophanes, Euripedes, and Sophocles.</p> <p>The instructor provides historical information about Greek theatre architecture and known acting characteristics.</p> <p>Specific students are assigned to direct a scene from a Greek play. The instructor assists in casting the scenes with major characters and chorus members.</p> <p>Directors rehearse the scene with actors and focus on known Greek acting styles.</p> <p>Scenes are presented for the class. Students discuss the performances and challenges of acting in a pure Greek style and directing actors in this style.</p> |   |