

# Theatre DIRECTING :: Follows completion of Theatre Arts level II

TEKS Strand	Expectations
<p><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.</p>	<p>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.</p>
<p><b>Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>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.</p>
<p><b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.</p>	<p>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, dramaturg, 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.</p>
<p><b>Historical and Cultural Relevance</b> The student relates theatre to history, society, and culture.</p>	<p>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.</p>
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances.</p>	<p>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 resume or portfolio.</p>
<p><b>Example: SECTION ONE</b></p> <p>The teacher will place 3-4 chairs in the room and assign two students to each chair. Then the teacher will give students five seconds to create a picture using the chairs. Other students interpret the compositions based upon placement, levels, and line focus. The teacher will give the students five seconds to create another picture, but one student in the duet must change level, placement, and line focus. Students will again interpret the positions. An additional student is added and trios perform the same exercise.</p> <p><b>SECTION TWO</b></p> <p>The teacher changes the configurations to two chairs and four students. Each group must create a composition with a variety in placement and level that gives one person focus. Other students must identify the student with focus and interpret the composition. Repeat, changing placement and level.</p> <p><b>SECTION THREE</b></p> <p>The teacher divides the class into groups of four. Each group will choose five compositions and create five photographs that tell a story. Students must start in a neutral position, take 10 counts to move to the first picture, hold the first picture for 10 counts, take 10 counts to move to the second picture, etc. Each group will present their series of pictures to the rest of the class. Students will evaluate the effectiveness of the pictures in expressing a narrative and using a variety of placement, level, and focus.</p>	
<p><b>Differentiation Strategies for Students with Special Needs</b></p>	