

# Theatre Middle School 1

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>Creative drama is still the focus for sixth graders who use pantomime to expand body awareness and sensory perceptions. Students incorporate their life experiences into dramatic play by creating environments, analyzing characters, and inventing actions to depict chosen life experiences.</p>
<p><b>Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>In addition to personal experiences, sixth graders draw from culture, literature, and history to create drama and improvisations and assume roles within dramatizations.</p>
<p><b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.</p>	<p>Sixth graders work collaboratively to plan a dramatization, take part in its production, and discuss the results. They use basic sets, visual elements, simple costumes, and props. They project movement and improvise dialogue in creative dramas.</p>
<p><b>Historical and Cultural Relevance</b> The student relates theatre to history, society, and culture.</p>	<p>Students consider different cultural context for dramatizations and perspectives of different characters given cultural backgrounds.</p>
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances.</p>	<p>Viewing both live and recorded theatrical production increases personal experiences in creative dramatics and provides opportunities to compare and contrast ideas and feelings depicted in dramatic productions. These experiences then become resources for enhancing classroom dramatizations. Additionally, in sixth grade, learners study vocations in theatre, comparing job requirements and responsibilities of selected theatre-based occupations.</p>
<p><b>Example:</b></p> <p>Mr. Markson's sixth grade theatre classes participate in a variety of activities to build their understanding of theatre content and processes. Responding to a cacophony of sound, music, visual images, abstract ideas, or written words, small groups of students create a short pantomime using rhythmic and expressive movements. Students viewing the pantomime, and the performers themselves, justify the appropriateness of the pantomime to its prompt.</p> <p>At other times, students create short dramatizations that reflect real-life experiences. Students describe ways in which the dramatization differs from the real-life experience through:</p> <ul style="list-style-type: none"> <li>• Alteration of plot</li> <li>• Differences concerning characters and characterizations</li> <li>• Differences in setting and environment.</li> </ul> <p>Periodically, Mr. Markson's students view live and recorded presentations, identifying dramatic elements such as plot, dialogue, movement, set, costume, and props. Students demonstrate, describe, and illustrate, with examples from the performance(s), a variety of ways a specific character communicates with the audience.</p> <p>Finally, students analyze the personnel needed to stage or produce a selected theatre performance, identifying and comparing the variety of jobs required to bring the event to an audience.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	