

PLAYWRITING I Follows Theatre Level II

TEKS Strand	Expectations
<p>Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.</p>	<p>Students will analyze and evaluate dramatic structure and genre; distinguish between the theatrical conventions of theatre, film, television, and other media; and evaluate the interdependence of all theatrical elements</p>
<p>Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>Students will analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions. Students will experiment with improvisation and scripted scenes of various styles to develop believable characters. Students will write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme. Students will integrate two or more art or media forms in a performance.</p>
<p>Creative expression: production. The student applies design, directing, and theatre production concepts and skills.</p>	<p>Students will experiment with technical elements of theatre safely and effectively in scripted scenes or plays. Students will analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters. Students will perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance. Students will perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving.</p>
<p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p>	<p>Students will evaluate historical and cultural influences on theatre. Students will compare the role of the playwright from Greek theatre to the 21st century. Students will analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors. Students will employ and evaluate the impact of live theatre, film, television, and other media in contemporary society. Students will research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature. Students will research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature. Students will identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.</p>
<p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p>	<p>Students will compare behavior at various types of performances and practice appropriate audience etiquette. Students will recognize theatre as an art form and evaluate self as a creative being. Students will apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary. Students will compare communication methods of theatre with those of art, music, dance, and other media. Students will make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwrighting in theatre, film, television, and other media and analyze the training, skills, self - discipline, and artistic discipline needed to pursue such opportunities. Students will use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner. Students will relate theatre skills and experiences to higher education and careers outside of the theatre. Students will create a personal resume or portfolio of theatrical experience.</p>
<p>Example: Students will develop a monologue to create a Living Newspaper dramatization.</p> <p>The teacher will bring a newspaper to class and read headlines of various national and international news stories.</p> <p>Students will discuss noteworthy stories in the news recently, specifically those related to human rights violations.</p> <p>Students will select a specific topic and research articles and news reports on the topic.</p> <p>Students will select at least five articles and highlight key information.</p> <p>Students will create a character with a name and backstory with involvement in the topic.</p> <p>Students will write a monologue based upon the research and the ideas created by the character's background. The instructor should limit the length and the narrative to backstory or description of an event rather than "a call to action." The instructor should also identify the required submission format.</p> <p>Students will read the monologues in small groups for peer feedback.</p>	

Students will rewrite the monologues based upon suggestions.

Students will read monologues to the entire class. Playwrights may ask other students to read as their characters.

Playwrights will share factual information and poetic license.

Students will evaluate the texts through comparison to other studied playwrights and the effectiveness of communicating a believable narrative of an actual modern event.