

Theatre Arts IV :: Follows Theatre Arts III

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>	Students demonstrate and evaluate use of techniques applied to and within theatre work. Students devise, refine, or adapt work in order to display understanding of specific skills and techniques used in theatre. Students compare and contrast theatrical conventions across cultures, time periods, locations, and populations.
<p>Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.</p>	Students engage in the creative process individually or collaboratively in order to develop work for a specific audience while considering how choices may affect a specific population. Students interpret scripted work and create believable characters, atmospheres, and moments using advanced acting techniques and directing skills.
<p>Creative expression: production. The student applies design, directing, and theatre production concepts and skills.</p>	Students demonstrate the role of a director as a leader, collaborator, and creator. Students analyze production documents and engage in research by embodying the role of a production team member. Students apply specific skills/expertise in order to enhance a moment or solve a production problem through taking on the role of a designer, technician, or other member of a production team.
<p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p>	Students continue to experience a diverse theatre repertoire and examine parallels in related fields. Students engage in research on world drama and theatre. Students consider the impact of performing arts in today's society in various places across the world.
<p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p>	Students justify theatre as an art form. Students evaluate work in order to identify theatrical conventions, discrete skills/techniques, and modes of communication. Students consider the creative process as a reflective tool. Students research careers and evaluate skills needed for success in the theatre.
<p>Example:</p> <p>Students critically engage in and reflect on theatre work. Students have the opportunity to explore an area of interest. The teacher guides and helps students in project-based performance learning.</p> <p>Justin Davis decided to continue a study of Elizabethan characterization. He decided to compare and contrast Shakespeare to his Elizabethan contemporaries to see how their methods of characterization compare to Shakespeare's and to examine their impact on contemporary American theatre. Justin's research includes theatre criticism on Elizabethan characterizations.</p> <p>For his final presentation, Justin performs two monologues, one from Shakespeare and one from Marlowe, which illustrate the differences in the two playwrights' styles. He completes a self-analysis on aspects of his project such as research process, conclusions and rationales, performance, and recommendations for future study.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	