

Theatre and Media Communications 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 will practice stage movement techniques and develop skills to express thoughts and feelings.</p> <p>Students will learn how to analyze characters in scripts.</p> <p>Students will define roles in collaborative relationships (between playwright, director, actor, technician, audience).</p> <p>Students will develop an understanding of the value and purpose of listening, observation, concentration, and emotional and sensory recall</p>
<p><b>Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>Students will demonstrate safe use of the body.</p> <p>Students will employ effective techniques and be able to define creativity related to personal expression (voice thoughts and feelings).</p> <p>Students will use physical, emotional, and social awareness.</p> <p>Students will create original scripts</p>
<p><b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.</p>	<p>Operate technical elements such as scenery, sound, current technology, publicity, etc.</p> <p>Perform roles such as actor, director, editor, designer, technician, etc.</p> <p>Demonstrate creative problem solving</p>
<p><b>Historical and Cultural Relevance</b> The student relates theatre to history, society, and culture.</p>	<p>Students will relate historical and cultural influences and portray different times, places, and cultures.</p> <p>Students will identify US contributions to the performing arts and the impact of theatre, film, television, electronic media on contemporary society.</p>
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances.</p>	<p>Students will analyze and apply appropriate behavior during live performances.</p>
<p><b>Example:</b></p> <p>Students will interpret visual images to create a story.</p> <p>Teacher projects images onto a screen and asks the students to give emotional or narrative responses.</p> <p>The teacher shows a series of five images that can be interpreted to either tell a story or support a theme.</p> <p>The teacher divides students into groups of three to five depending upon the size of the class. Each group must choose a theme and make it concise enough to use as a subject in a Google search engine for images.</p> <p>Each group selects five images, one image with five views, or one image that can be cropped four times to focus in on a smaller subject in the main image. The chosen images must be placed in an order that could be interpreted into a narrative or a main theme line. The group loads all of the images onto a power point slideshow. The group writes a statement to identify the theme line or narrative but does not include it in the slideshow. The slideshows must be sent to the teacher.</p> <p>The laptops remains open. The class does a round robin exercise viewing all the other power points. After viewing each power point, the group creates an interpretive statement based upon their consolidated opinions.</p> <p>The teacher projects one slideshow and asks each viewing group to identify their interpretation of the presentation and provide clues that led them to the conclusion. The creating groups shares and compares their initial concept and evaluates their choices.</p>	