

Center Stage: Projects in Theatre Arts

Correlation to the California Middle School Drama Standards

Enduring Understandings, Skills, and Essential Knowledge					
<p>CREATING—ANCHOR STANDARD 1: GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK.</p> <p>Process Component: Envision/Conceptualize</p> <p>Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.</p> <p>Essential Question: What happens when theatre artists use their culture, imaginations, and/or learned theatre skills while engaging in creative exploration and inquiry?</p>					
6.TH:Cr1		7.TH:Cr1		8.TH:Cr1	
<p>a. Identify possible solutions to staging challenges in a drama/theatre work.</p>	<p>Ch 24: Stage Crews, p. 153 #3 <i>TR: Ch 14, p. 19; Ch 24, p. 70; Final Curtain, pp. 76–78</i></p>	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.</p>	<p>Ch 25: Performance! p. 172, 2nd paragraph</p>	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.</p>	<p>Ch 24: Stage Crews, p. 167, #3</p>
<p>b. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p>	<p>Ch 24: Stage Crews, p. 162, 167 Ch 16: Character Sketch p. 89 <i>TR: Ch 1, p. 11; Ch 3, p. 12; Ch 16, p. 19; Ch 24, p. 70; Final Curtain, pp. 76–78</i></p>	<p>b. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.</p>	<p>Ch 22: Auditions, p. 138 Final Curtain, p. 222 Ch 16: Character Sketch p. 89 Ch 18: Many Meanings, pp. 96-97 <i>TR: Ch 16, p. 19; Ch 18, p. 21; Ch 22, p. 68; Final Curtain, pp. 76–78</i></p>	<p>b. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p>	<p>Ch 20: Disaster Strikes: pp. 108–109 Ch 23: Rehearsals, p. 153 Final Curtain, p. 222 Ch 20: Disaster Strikes Activity Sheet, TR p. 64 Ch 18: Many Meanings, pp. 96-97 <i>TR: Ch 18, p. 21; Ch 20, p. 22; Ch 23, p. 69</i></p>
<p>c. Identify solutions to design challenges in a drama/theatre work.</p>	<p>Ch 21: Introduction to Theatre, p. 128 <i>TR: Ch 21, p. 67; Ch 22, p. 68</i></p>	<p>c. Explain and present solutions to design challenges in a drama/theatre work.</p>	<p>Ch 24: Stage Crews, p. 167, #2–3 Ch 26, Readers Theatre: p. 185, A.3 <i>TR: Ch 24, p. 70; Ch 26, p. 72; Final Curtain, pp. 76–78</i></p>	<p>c. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.</p>	<p>Ch 24 Stage Crews: p. 167, #3 <i>TR: Ch 24, p. 70</i></p>

CREATING—ANCHOR STANDARD 2: ORGANIZE AND DEVELOP ARTISTIC IDEAS.

Process Component: Develop

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question: How, when, and why do theatre artists' choices change?

6.TH:Cr2		7.TH:Cr2		8.TH:Cr2	
a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	Ch 28: Storytelling, pp. 198–199 <i>TR: Ch 24, p. 70; Final Curtain, pp, 76–78</i>	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, personal experience, and historical and cultural context.	Ch 24: Stage Crews, pp. 166–167 Final Curtain, 223, 225–226 <i>TR: Ch 24, p. 70; Final Curtain, pp, 76–78</i>	a. Articulate and apply critical analysis, personal experience, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	Part I Workshop, p. 215, #2 <i>TR: Final Curtain, pp, 76–78</i>
b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	Ch 4: Come to Your Senses, p. 30 Ch 25: Performance! pp. p. 173, #7 <i>TR: Ch 4, p. 13; Ch 25, p. 70</i>	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	Ch 5: Distinguish the Difference, p. 37 Ch 6: Conflict Resolution, p. 41, Perform <i>TR: Ch 5, p. 13; Ch 6, p. 14</i>	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama/theatre work.	Ch 25: Performance! p. 173, A. Create <i>TR: Ch 9, p. 16; Ch 25, p. 70</i>

CREATING—ANCHOR STANDARD 3: REFINE AND COMPLETE ARTISTIC WORK.

Process Component: Rehearse

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

6.TH:Cr3		7.TH:Cr3		8.TH:Cr3	
a. Receive and incorporate feedback to refine a devised or scripted drama/theatre work.	Chapter 1: Escape!, p. 15 Ch 10: Connect the Dots, p. 64 Ch 25: Performance! p. 173 #7 Final Curtain, A. Create, p. 220 <i>TR: General Suggestions, p. 6 #8, ; Ch 4, p. 13, Final Curtain, p. 77</i>	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	Part I Workshop, p. 111 Ch 25: Performance! p. 173, #5	a. Practice collaboration, analysis, and reflection to refine a devised or scripted drama/theatre work.	Ch 25: Performance! p. 173 #7
b. Identify effective physical and vocal traits of characters in a drama/theatre work.	Ch 28: Storytelling, p. 196, #4 and 6 Ch 22: Auditions, p. 138, Create	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	Ch 7 Sales Pitch: pp. 45 (Focal Point) and 46 (B. Perform, 2nd paragraph) Ch 8 Say it in Song, p. 52 Ch 17: The Trouble Is . . . <i>TR: Ch 7, p. 15; Ch 8, p. 15; Ch 17, p. 20</i>	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.	Ch 27: Oral Interpretation, p. 189, above "Introduction" <i>TR: Ch 27, p. 73</i>
c. Explore planned designs during the rehearsal process for a devised or scripted drama/theatre work.	Chapter 23: Rehearsals, p. 153, #2 Final Curtain, pp. 223–224	c. Consider multiple planned technical theatre elements and designs during the rehearsal process for a devised or scripted drama/theatre work.	Final Curtain, pp. 223–224, #4 <i>TR: Final Curtain, pp. 76–78</i>	c. Implement and refine a planned design using technical theatre elements during the rehearsal process for devised or scripted drama/theatre work.	Final Curtain, p. 224 #5 <i>TR: Final Curtain, pp. 76–78</i>

PERFORMING—ANCHOR STANDARD 4: SELECT, ANALYZE, AND INTERPRET ARTISTIC WORK FOR PRESENTATION.

Process Component: Select

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

6.TH.Pr4		7.TH.Pr4		8.TH.Pr4	
a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	Ch 28 Storytelling: p. 198	a. Consider various stages choices to enhance the story in a drama/ theatre work.	Ch 26: Readers Theatre, p. 181, Placement Ch 25: Performance! p. 172 <i>TR: Ch 25, p. 70; Ch 26, p. 72</i>	a. Explore different pacing to better communicate the story in a drama/theatre work.	Ch 26: Readers Theatre, p 185, A.3 <i>TR: Ch 23, p. 69; Ch 26, p. 72</i>
b. Experiment with various physical choices to communicate character in a drama/theatre work.	Ch 11: Before and After, p. 67, A.1 <i>TR: Ch 11, p. 17</i>	b. Use various character objectives in a drama/theatre work.	Ch 11: Before and After, p.67, A.1	b. Use various character objectives and tactics in a drama/ theatre work to overcome an obstacle.	Ch 23: Rehearsals: p. 154, Perform #3 <i>TR: Ch 23, p. 69</i>

PERFORMING—ANCHOR STANDARD 5: DEVELOP AND REFINE ARTISTIC TECHNIQUES AND WORK FOR PRESENTATION.

Process Component: Prepare

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: What can I do to fully prepare a performance or technical design?

6.TH.Pr5		7.TH.Pr5		8.TH.Pr5	
a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	Ch 4: Come to Your Senses, Preview, p. 26 Ch 14 :It's All in the Feet, p. 77, Key Question, Preview <i>TR: Ch 4, p. 13</i>	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	Ch 3: Double Image, p 21 Pt 1 Curtain Raiser: Take the Stage, p. 7 <i>TR: Ch 3, p. 12</i>	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	Final Curtain, p. 224 #5 <i>TR: Final Curtain, pp. 76-78</i>
b. Articulate how technical theatre elements are integrated into a drama/theatre work.	Ch 24: Stage Crews, p. 162, Focal Point Ch 10: Connect the Dots, p. 64 C. Respond <i>TR: Ch 10, p. 17; Ch 24, p. 70</i>	b. Choose a variety of technical theatre elements that can be applied to a design in a drama/ theatre work.	Ch 24: Stage Crews, p. 162 last paragraph <i>TR: Ch 24, p. 70</i>	b. Use a variety of technical theatre elements to create a design for a rehearsal or drama/theatre production.	Final Curtain, p. 223 #4 <i>TR: Final Curtain, pp. 76-78</i>

PERFORMING—ANCHOR STANDARD 6: CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK.

Process Component: Share, Present

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.

Essential Question: What happens when theatre artists and audiences share a creative experience?

6.TH:Pr6		7.TH.Pr6		8.TH.Pr6	
Adapt a piece of literature and present it for an audience.	Ch 25: Performance! p. 172 Focal Point Ch 26: Readers Theatre, pp. 176–186 Ch 28: Storytelling, pp. 196–200	Create through improvisation a drama/theatre work that will be shared with an audience.	Final Curtain, pp. 221–223 #2	Perform a rehearsed, scripted scene from a drama/theatre work for an audience.	Final Curtain, pp. 221–223 #2 Ch 25: Performance! pp. 171–174 <i>TR: Final Curtain, pp. 76–78</i>

RESPONDING—ANCHOR STANDARD 7: PERCEIVE AND ANALYZE ARTISTIC WORK

Process Component: Reflect

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

6.TH:Re7		7.TH:Re7		8.TH:Re7	
Describe and record personal reactions to artistic choices in a drama/theatre work.	Ch 1: Escape! p. 15 (and throughout the book at the end of each chapter) Ch 27: Storytelling, pp. 192, C <i>TR: Ch 1, p. 11; Ch 2, p. 11; Ch 27, p. 73</i>	Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	Ch 2: The Machine, p 19, C. Respond, D. Evaluate and Reflect Ch 27: Storytelling: p. 192, C <i>TR: Ch 27, p. 73</i>	Apply appropriate criteria to the evaluation of artistic choices in a drama/theatre work.	Ch 1: Escape! pp. 14–15 (and throughout the book at the end of each chapter) <i>TR: Ch 1, p. 11</i>

RESPONDING—ANCHOR STANDARD 8: INTERPRET INTENT AND MEANING IN ARTISTIC WORK

Process Component: Interpret

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences, culture, and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

6.TH:Re8		7.TH:Re8		8.TH:Re8	
a. Explain how artists make choices based on personal experience in a drama/theatre work.	Ch 4: Come to Your Senses, p. 30, Respond Ch 11: Before and After, p. 67 C <i>TR: Ch 12, p. 18; Ch 17, p. 20</i>	a. Identify the artistic choices made based on personal experience in a drama/theatre work.	Ch 11: Before and After, p. 67 C <i>TR: Ch 12, p. 18</i>	a. Recognize and share artistic choices when participating in or observing a drama/theatre work.	Ch 12: Guess Who, p. 72, C <i>TR: Ch 12, p. 18</i>
b. Identify cultural contexts that may influence the evaluation of a drama/theatre work.	Ch 25, Performance! p. 174 C Respond Final Curtain, p. 226 <i>TR: Ch 4, p. 13; Final Curtain, pp. 76–78</i>	b. Describe how cultural contexts can influence the evaluation of drama/theatre work.	Ch 25: Performance! p 174 C Respond Final Curtain, p. 226 <i>TR: Final Curtain, pp. 76–78</i>	b. Analyze how cultural contexts influence the evaluation of a drama/theatre work.	Ch 25: Performance! p 174 C Respond Final Curtain, p. 226 <i>TR: Final Curtain, pp. 76–78</i>
c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	Ch 19: Evolving Emotions, p. 105 (top) Ch 22: Auditions, p. 139 C <i>TR: Ch 19, p. 21</i>	c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	Ch 22: Auditions: p. 139, C	c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	Ch 6: Conflict Resolution, p. 41, Respond Ch 22: Auditions: p. 139, C <i>TR: Ch 6, p. 14</i>

RESPONDING—ANCHOR STANDARD 9: APPLY CRITERIA TO EVALUATE ARTISTIC WORK

Process Component: Evaluate

Enduring Understanding: Theatre artists apply criteria to understand, explore, and assess drama and theatre work.

Essential Question: How do analysis and synthesis impact the theatre artist's process and audience's perspectives?

6.TH.RE9		7.TH.RE9		8.TH.RE9	
a. Use supporting evidence and criteria to evaluate drama/theatre work.	Ch 7: Sales Pitch, pp. 46, C Ch 15: Got to Hand It to You, p. 84 C <i>TR: Ch 1, p. 11; Ch 7, p. 15</i>	a. Explain preferences, using supporting evidence and criteria, to develop a personal aesthetic to evaluate drama/theatre work.	Ch 22: Rehearsals, p. 155 C <i>TR: Ch 21, p. 67</i>	a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	Ch 22: Rehearsals, p. 155 C and D Final Curtain, p. 225 C <i>TR: Final Curtain, pp. 76–78</i>
b. Identify a specific audience or purpose for a drama/theatre work.	Ch 25: Performance! p. 172 Ch 28: Storytelling, p. 197, A 1	b. Identify how the intended purpose of a drama/theatre work appeals to a specific audience	Ch 28: Storytelling, p. 197 A 1 Ch 9: Voice Dubbing, p. 58, Respond <i>TR: Ch 9, p. 16; Ch 28, p. 74</i>	b. Assess the impact of a drama/theatre work on a specific audience.	Ch 28: Storytelling, p. 200. B.3) Ch 5: Distinguish the Difference, p. 37 Ch 9: Voice Dubbing, p. 58, Respond <i>TR: Ch 3, p. 12; Ch 5, p. 14; Ch 9, p. 16; Ch 28, p. 74</i>
c. Identify the technical theatre elements used in a drama/theatre work to justify aesthetic choices.	Final Curtain, pp. 223–224 #4	c. Analyze and evaluate the aesthetics of the technical theatre elements in a drama/theatre work.	Ch 24: Stage Crews, p. 166, last paragraph Final Curtain, pp. 223–224 #4	c. Differentiate the effect of technical theatre elements used in a drama/theatre work to assess aesthetic choices.	Final Curtain, pp. 223–224 #4

RESPONDING—ANCHOR STANDARD 10: SYNTHESIZE AND RELATE KNOWLEDGE AND PERSONAL EXPERIENCES TO MAKE ART.

Process Component: Empathize

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

6.TH:Cn10		7.TH:Cn10		8.TH:Cn10	
Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	Part II Workshop, p. 218, B.1 h	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	Part I Workshop, Town Hall Meeting, p. 116	Examine a community issue through multiple perspectives in a drama/theatre work.	Part I Workshop, Town Hall Meeting, p. 115 #2

CONNECTING—ANCHOR STANDARD 11: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING.

Process Component: Interrelate

11.1 Enduring Understanding: Theatre artists understand and can communicate through their creative process as they analyze the way the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

6.TH:Cn11.1		7.TH:Cn11.1		8.TH:Cn11.1	
a. Identify universal themes or common social issues and express them through a drama/theatre work.	Final Curtain, p. 220 A.1 <i>TR: Final Curtain, p. 77</i>	a. Incorporate music, dance, art, and/or media arts strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	Final Curtain, p. 223-224	a. Use different forms, styles, and genres of drama/theatre work to examine contemporary social, cultural, or global issues.	Final Curtain, pp. 221-223, #2
b. Explore the ethical responsibilities to oneself and others when recording, posting, and sharing through the internet, social media, and other communication formats.	Ch 29: Theatre Arts in the Digital Age, p. 207	b. Demonstrate ethical responsibility to oneself and others during the production process, and when recording, posting, and sharing through the internet, social media, and other communication formats.	Ch 29: Theatre Arts in the Digital Age, p. 207	b. Examine the practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Ch 29: Theatre Arts in the Digital Age, p. 207-208

CONNECTING—ANCHOR STANDARD 11: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING

Process Component: Research

11.2 Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

6.TH:Cn11.2		7.TH:Cn11.2		8.TH:Cn11.2	
a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	Ch 29: Theatre Arts in the Digital Age, p. 208, Time Machine <i>TR: Ch 29, p. 74</i>	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	Ch 29: Theatre Arts in the Digital Age, p. 208, Time Machine <i>TR: Ch 29, p. 74</i>	a. Research the story elements of a stage drama/theatre work and compare them to another production of the same work.	Ch 29: Theatre Arts in the Digital Age, p. 208, Time Machine <i>TR: Ch 29, p. 74</i>
b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	Ch 24: Stage Crews, p. 166 <i>TR: Ch 24, p. 70</i>	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	Final Curtain, p. 223, #3 <i>TR: Final Curtain, pp. 76-78</i>	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	Final Curtain, p. 223, #3 <i>TR: Final Curtain, pp. 76-78</i>