

Center Stage: Projects in Theatre Arts

Correlation to the New Mexico 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 <i>TR: Ch 25, p. 71; Final Curtain, pp. 76–78</i></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 <i>TR: Ch 24, p. 70; Final Curtain, pp. 76–78</i></p>
<p>b. 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>b. 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>b. 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>
<p>c. 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>c. 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>c. 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>

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

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, background knowledge, 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 #1 <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. Articulate and examine choices to refine a devised or scripted drama/theatre work.	Ch 25: Performance! p. 173, #5 <i>TR: Ch 18, p. 21</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 <i>TR: Ch 25, p. 70</i>	a. Use repetition and analysis in order to refine a devised or scripted drama/theatre work.	Ch 25: Performance! p. 173 #7 <i>TR: Ch 25, p. 70</i>
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 <i>TR: Ch 7, p. 15; Ch 17, p. 20</i>	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 a planned technical design 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 design elements 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 technical design using simple technology 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 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 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 elements to create a design for a rehearsal or drama/theatre production.	Final Curtain, p. 224 #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 drama/ theatre work and present it informally for an audience.	Ch 25: Performance! p. 172 Focal Point <i>TR: Ch 25, p. 70</i>	Participate in rehearsals for a drama/theatre work that will be shared with an audience.	Final Curtain, pp. 221-223 #2 <i>TR: Final Curtain, pp. 76-78</i>	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 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 perspectives that may influence the evaluation of a drama/theatre work.	Ch 25, Performance! p. 174 C Respond Final Curtain, pp. 225–226, D. Connect <i>TR: Ch 4, p. 13; Final Curtain, pp. 76–78</i>	b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.	Ch 25: Performance! p. 174 C Respond Final Curtain, pp. 225–226, D. Connect <i>TR: Final Curtain, pp. 76–78</i>	b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.	Ch 25: Performance! p. 174 C Respond Final Curtain, pp. 225–226, D. Connect <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 investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

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. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	Final Curtain, p. 223, #4 <i>TR: Ch 25, p. 70; Final Curtain, pp. 76-78</i>	b. Consider the aesthetics of the production elements in a drama/theatre work.	Ch 24 Stage Crews: p. 166 Final Curtain, p. 225 C <i>TR: Ch 24, p. 70; Final Curtain, pp. 76-78</i>	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	Final Curtain, p. 223, #4 <i>TR: Final Curtain, pp. 76-78</i>
c. Identify a specific audience or purpose for a drama/theatre work.	Ch 25: Performance! p. 172 Ch 28: Storytelling, p. 197, A 1	c. 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>	c. Assess the impact of a drama/theatre work on a specific audience.	Ch 28: Storytelling, p. 200. B.3 <i>TR: Ch 3: Double Image</i> 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>

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

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>