

Theater II

Time on Task: 4 hrs. 16 mins. per week

Course Philosophy

Fine arts demonstrates the creative aspects of created man that directly reflect that characteristic of the Creator. The study of fine arts develops in the student the ability to speak life into that which does not yet exist. The ultimate outcome is the development of the student’s ability to bring glory to God as He observes His creative nature returning to Him from His creation.

Course Description

Students will discuss and develop their creative gifts by learning basic theater skills and be able to stand confidently in front of a group of peers to speak, act, and perform.

Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

Goals and Objectives	Scope and Sequence	Spiritual Goals
<p>Texas Essential Knowledge and Skills (TEKS)</p> <p>§117.65. Theatre, Level II</p> <p>(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select the following theatre course: Theatre 6.</p> <p>(b) Introduction.</p> <p>(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.</p> <p>(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student</p>	<p>Perception</p> <ul style="list-style-type: none"> ○ Apply warm-up techniques ○ Create pantomime based on previous experience ○ Create stage movement to express emotion ○ Develop voice and diction to express feeling ○ Identify conventions – time, setting, 4th wall, visual elements <p>Creative/Expression – Performance</p> <ul style="list-style-type: none"> ○ Application of voice ○ Use of Body 	<p>God’s intended purpose for theatre:</p> <p>That students will understand that God created them as unique individuals with a set of gifts and talents, it is up to them to find out what they are, develop them, and use them for the kingdom of God and His glory.</p> <ol style="list-style-type: none"> 1. To teach the child to work with others sharing a common goal. 2. To encourage love and praise of God through song. 3. To foster the child’s desire to worship and celebrate God’s goodness through uplifting and joyous singing, music making, and movement. 4. To aid in Scripture memorization through memorable melodies and rhythms.

<p>response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.</p>	<ul style="list-style-type: none"> ○ Analysis of Character ○ Character Improvisation ○ Writing and refining scripts/monologues/scenes/vignettes • Creative Expression/ Technical <ul style="list-style-type: none"> ○ Makeup (straight, character, fantasy) ○ Costuming (design/fabric/color/borrowing vs. making/duties of crew) ○ Props (making/borrowing/buying/duties of crew) ○ Sets (setting scene/construction/duties of crew) ○ Sound/Lights (light-sound plots/time designated/duties of crew) ○ Directing (selecting/analyzing scripts/principles of stage composition/blocking/balance/variety/performance) • Response/Evaluation <ul style="list-style-type: none"> ○ Judge and apply audience behavior at various performances ○ Apply the concepts of evaluation (intent/ 	<ol style="list-style-type: none"> 5. To appreciate music as God’s gift to us for refreshing and encouragement and to provide enjoyment for performances and listeners. 6. To encourage the use of knowledge and skills in service to God. 7. To communicate to the children as well as to all who listen, the abundance of God’s grace in the gift of His Son. <p>Biblical Integration Truth Statements</p> <p>1 Peter 4:10-11 “As each one has received a gift, minister it to one another, as good stewards of the manifold grace of God.... that in all things God may be glorified through Jesus Christ, to whom belong the glory and the dominion forever and ever.</p> <ol style="list-style-type: none"> 1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13) <ol style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune-
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<p>(c) Knowledge and skills. (1) Perception. The student develops concepts about self, human</p>	<p>structure/ effectiveness/value) to all types of performance</p> <ul style="list-style-type: none"> ○ Evaluate emotional responses to and personal preferences for dramatic performances, using appropriate theater vocabulary ○ Identify the treatment of theme, character, setting, action in theater, musical theater, dance, art, and music and integrate more than one art form in informal presentations <ul style="list-style-type: none"> • Biblical/ Historical/ Cultural Heritage Integration <ul style="list-style-type: none"> ○ Analyze biblical, historical, and cultural influences on theater and musical theater ○ Define the influence of American society on live theater and film <p>Correlation with TEKS Book - None</p>	<p>He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <ul style="list-style-type: none"> a. God is the source of everything and created the universe out of nothing. (Genesis 1:1) b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1) <p>3. <i>What is a human being?</i></p> <ul style="list-style-type: none"> a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3) b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10) c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12) d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23) e. Sin is rebellion against God's wishes and ways and this
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<p>relationships, and the environment, using elements of drama and conventions of theatre.</p> <p><i>The student is expected to:</i></p> <p>(A) practice warm-up techniques;</p> <p>(B) employ stage movement and pantomime consistently;</p> <p>(C) demonstrate effective voice and diction;</p> <p>(D) analyze dramatic structure and genre;</p> <p>(E) identify examples of theatrical conventions in theatre, film, television, and electronic media; and</p> <p>(F) relate the interdependence of all theatrical elements.</p> <p>(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.</p> <p><i>The student is expected to:</i></p> <p>(A) demonstrate safe use of the voice and body;</p> <p>(B) analyze characters from various genres and media, describing physical, intellectual, emotional, and social dimensions;</p> <p>(C) create and sustain believable characters; and</p> <p>(D) improvise and write dialogue that reveals character motivation in short vignettes.</p> <p>(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.</p> <p><i>The student is expected to:</i></p> <p>(A) construct and operate the technical elements of theatre safely and effectively;</p> <p>(B) examine cultural, social, and political aspects of a script to depict appropriately technical elements;</p> <p>(C) consider script selection, casting, and directing skills;</p> <p>(D) define the director's responsibility to the author's intent, script, actors, designers, technicians, and the audience;</p> <p>(E) compare the roles of actor, ensemble, and director in production decision making and produce theatre with a unified production concept and style for public performance; and</p> <p>(F) select one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.</p>	<ul style="list-style-type: none"> • Play various theater games (room of emotions, party game, decide 3, audition, tell me about the time, the machine, concentration, slide show, conversation, talk about it, etc.) to introduce and refine skills • Rehearse a pantomimed presentation of the gospel (A Tale of 2 Kingdoms, Doors, Heart, Tribute, Toymaker's Dream, etc.). • Perform at chapel and other venues. Watch video performance and evaluate. • Write a dramatic monologue. • Memorize and perform for class. • Listen to and evaluate responses • Study concepts of reader's theater. • Take RT script and rehearse with assigned classmates while adding appropriate voice, expression, limited body movements, and sound effects. • Perform and evaluate performance. 	<p>destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p>
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<p>(4) Historical/cultural heritage. The student comprehends the relationship of theatre to history, society, and culture. <i>The student is expected to:</i> (A) analyze historical and cultural influences on theatre; and (B) define the influence of American society on live theatre and film.</p> <p>(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. <i>The student is expected to:</i> (A) judge and apply appropriate audience behavior at various types of performances; (B) evaluate emotional responses to and personal preferences for dramatic performances, using appropriate theatre vocabulary, and apply the concepts of evaluation (intent, structure, effectiveness, value) to live theatre, film, television, and electronic media in written and oral form with precise and specific observations; (C) identify the treatment of theme, character, setting, and action in theatre, musical theatre, dance, art, and music and integrate more than one art form in informal presentations; and (D) select career and avocational opportunities in theatre and film and explore the training, skills, self-discipline, and artistic discipline needed to pursue them.</p>	<ul style="list-style-type: none"> • Compete with RT piece. <p>Student Activities Duet scenes Monologues Improvisation Vignettes Plays Character research Theater games</p> <p>Teaching Strategies Lecture and discussion Teaching through games</p>	<ol style="list-style-type: none"> a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13) b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27) c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4) d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1) <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world e. Special revelation is God revealing Himself through
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	<p>Teaching by “doing”</p> <p>Evaluation Procedures Oral responses Performance Memorization Rehearsal Class participation</p> <p>Other Resources and Bibliography <u>The Stage and the School</u>, Schanker and Ommanney, New York: Glencoe Macmillan/McGraw-Hill, 1989 <u>Spotlight on the Dramatic Arts</u>, Collins, Fountain Inn: Gary C. Collins Publishing, 2003 Various scripts from Theater Department Library</p>	<p>supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <ol style="list-style-type: none"> a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3) c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7) d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10) <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend,
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		<p>and teach these truths to others.</p> <p>7. <i>What is the meaning of human history?</i></p> <ul style="list-style-type: none"> a. History is a meaningful sequence of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3) b. History is going somewhere, directed toward a known end. (Matthew 25:34) c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9) d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28) <p><i>What should our response be to God? What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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