

Middle School

Theatre
Essential Learner Outcomes



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Middle School

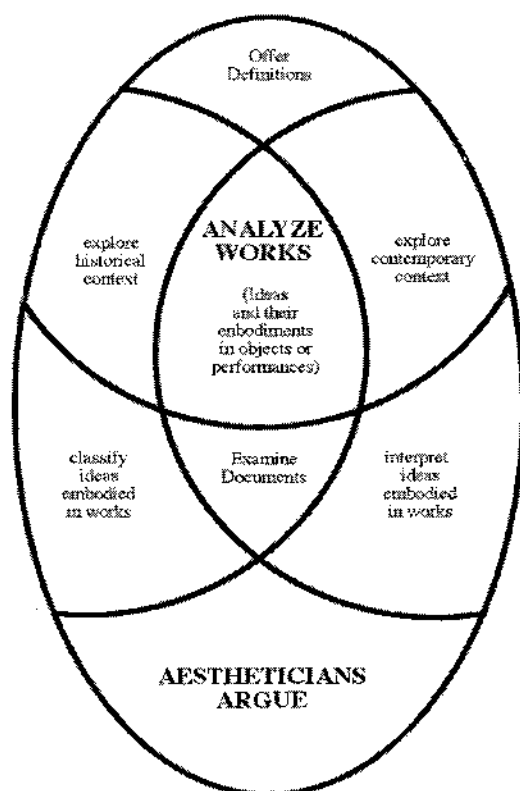
THEATRE OUTCOME I

Perceiving, Performing, and
Responding –
Aesthetic Education

The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Expectation A

The student will describe characteristics of theatre experience that reflect social and cultural issues.



Indicators of Learning

1. The student will explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy apply in theatre and in life.
2. The student will analyze the emotional impact of dramatic events in their lives, in the community, and in other cultures.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will discuss how people in everyday life wear masks in their actions and in personal relationships. The student will identify how he or she responds to different people. **In responding to this indicator, the student will analyze how responses differ when encountering classmates, friends, teachers, and family members. The student will describe an incident in which attitudes were insincerely conveyed. The student will explain how feelings and attitudes were disguised and what social interactions were displayed. The student will improvise a scene based upon the discussion.**

Sample Strategy for **Indicator Two (2)**

The student will analyze the emotional attributes of a personal conflict that impacted on them. These conflicts could be between a father and son, a mother and daughter, a teacher and student, or boyfriend and girlfriend. The student will improvise a scene based on personal conflict. **In responding to this indicator, the student will improvise a scene using the analysis of these conflicts to avoid simple, flat, or stock character responses.**

Theatre and life are the same thing.

- Peter Brook, *All The World's a Stage*





THEATRE OUTCOME I

Perceiving, Performing, and
Responding –
Aesthetic Education

The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Expectation B

The student will describe ways that the manipulation of theatrical elements influences aesthetic response.

Indicators of Learning

1. The student will develop ideas related to mood and focus in dramatic activities and performances by exploring relationships between the principles and qualities of visual and aural design.
2. The student will determine the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup, individually and in collaborative settings.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

Students, working in groups, will select an action sport to portray. Students will identify mood and focus for the selected action sport and for the actors' performance in this sport. Students will examine the relationship between the action sport and the mood and focus for actors who portray this activity. **In responding to this indicator, students will present their findings for class critique and analysis.**

Sample Strategy for **Indicator Two (2)**

Students will identify and discuss the functions of design elements, lighting, sound, costumes, and makeup describing how they enhance plays and performances. **In responding to this indicator students will work in groups to select a scene or play for study. Students will then examine the chosen work to determine how the elements will be incorporated and related. Students will present their work for class critique and analysis.**





THEATRE OUTCOME II

Historical, Cultural and
Social Context

The student will demonstrate an understanding of the history, traditions, and conventions of theatre; dramatic texts and other literature of the theatre; and ways that diverse theories and forms of theatre satisfy cultural needs, past and present.

Expectation A

The student will identify and describe different forms and styles of theatre in various cultures and historical periods.

Indicators of Learning

1. The student will differentiate among the roles of theatre in various cultures and compare how they reflect the values of given societies.
2. The student will demonstrate recognition of characters and situations presented universally in dramatic literature and productions from and about various cultures.
3. The student will describe dramatic styles representing different cultures, using a variety of symbol systems, including movement and music.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will read and listen to the music and lyrics of *Once On This Island* (the musical) and the dialogue of William Shakespeare's *A Midsummer Night's Dream* and focus on the courtship scenes. The student will identify and describe the similarities and differences in scenes from different cultures and historical periods. **In responding to this indicator, students, working in groups, will investigate the similarities and differences among the scenes, and how scenes from different cultures and historical periods reflect the values of those societies. Students will share their findings with other groups through a discussion on the rites of courtship in different cultures.**

Sample Strategy for **Indicator Two (2)**

Students will work in groups and read or listen to the music and lyrics of *Once On This Island* (the musical) and the dialogue of William Shakespeare's *A Midsummer Night's Dream*. Students will identify universal characters and situations from different cultures. **In responding to this indicator, students will be given a set of characters and situations that develop their identity (for example, Lysander and Hermia fall in love, break the rules of their culture, and overcome cultural obstacles through a universal value). Other groups of students might compare Demetrius and Helena, Hippolyta and Theseus, Titania and Oberon, Pyramus and Thisby, and Ti Moune and the young man from *Once On This Island*. Students will share their comparisons and determine commonalities between cultures.**



Sample Strategy for **Indicator Three (3)**

The student will read or listen to *The Lion King* and *Once On This Island* (the musicals) to identify how the music contributes to the creation of dramatic styles for characterization, story, and theme. The student will also describe the cultural styles represented in the performances. **In responding to this indicator, the student will select an instrumental number from either of the two shows and create a dramatic story in pantomime to the accompaniment of the selected music. Students will critique the performances drawing conclusions about how music contributes to dramatic elements and styles.**

It is an inclusive process and relies . . . not just on principles but on everybody to use their imaginations.

- Dan Fields, *Lion King, Pride Rock on Broadway*

Notes:



THEATRE OUTCOME II

Historical, Cultural and
Social Context



The student will demonstrate an understanding of the history, traditions, and conventions of theatre; dramatic texts and other literature of the theatre; and ways that diverse theories and forms of theatre satisfy cultural needs, past and present.

Expectation B

The student will demonstrate knowledge of relationships between past and present theatre activities.

Indicators of Learning

1. The student will identify and describe conventions that typify theatrical periods and styles in Western and non-Western traditions.
2. The student will identify and discuss motifs, metaphors, symbols, and other devices in playwriting and performance.
3. The student will distinguish between dialogue that presents action and that which presents exposition and will identify inciting incidents, conflicts, and solutions in dramatic texts.
4. The student will compare the presentation of characters, environments and action in theatre, musical theatre, dramatic media, dance, and the visual arts.
5. The student will express and demonstrate understanding of the role of the director, and the interdependent nature of theatrical production staffs.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

Students will be placed into small groups to research an assigned theatrical period and style (for example: Western and non-Western traditions, including but not limited to: Greek, Roman, Medieval, Hindu, Chinese, Japanese, Elizabethan, Italian Renaissance, French Classical, Restoration, Nineteenth Century and Modern Twentieth Century). Students will identify the distinguishing characteristics of theatrical periods and styles. **In responding to this indicator, the student will present a report of surveyed characteristics.**

Sample Strategy for **Indicator Two (2)**

Students will discuss and examine the concept of ritual and how it serves playwrights in creating their works. Students will identify different rituals and explain how specific rituals often have a motif, contain metaphor, and figuratively symbolize important ideas and values in various cultures. **In responding to this indicator, students will work in a group to create a short modern scene based on rituals they have discovered in their research of different historical and stylistic periods in theatre. Each scene must have a sharply defined motif and a metaphorical intention, and must symbolize a value or ideal of the culture being imitated or created. Students will critique each scene and elaborate on the devices used.**



Sample Strategy for **Indicator Three (3)**

The student will read William Gibson's *The Miracle Worker* and note scenes in which characters engage in dialogue to create action or to present exposition. The student will identify which characters seem to be oriented more toward exposition or action as a device for the playwright to tell a tale. **In responding to this indicator, the student will determine whether an expository or action character plays a part in the following structural elements of the play: the inciting incident, the conflicts, and the solutions to the conflicts.**

Sample Strategy for **Indicator Four (4)**

The student will view live or filmed productions in theatre, musical theatre, and dance, and attend a visual art exhibition. The student will define and compare how characters, environments, and actions are presented in each form. **In responding to this indicator, the student will draw conclusions and share findings with the class.**

Sample Strategy for **Indicator Five (5)**

Students will work in small groups to research the functions of the director and other positions in a typical stage company production staff. Students will identify and chart the organization and delegation of authority in a theatrical production company. **In responding to this indicator, students will investigate and show the interrelationships among members of a production staff. Students should be encouraged to compare their findings with a variety of high school, community, college, and professional production staffs.**

Annie: “. . . and nobody here has attempted to control her. The greatest problem I have is how to discipline without breaking her spirit. . . .” Anagnos: “ These blots are her handiwork. The more I think, the more certain I am that obedience is the gateway through which knowledge enters the mind of the child.”

William Gibson, *The Miracle Worker*



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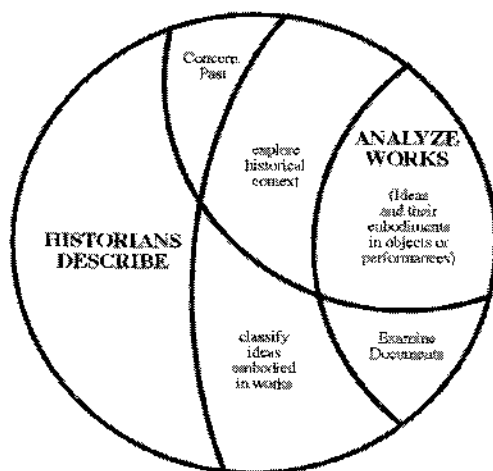
THEATRE OUTCOME II

Historical, Cultural and
Social Context

The student will demonstrate an understanding of the history, traditions, and conventions of theatre; dramatic texts and other literature of the theatre; and ways that diverse theories and forms of theatre satisfy cultural needs, past and present.

Expectation C

The student will read, perform, and attend selected plays.



Indicators of Learning

1. The student will demonstrate awareness of drama as a major form of literature by discussing the contributions of playwrights to world literature.
2. The student will describe relationships among theatre pieces inspired by literature, visual arts, music, or other means of artistic expression.
3. The student will compare universal characters and dramatic situations from various cultural and historic perspectives.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : THEATRE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

Students will work in small groups to research an assigned period in theatre history that will include Western and non-Western styles. Students will identify the playwrights in selected theatrical periods who made significant contributions to world literature. **In responding to this indicator, students will report to the rest of their class, elaborating on these playwrights' contributions, similarities, and differences.**

Sample Strategy for **Indicator Two (2)**

The student will read the literary version of *Beauty and the Beast* and view a play, musical, or film version of the story. The student will compare similarities and differences between the distinct art forms used to present *Beauty and the Beast*. **In responding to this indicator, the student will write a report describing relationships and comparing the effectiveness of the media used to present the story.**

*Rhyme as old as time,
Song as old as time,
Beauty and the Beast*

- Howard Ashman & Tim Rice, *Beauty and the Beast*



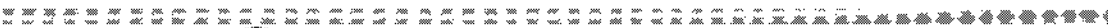
Sample Strategy for **Indicator Three (3)**

The student will research and select people in dramatic literature and musicals who fall in love, but must overcome significant cultural or historical obstacles. Couples could include Sheherazade and the Prince, in *Tales of the Arabian Nights*; Belle and the Beast, from *Beauty and the Beast*; or the Princess and the Prince, from *The Ugly Duckling*. Students will identify similarities and differences of the characters and describe the effect of cultural and historical issues on their relationships. **In responding to this indicator, the student will compare the universal issues and values exhibited by these characters.**





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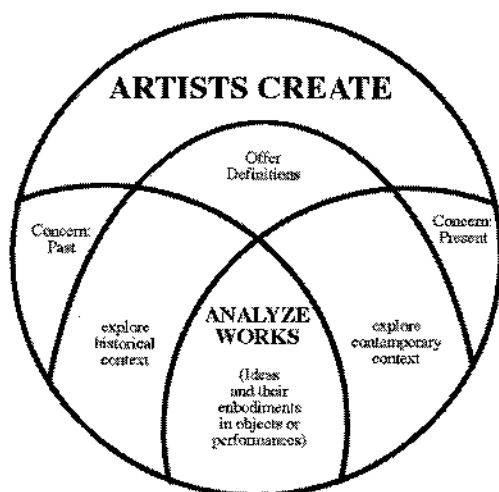
THEATRE OUTCOME III

Creative Expression and
Production

The student will demonstrate the ability to explore the creative process through theatrical activities and to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Expectation A

The student will develop a variety of original theatrical activities.



Indicators of Learning

1. The student will generate a variety of ideas to use in creating original theatre performances orally and in writing.
2. The student will demonstrate the development of dramatic ideas using improvisational techniques that explore various theatrical styles and forms.
3. The student will develop dramatic ideas using techniques that emphasize application of the vocabulary, materials, and organizing principles of other art forms.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator (1)**

Students will brainstorm ideas to serve as a premise for creating oral and written performances. **In responding to this indicator, the student, as a member of a group, will initiate a goal-oriented improvisation. Other students within the group will join the scene and contribute individual roles and conflicts.** (For example, one student could set up the scene as a train trip from Baltimore to New York; others enter the scene, take roles as passengers, or railroad personnel.) **Students will create a conflict that must be solved. The improvisation will end either with the departure from Baltimore or the arrival at Penn Station in New York. The group may designate an actor to end the scene. Individual students will develop these orally improvised scenes into a written script for later use.**

Sample Strategy for **Indicator Two (2)**

Students will work in groups and research selected theatrical styles and forms including, but not limited to, Commedia, Farce, and Twentieth Century comedy with the purpose of exploring the conventions of these forms and styles. Students will identify the characteristics of the chosen theatrical styles and forms. **In responding to this indicator, students will identify and explain conventions, including character mannerisms, related to the chosen styles and forms. Students will use improvisational techniques to explore character varieties, expressions, postures, and other mannerisms. Students will generate a scene for class presentation and evaluate the effectiveness and believability of the classroom performance.**



Sample Strategy for **Indicator Three (3)**

The student will discuss the principles of art in preparation for a trip to an art gallery. The student will identify the elements and principles of art such as line, shape, color, size, pattern, texture, rhythm, and placement. **In responding to this indicator, the student will identify and list the elements and principles observed on the field trip and discuss how various artists used them in their work. Students will create pantomime pictures of various abstract and concrete themes they identified in the studied art works. The student will critique the effectiveness of the pantomimes in showing similarities and differences between the dramatic ideas created by the pantomime and the principles of the art work.**

Life has its heroes and its villains, its soubrettes and its ingenues, and all roles may be acted well.

- J.W. Krutch, *The Modern Temper*



Notes:





THEATRE
OUTCOME III
Creative Expression and
Production

The student will demonstrate the ability to explore the creative process through theatrical activities and to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Expectation B:

The student will develop performance and production skills required for theatrical performance.

Indicators of Learning

1. The student will demonstrate ways that nonverbal behaviors enhance theatrical performances.
2. The student will create characterizations by applying a variety of acting skills, including sensory recall, concentration, breath control, body alignment, and control of isolated body parts.
3. The student will analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and to invent characters.
4. The student will interpret improvised and scripted dramatic materials for rehearsal and performance needs.
5. The student will write dramatic scenes that reflect personal experience, heritage, imagination, literature, and history.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will describe how nonverbal behaviors enhance theatrical performances. The student will also listen to several tapes from a wide variety of musical compositions featuring contrasting characteristics such as tempos, rhythms, melodies, dynamics, and moods. **In responding to this indicator, the student, as a member of a group, will listen to recorded music, describe its characteristics, and respond physically, dramatically, and nonverbally to all or part of the music. The student should concentrate on physically expressing feelings as a result of hearing the music. The student will discuss the feelings elicited by the music.**

Sample Strategy for **Indicator Two (2)**

The student will examine various facial expressions and body positions and movements an actor might use to portray diverse characters, such as an anxious, high-strung person; a slow, sluggish person; a lively person; a strapping athlete; or an angry, unreasonable person. The student will identify elements for establishing believable characters. **In responding to this indicator, the student will plan short scenes and employ the following acting skills to create a variety of distinct characters: weight placement, the character's center, footbase, the tension in movement, and mannerisms. The student will discuss how each skill relates to the establishment of believable characters.**



Sample Strategy for Indicator Three (3)

Students, in pairs, will read, study, and perform short scenes from Slaight and Sharar's *Multicultural Scenes*. The student will identify and use elements of character development in a scene study. **In responding to this indicator, the student will draw conclusions about developing a character through the brief analysis of a scene. The student will discuss the following aspects of developing characters in their scene study to explore how characters act and react: the type of play, the type of characterization, and the rhythm of the scene. The student will analyze perspectives that provide the motivation for actors to devise characters who can respond and react to the dialogue and action of the scene.**

Sample Strategy for Indicator Four (4)

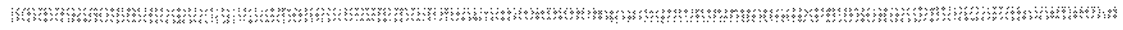
The student will select human interest articles from newspapers and magazines. The student will identify and interpret human motivations from the articles as stimulus material for scenes they will create from real life happenings. **In responding to this indicator, students will work in groups to select one story from the collected articles. The student will critique each group's performance of the scene and elaborate on how the drama reflects real life.**

Sample Strategy for Indicator Five (5)

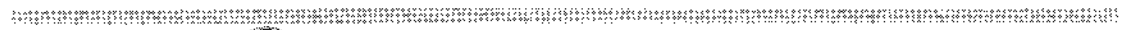
The student will utilize guidelines for writing dramatic plays developed by the Washington Playwrights Forum or other sources. The student will select either a personal experience from their life or the life of a family member. The student will create a short dramatic scene about a personal or familiar episode from life and identify ways to put the scene in proper playwriting form. **In responding to this indicator, the student will start from a balanced opening situation and proceed to a resolution of a climactic moment. The student will work in a group to improvise these scenes for the rest of the class and to elicit responses on how to more effectively dramatize the scenes. After peer and teacher comments have been noted, the student will write a script of the scene in proper playwriting form.**

Life is a stage, so learn to play your part, laying gravity aside, or learn to bear its griefs.

- Palladas, *Greek Anthology*, Bk. X, cpig. 72



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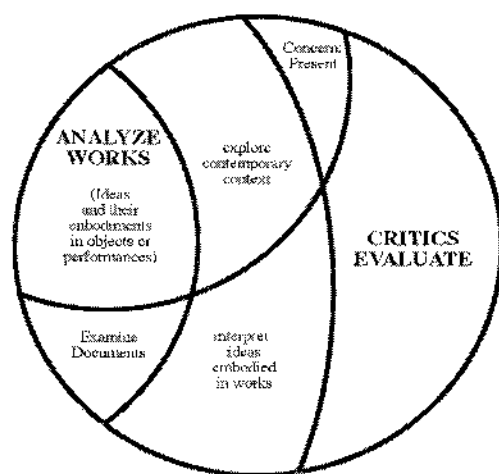
THEATRE OUTCOME IV

Aesthetics and Criticism

The student will demonstrate the ability to identify, analyze, and apply criteria for individual and group contributions to the collaborative theatre process, dramatic texts and other literature of the theatre, and theatrical performances and productions.

Expectation A:

The student will apply social concepts such as cooperation, communication, collaboration, consensus building, self-esteem, risk taking, and empathy in ensemble development.



Indicators of Learning

1. The student will use articulated criteria to describe, analyze, and evaluate the perceived effectiveness of artistic choices and the collaborative theatre process.
2. The student will describe and demonstrate social, group, and consensus skills in planning and rehearsing improvised and scripted dramatic activities.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will see a live theatrical production and will identify and explain the effectiveness of combined elements in the theatrical process. **In responding to this indicator, the student will view the live performance and focus on the specific elements he or she selected for observation (lights and costumes, props and makeup, or other combinations). The student will note his or her observations for later description and analysis. After the production, the student will critique the effectiveness of the elements and how they worked collaboratively.**

Sample Strategy for **Indicator Two (2)**

The student will identify and create an outline for an issue affecting young teens. The student will examine the necessary elements needed to construct a dramatic scene for presentation. Thematic ideas might include making choices about smoking, drinking, cheating, or developing negative attitudes toward teens who might be considered “different” from the majority of students. The student must also limit outlines to one locale: school, a meeting place after school, a summer activity locale. The student may include only 2-4 characters in the scene outlines. After the outline is completed, students will be placed into groups. Students will collaboratively write and perform a script, using the elements of construction necessary for an effective dramatic scene. **In responding to this indicator, the student will select one scenario to extend into an improvised performance. Roles are assigned and each student creates a believable character to portray. After the scenes are performed, students will discuss viable avenues for transforming the improvised scene into a written script. Students will then collaboratively write and perform the scene, evaluating the group process from inception through performance.**



THEATRE
OUTCOME IV
Aesthetics and Criticism



The student will demonstrate the ability to identify, analyze, and apply criteria for individual and group contributions to the collaborative theatre process, dramatic texts and other literature of the theatre, and theatrical performances and productions.

Expectation B:

The student will apply evaluative criteria to dramatic texts and other literature of the theatre.

Indicators of Learning

1. The student will analyze dramatic texts identifying conventions that might influence performance.
2. The student will compare presentations of environment, and action in theatre, film, television and video.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will read William Gibson's *The Miracle Worker* in preparation for an integrated project with another class such as English, Reading, or Language Arts. The student will identify and discuss conventions that influence performance. **In responding to this indicator, students will work in groups on an assigned convention (such as plot, theme, character, or dialogue), which the group must analyze for the class. Students will note how the selected convention might affect the performance of the play and share findings with the class. Students will elaborate on which conventions are most important for *The Miracle Worker* and discuss the interrelationship of the conventions as constructed by the playwright.**

Sample Strategies for **Indicator Two (2)**

The student will see similar presentations of one work, such as William Shakespeare's *Romeo and Juliet*, in a variety of media: live theatre, film, television, and video. Students will explore how the theatrical medium, chosen to portray a literary work, affects audience reaction. **In responding to this indicator, the student will describe similarities and differences in the use of environment and action in the presentations. The student will discuss the effectiveness of each presentation and will compare how the medium influences audience reaction.**

The student will develop and identify criteria for evaluating personal and group efforts and effects for activities and performances in class prior to a presentation. **In responding to this indicator, the student will direct the performance of a brief scene from any play performed on stage and on video. The student will critique the effectiveness of each presentation based upon identified criteria.**



THEATRE
OUTCOME IV
Aesthetics and Criticism



The student will demonstrate the ability to identify, analyze, and apply criteria for individual and group contributions to the collaborative theatre process, dramatic texts and other literature of the theatre, and theatrical performances and productions.

Expectation C:

The student will recognize and discuss ways that knowledge and experience affect aesthetic judgment and the perceived value of theatrical performances and productions.

Indicators of Learning

1. The student will identify and describe how theatre production elements used in performance develop and support the main ideas and concepts of a dramatic text or activity.
2. The student will evaluate the perceived effectiveness of artistic choices evidenced in dramatic performances, using a variety of criteria.
3. The student will evaluate personal and group efforts and effects in dramatic activities and performances, using given and self-constructed criteria.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : THEATRE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will explore the many production elements that can support the main ideas and concepts of a dramatic text and consider how the members of a theatre company develop a unified concept through the use of those elements. **In responding to this indicator, the student will view a live amateur, educational, or professional presentation. The student will note the play’s dominant concept(s) and the production elements that support the concept(s). Students will work in groups to compare their findings and the employment of the elements that contributed to the development of the concept(s).**

Sample Strategy for **Indicator Two (2)**

Students will work in groups to formulate and justify a set of critical standards that they will apply to a performance. Students should be urged to examine technical, as well as artistic, performance choices. **In responding to this indicator, the student will formulate such questions as, “Did the movement of the actors clearly define aspects of their personalities?” “Did the settings support the performers, or did they intrude because they were too obvious? ” Upon completion of the list of questions, the student will formulate a set of critical standards. The student will see a live performance and apply the standards in a written review.**

Sample Strategy for **Indicator Three (3)**

The student will generate criteria for evaluating personal and group efforts and effects for activities and performances in class. **In responding to this indicator, the student will develop and support those criteria that are most constructive and relevant. The student will present the criteria to the class.**

