



# Theatre

## Grade Six

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.

##### *Creation/Invention in Theatre*

- 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.
- 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Create scripts that reflect particular historical periods or cultures.

##### *History of Theatre*

- 3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history–social science of how persuasion and propaganda are used in advertising.

#### *Careers and Career-Related Skills*

- 5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.