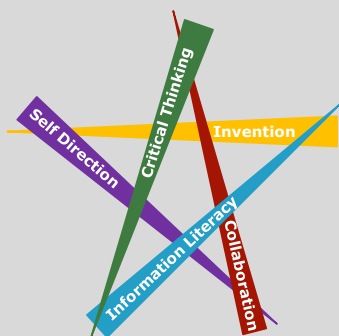


**Curriculum Development Course at a Glance
Planning for 7th Grade Drama and Theatre Arts**

Content Area	Drama and Theatre Arts	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Create	1. Characterization in a scripted or improvised scene	DTA09-GR.7-S.1-GLE.1	
	2. Contributions in improvisation and play building	DTA09-GR.7-S.1-GLE.2	
	3. Technical and design elements in improvised and scripted works	DTA09-GR.7-S.1-GLE.3	
2. Perform	1. Acting techniques in performance	DTA09-GR.7-S.2-GLE.1	
	2. Apply aspects of technology within a production	DTA09-GR.7-S.2-GLE.2	
3. Critically Respond	1. Influence of contemporary and historical elements in theatrical works	DTA09-GR.7-S.3-GLE.1	
	2. Critical evaluation in discussing theatrical works	DTA09-GR.7-S.3-GLE.2	
	3. Individual and collaborative contributions	DTA09-GR.7-S.3-GLE.3	

Colorado 21st Century Skills



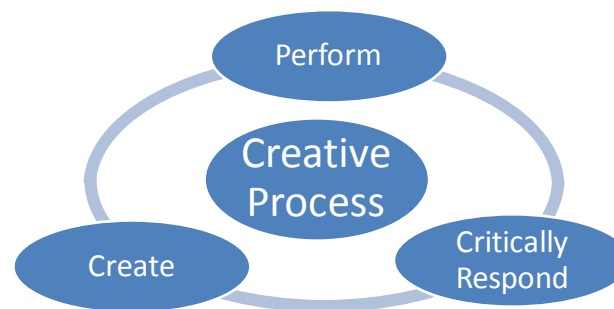
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Drama and Theatre Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all three drama and theatre arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Acting Well in a New Setting	Instructor Choice	Instructor Choice
Be a Technical Designer: Design the World of the Play using Sound, Lighting, Scenic and Effects.	Instructor Choice	Instructor Choice
Improvisation and Scene Creation	Instructor Choice	Instructor Choice

Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts

Unit Title	Acting Well in a New Setting: Scripted Scene Work		Length of Unit	Quarter/ Instructor Choice
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.7-S.1-GLE.1, DTA09-GR.7-S.1-GLE.2, DTA09-GR.7-S.1-GLE.3 DTA09-GR.7-S.2-GLE.1, DTA09-GR.7-S.2-GLE.2 DTA09-GR.7-S.3-GLE.1, DTA09-GR.7-S.3-GLE.2, DTA09-GR.7-S.3-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does a performance transform from an idea to a memorable work?(DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S.2-GLE.1,2) and (DTA09-GR.7-S.3-GLE.1,2,3) Why is the united-performance effort considered the true artistic endeavor? 			
Unit Strands	Create , perform, and critically respond			
Concepts	Composition, Style, Expressions, Movement, Symbol, Culture, Value, Influence, Theatrical Elements, Interpretation, Performance, Scripted Material, Setting, Props, Character Choices, Cultural Perspective			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Theatrical elements (props, setting, lights, and sound) combined with acting create a unified and comprehensive interpretation/performance of scripted material (DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 2,3)	What kind of relationships exists within a system of acting, setting, and technical implementation, such as light and sound? What possible set decisions can be defined in a given script?	How do various settings affect the acting expressions within the performance? How are theatrical compositions conveyed, defined, and expressed to ensure the evolution of scripted material? How might an actor’s choices be limited by the stage arrangement, props or the technical components of a setting? How does design, art, cultural, economic and technical elements in settings of plays affect the performance of scripted material?
Adjusting elements of style, setting, music, props, lights, and color, integrated with the performers creates a unique aesthetic experience for the audience (DTA09-GR.7-S.3-GLE.1)	What placements of props, lights, costumes, etc. Communicate meaning to an audience without an actor’s influence?	How might a tech student construct a place for a specific message?

Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts

<p>Cultural references and relationships, embedded within scripted scenes, influence and inspire character development (DTA09-GR.7-S.1-GLE.1) and (DTA09-GR.7-S.3-GLE. 2,3)</p>	<p>What cultures, history, and experiences can actors draw from to create a character? What cultural movements, historical events, symbols of economic status influence an actor’s response within a scene? What kind of relationships exists within a given script? What type of cultural relationships can be observable and gleaned from scripted material? What types of character expressions influence the audiences’ reaction to the play? What determines status and influence for a character in a play?</p>	<p>How do differing cultural backgrounds manifested in the literal set impact the production? How do relationships in a script control character choices? How can cultural differences enhance or distract from relationship building? How might an actor construct a believable and unique character? How does language, prosody, tone or dialect enhance real-world communication and conflict within scripted material? How can status and influence affect relationships?</p>
<p>Actors’ cultural perspectives and expressions influence character choices which, in turn, affect the other actors in a scripted scene (DTA09-GR.7-S.1-GLE.1) and (DTA09-GR.7-S2-GLE.1) and (DTA09-GR.7-S.3-GLE. 3)</p>	<p>What possible character decisions can be defined in a given script? What can actors glean from their own culture and personal experiences to create a character? What types of cultural backgrounds could be explored through character development?</p>	<p>How might an actor’s choices be limited by other actors? How do differing cultural backgrounds impact the production? How do actors draw on their own culture and experience to create a character?</p>

Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Description of the united-performance effort (DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 2,3) • How sets differ in terms of artistic, technical and cultural design. (DTA09-GR.7-S.3-GLE. 1) • The different parts of a set, such as culture, time period, social status, costumes, and technical components make up a cohesive idea. (DTA09-GR.7-S.1-GLE.3) • Examples of design choices that create a believable production. (DTA09-GR.7-S.1-GLE.3) • The impact that stage development can have on the story line. (DTA09-GR.7-S.1-GLE.3) • How differing stage sets communicate various information to the audience(DTA09-GR.7-S.3-GLE. 2) • How scripts differ in terms of reading, design and notation (DTA09-GR.7-S.1-GLE.1) • The different parts of a script, such as exposition, conflict, climax and resolution(DTA09-GR.7-S2-GLE.1) • The character choices that create a believable production(DTA09-GR.7-S2-GLE.1) • The impact that character development can have on the story line. (DTA09-GR.7-S.1-GLE.1) and (DTA09-GR.7-S2-GLE.1) • One way that conflict can be resolved. (DTA09-GR.7-S.3-GLE. 1) • The different technical elements required to develop a scene (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.1) 	<ul style="list-style-type: none"> • Design various sets to accompany a script, to give different meanings. (DTA09-GR.7-S.1-GLE.3) • Identify the history, place, time, and social structure of the script environment. (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S3-GLE.1) • Understand how the setting in a play can help the audience realize the deeper meanings of the play (DTA09-GR.7-S3-GLE.2) • Expand understanding of cultural and historical lenses (DTA09-GR.7-S3-GLE.2) • Pick out the tension and conflict of a particular script. (DTA09-GR.7-S.1-GLE.2) • Identify the emotion of the characters in the script. (DTA09-GR.7-S.1-GLE.1) • Understand how characters in the play have their own motives. (DTA09-GR.7-S2-GLE.1) • Expand understanding of cultural and historical lenses (DTA09-GR.7-S.3-GLE. 1) • Perform a production/scene from a scripted work with the intent of the playwright (DTA09-GR.7-S.1-GLE.1) and (DTA09-GR.7-S2-GLE.1) • Perform scripted work with the use of technical elements to enhance the performance (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S3-GLE.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>An actor engaging with a variety of technical elements receives guidance to interpret the given role, by accommodating the character to the environment.</i></p>
<p>Academic Vocabulary:</p>	<p>Culture, texture, light, color, costume, time period, era, social mores, architecture, Exposition, conflict, resolution, climax, character, relationship, communication</p>
<p>Technical Vocabulary:</p>	<p>Up Stage, Down Stage, (etc.,) stage set, curtain names, stage designer (all the stage tech names) body language, Monologue, script, lines, characterization, archetype, protagonist, setting,</p>

Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts

Unit Title	Be a Technical Designer: Design the World of the Play Using Sound, Lighting, Scenic and Effects		Length of Unit	Instructor Choice
Focusing Lens(es)	Design	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.7-S.1-GLE.3 DTA09-GR.7-S.2-GLE.2 DTA09-GR.7-S.3-GLE.1, DTA09-GR.7-S.3-GLE.2, DTA09-GR.7-S.3-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How do we work together to create and present a unified design concept in the areas of lighting, sound, and effects for a performance? (DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3) How do technical designers influence the work of an overall production? How specific and detailed do renderings need to be to effectively communicate mood, setting and texture? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Composition, Culture, Order/Form, Tradition, Discovery, Collaboration, Design, Roles, Effects, Scene			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Culture of collaboration will create a cohesive design (sound, lighting, scenic and effects) demonstrating order/form. (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3)	What does successful collaboration look like? What does a cohesive technical design look like?	How are the different technical design elements related? How is a culture of collaboration created?
Traditional technical theatrical roles (director, technical director, lighting designer, sound designer, scenic artist) provide unique contributions for a successful production (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3)	What are the traditional theatrical roles? What is the hierarchy of theatrical roles? What specific tasks do each of the technical roles possess?	How does each of the technical roles contribute to an overall production? How can the roles of technical theater practitioners changed for a project? How do the technical roles overlap or contribute to one another?
Attention to detail in creating theatrical design (sound, lighting, scenic and effects) enhances the overall effectiveness of composition. (DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S.2-GLE.2) and (DTA09-GR.7-S.3-GLE. 2)	What is an example of a technical rendering that pays attention to detail? What are the most important aspects to provide detail for?	What are the consequences of creating designs that do not pay attention to detail? How do the specific details in a rendering or design affect the end result?

**Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts**

<p>Design (sound, lighting, scenic and effects) style impacts an audience’s discovery of a performance. (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,2,3)</p>	<p>What parts of a production concept do the technical designers contribute to? What kind of experience do the designers want to give the audience? What types of stages are common for theatrical design?</p>	<p>How do the components (lighting, sound) of a design concept impact the entire production and relate to each other? How can the effectiveness of a technical design concept be measured by an audience’s discovery of the performance? How does the type of stage affect the design choices made for a production?</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Steps necessary for creating a design rendering (lighting, sound, scenic and effects) (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) • Roles of theater practitioners, listing their responsibilities and contributions to a production (director, technical director, lighting designer, sound designer, scenic artist) and (DTA09-GR.7-S.3-GLE.2,3) • Skills necessary to work collaboratively on a design team (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.3-GLE.3) • How a design concept structures a production (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1) 	<ul style="list-style-type: none"> • Create a rendering for one design concept of a production (lighting, sound, scenic and effects) (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) • Fulfill their role as a theater practitioner in design teams (DTA09-GR.7-S.3-GLE.2,3) • Work collaboratively on a design team (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S.3-GLE.3) • Design a concept for one design area (lighting, sound, scenic and effects) (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 1)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>A technical design, using renderings and plans of lighting, sound, scenic, and effects, enhance the overall aesthetic of a theatrical production.</i></p>
<p>Academic Vocabulary:</p>	<p>Collaborate, hierarchy, culture, audience, practitioner</p>
<p>Technical Vocabulary:</p>	<p>Rendering, costume designer, sound designer, light designer, scenic designer, composition, director, producer, operator, stage manager, proscenium, thrust, arena, down stage, stage right, stage left, up stage, blocking</p>

Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts

Unit Title	Using improvisation to create a scripted scene		Length of Unit	Instructor Choice
Focusing Lens(es)	Perspective	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.7-S.1-GLE.1, DTA09-GR.7-S.1-GLE.2 DTA09-GR.7-S.2-GLE.1, DTA09-GR.7-S.2-GLE.2 DTA09-GR.7-S.3-GLE.1, DTA09-GR.7-S.3-GLE.2, DTA09-GR.7-S.3-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What makes a character believable? (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S2-GLE.1,2) and (DTA09-GR.7-S.3-GLE. 1,2,3) • How can using various perspectives during collaboration through improvisation inspire creative thinking? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Improvisation, Observation, Investigate/Discovery, Character, Dramatic Structure, Practice, Collaboration, Reflection, Problem Solving Techniques, Context, Background			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Improvising and character development demands strong knowledge and practice of dramatic structure. (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S2-GLE.1) (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S2-GLE.1,2) and (DTA09-GR.7-S.3-GLE. 1,2,3)	What dramatic elements are necessary in the development of a successful performance What improvisation activities can help reveal character and relationships? What improvisation activities can help reveal setting, time and conflict?	How are dramatic elements incorporated into any performance? How can improvisation reveal character and relationships? How can improvisation reveal setting, time, and conflict?
Participation in improvisation and group collaborated construction of dramatic structure demands personal reflection and group problem solving techniques. (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S2-GLE.1) and (DTA09-GR.7-S.3-GLE. 1,3)	What are examples of collaborative groups? What techniques are necessary for problem solving in improvisation? What does productive personal reflection look like?	How do individuals in groups need to collaborate? How do groups productively problem solve in collaboration? How can personal reflection impact collaboration?
Observations, personal background and life experiences inspire collaborative art-making. (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S.3-GLE. 2,3)	What influence does background knowledge, environment and personal life experiences have on artistic choices? What influence does character and relationship have on improvisation? What influence does setting and time have on improvisation? What influence does conflict have on improvisation?	How does background knowledge, environment and personal life experiences have on artistic choices? How does improvisation inform understanding of characters and relationships? How does improvisation inform understanding of setting and time? How does improvisation inform understanding of conflict?

Curriculum Development Overview
Unit Planning for 7th Grade Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • How self-direction, confidence and concentration create and maintain character (DTA09-GR.7-S.1-GLE.1) and (DTA09-GR.7-S.3-GLE. 3) • The techniques and requirements for making a character believable. (DTA09-GR.7-S.1-GLE.1) and (DTA09-GR.7-S2-GLE.1) • Components of a well-structured scene (conflict, climax, rising action, falling action) (DTA09-GR.7-S.1-GLE.2) and (DTA09-GR.7-S.3-GLE. 1,3) • The techniques for giving and/or receiving constructive feedback. (DTA09-GR.7-S.3-GLE. 1,3) • Examples of how social issues, personal experiences and cultural contexts provide Inspiration for creating an improvisational work (DTA09-GR.7-S.3-GLE. 1) 	<ul style="list-style-type: none"> • Discover a well-defined character through improvisation. (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S2-GLE.1) and (DTA09-GR.7-S.3-GLE. 1,3) • Create improvised performances that show conflict and character development at an introductory level. (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S2-GLE.1) and (DTA09-GR.7-S.3-GLE. 1,3) • Justify choices in an improvisational setting and/or scripted performance. (DTA09-GR.7-S.1-GLE.1,2) and (DTA09-GR.7-S2-GLE.1) and (DTA09-GR.7-S.3-GLE. 2) • Describe and/or demonstrate all of the essential dramatic elements through performance of final scene. (DTA09-GR.7-S.1-GLE.2) and (DTA09-GR.7-S.3-GLE.3)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through using a dramatic structure and improvisation, personal experiences, and background, we can discover the importance of collaboration and evaluation.</i></p>
<p>Academic Vocabulary:</p>	<p>Character, self-direction, collaboration, constructive feedback, social issues, justify</p>
<p>Technical Vocabulary:</p>	<p>Improvisation, devising theatre, scene work, dramatic structure (conflict, climax, rising action, falling action)</p>