

DRAFT



PENINSULA SCHOOL DISTRICT

Theatre Curriculum

Grades 6-12

MATRIX



**PENINSULA SCHOOL DISTRICT
Theatre Curriculum Grades 6-12
MATRIX**

Draft

1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

(EALR)	A Peninsula 5 th grade student will: (from the Frameworks)	A Peninsula 6 th grade student will: (from the Frameworks)	A Peninsula 8th grade student will: (from the Frameworks)	A Peninsula 10 th grade student will:(from the Frameworks)	A Peninsula 12th grade student will: (from the Frameworks)
1.1.1 Understand arts concepts and vocabulary					
<u>Elements</u> <i>character setting dialogue conflict action</i>	Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> Identify and describe character traits within a scene/play Identify and describe the use of mood within the setting of a scene/play Identify and describe the sequence of actions that make up the beginning, middle, and end of a scene/play 	<ul style="list-style-type: none"> Identify and describe changes within a character throughout a scene/play Identify and describe the relationship of setting to character development Identify and describe the use of dialogue in a scene/play Identify the sequence of actions connected to the conflict and resolution in a scene/play/story 	Benchmark 2 Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary <ul style="list-style-type: none"> Explain the concept of character development throughout a scene/play Explain the relationship of setting to character development Explain use of dialogue in a scene/play Explain the cause and effect of actions within a scene/play 	Benchmark 3 Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary <ul style="list-style-type: none"> Analyze and interpret character development in scripted works Analyze and interpret setting(s) in scripted works Analyze and interpret dialogue in scripted works Analyze and interpret action in scripted works 	<ul style="list-style-type: none"> Analyze and interpret character development in a performance of a scripted work Analyze and interpret setting(s) in performance of a scripted work Analyze and interpret dialogue in performance of a scripted work Analyze and interpret action in performance of a scripted work
1.1.2 Understand arts concepts and vocabulary					
<u>Principles of Organization</u> <i>plot design theme</i>	Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> Identify multiple conflict resolutions within plot in a scene/play Identify and describe costume, set, props, sound as elements of design in a scene/play Compare and contrast main ideas in multiple scenes/plays 	<ul style="list-style-type: none"> Identify and describe elements of plot Identify elements of design (e.g., lights, sound, sets, costumes, etc.) in a scene/play Identify similar themes in multiple scenes/plays 	Benchmark 2 Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary <ul style="list-style-type: none"> Explain and describe use of elements of plot in a scene/play Explain and apply elements of design to a scene/play Explain how theme is revealed in a scene/play 	Benchmark 3 Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary <ul style="list-style-type: none"> Analyze and interpret plot of scripted works Analyze and interpret script to develop design concept Analyze theme of a scripted work 	<ul style="list-style-type: none"> Analyze and interpret plot in performance of scripted works Analyze and interpret script to develop design for performance Analyze and interpret theme for performance of a scripted work

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1.2 Develop arts skills and techniques					
	Benchmark 1 Identify and use basic arts skills and techniques <ul style="list-style-type: none"> • Identify and use voice to communicate character • Identify and use movement to communicate character • Identify and use emotional and sensory recall to create character • Identify and use ensemble skills in scene/play • Identify and use appropriate focus techniques while participating in a scene/play 	<ul style="list-style-type: none"> • Integrate voice into character development • Integrate movement into character development • Identify and use emotional and sensory recall to create character in scene/play • Demonstrate appropriate ensemble skills in scene/play • Demonstrate focus techniques while participating in scene/play 	Benchmark 2 Develop arts skills and techniques <ul style="list-style-type: none"> • Develop vocal work to reveal character • Develop movement work to reveal character • Develop emotional and sensory recall to create character in scene/play work • Develop appropriate ensemble skills in scene/play work • Develop focus techniques while participating in scene/play work 	Benchmark 3 Refine and extend arts skills and techniques <ul style="list-style-type: none"> • Refine and extend vocal work for role in a scripted performance • Refine and extend movement work for role in a scripted performance • Refine and extend emotional and sensory recall to create character in a scripted work • Refine and extend ensemble skills in a scripted work • Refine and extend focus techniques in a scripted work 	<ul style="list-style-type: none"> • Refine and extend vocal work for roles in a variety of scripted performances • Refine and extend movement work for roles in a variety of scripted performances • Refine and extend emotional and sensory recall to create character in a variety of scripted performances • Refine and extend ensemble work in a variety of scripted performances • Refine and extend focus techniques in a variety of scripted performances
1.3 Understand and apply arts styles from various artists, cultures, and times					
	Benchmark 1 Identify specific attributes of art works of various artists, cultures and times, using arts vocabulary	<ul style="list-style-type: none"> • Identify techniques from various artists, cultures, and/or times 	Benchmark 2 Apply techniques from various artists, cultures, and/or times	Benchmark 3 Transfer understandings from one artistic style to a larger group of artworks	<ul style="list-style-type: none"> • Apply knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation
1.4 Apply audience skills in a variety of arts settings and performances					
	Benchmark 1 Demonstrate audience conventions in a variety of arts setting and performances	<ul style="list-style-type: none"> • Identify how the audience and artist/performer interact 	Benchmark 2 Understand and demonstrate the relationship and interactive responsibilities of the artist/performer and audience	Benchmark 3 Articulate how audience conventions and responsibilities differ according to style and culture	<ul style="list-style-type: none"> • Analyze how style, culture, and history have influenced audience conventions

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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts					
<ul style="list-style-type: none"> • Conceptualize the context of purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others 	<p>Benchmark 1 Develop work using a creative process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<p>Benchmark 2 Develop work using a creative process with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<p>Benchmark 3 Develop work using a creative process independently</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process
2.2 Apply a performance process in the arts					
<ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 	<p>Benchmark 1 Develop work using a performance process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<p>Benchmark 2 Develop work using a performance process with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<p>Benchmark 3 Develop work using a performance process independently</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a performance process
2.3 Apply a responding process to an arts presentation					
<ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<p>Benchmark 1 Apply a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<p>Benchmark 2 Apply a responding process to an arts presentation with instructor assistance</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<p>Benchmark 3 Apply a responding process to an arts presentation independently</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a responding process

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3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feeling					
	Benchmark 1 Express ideas and feelings through the arts	<ul style="list-style-type: none"> Identify use and misuse (plagiarism) of pre-existing artistic works 	Benchmark 2 Express ideas and feelings through the arts in a variety of styles <ul style="list-style-type: none"> Describe use and misuse of pre-existing artistic works 	Benchmark 3 Express ideas and feelings through the arts in a variety of forms and styles <ul style="list-style-type: none"> Articulate and justify the use of pre-existing artistic works 	<ul style="list-style-type: none"> Express ideas and feelings through the arts, synthesizing forms and styles
3.2 Use the arts to communicate for a specific purpose					
	Benchmark 1 Create and/or perform an artwork to communicate for a given purpose with instructor direction	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., to record history, persuade) 	Benchmark 2 Create and/or perform an artwork to communicate for a selected purpose with instructor assistance	Benchmark 3 Analyze how the deliberate use of artistic elements communicates for a specific purpose	<ul style="list-style-type: none"> Support and defend the artistic elements chosen to communicate for a specific purpose
3.3 Develop personal aesthetic criteria to communicate artistic choices					
	Benchmark 1 Explain how personal aesthetic criteria is reflected in artwork	<ul style="list-style-type: none"> Describe how personal aesthetic choices are influenced by historical context 	Benchmark 2 Explain how aesthetic choices are influenced by culture and history	Benchmark 3 Analyze how cultural and historical perspectives influence personal aesthetic criteria	<ul style="list-style-type: none"> Analyze personal aesthetic development

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**4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work
(Essential Academic Learning Requirement)**

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4.1 Demonstrate and analyze the connections among the arts disciplines					
	Benchmark 1 Describe skills, concepts, and vocabulary common among the arts disciplines	<ul style="list-style-type: none"> Describe arts processes that are unique to each arts discipline 	Benchmark 2 Compare and contrast attributes of personal art work with other arts disciplines	Benchmark 3 Analyze an arts presentation that integrate two or more arts disciplines	<ul style="list-style-type: none"> Create an arts presentation integrating two or more arts disciplines
4.2 Demonstrate and analyze the connections between the arts and other content areas					
	Benchmark 1 Identify skills, concepts, and vocabulary common to the arts and other content areas	<ul style="list-style-type: none"> Demonstrate that arts concepts occur in other content areas 	Benchmark 2 Explain relationships between the arts and other content areas	Benchmark 3 Integrate and adapt skills within the arts and other content areas	<ul style="list-style-type: none"> Create an arts presentation, integrating the arts with another content area
4.3 Understand how the arts impact lifelong choices					
	Benchmark 1 Analyze how the arts impact personal and community choices	<ul style="list-style-type: none"> Analyze how the arts impact peer group choices 	Benchmark 2 Analyze how the arts impact choices in natural and constructed environments	Benchmark 3 Analyze how the arts impact economic choices	<ul style="list-style-type: none"> Project and plan how the arts impact personal future choices
4.4 Understand that the arts shape and reflect culture and history					
	Benchmark 1 Identify specific attributes of artworks that reflect culture	<ul style="list-style-type: none"> Identify specific attributes of artworks that reflect culture and history 	Benchmark 2 Compare and contrast specific attributes of artworks that reflect culture and history	Benchmark 3 Identify specific attributes of artworks that shape culture and history	<ul style="list-style-type: none"> Apply knowledge of how the arts shape and reflect culture and history throughout time
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work					
	Benchmark 1 Describe career roles in the arts <ul style="list-style-type: none"> Demonstrate arts skills used in the world of work 	<ul style="list-style-type: none"> Identify job specific skills for arts careers Demonstrate collaborative skills 	Benchmark 2 Describe work habits and skills needed for careers in the arts <ul style="list-style-type: none"> Explain how art skills and knowledge are used in the world of work 	Benchmark 3 Assume roles of arts careers and practices appropriate work habits and skills <ul style="list-style-type: none"> Analyze and interpret how arts skills and knowledge influence the world of work 	<ul style="list-style-type: none"> Research arts careers (e.g., job shadowing, apprenticeships, mentorships) Apply arts skills and knowledge used in the world of work