

**Curriculum Development Overview  
Unit Planning for 7<sup>th</sup> Grade Drama and Theatre Arts**

|  |  |  |  |                            |
|--|--|--|--|----------------------------|
| <b>Unit Title</b>                              | Acting Well in a New Setting: Scripted Scene Work  |  | <b>Length of Unit</b>  | Quarter/ Instructor Choice |
| <b>Focusing Lens(es)</b>                       | Transformation   | <b>Standards and Grade Level Expectations Addressed in this Unit</b> | DTA09-GR.7-S.1-GLE.1, DTA09-GR.7-S.1-GLE.2, DTA09-GR.7-S.1-GLE.3<br>DTA09-GR.7-S.2-GLE.1, DTA09-GR.7-S.2-GLE.2<br>DTA09-GR.7-S.3-GLE.1, DTA09-GR.7-S.3-GLE.2, DTA09-GR.7-S.3-GLE.3 |                            |
| <b>Inquiry Questions (Engaging-Debatable):</b> | <ul style="list-style-type: none"> <li>How does a performance transform from an idea to a memorable work?(DTA09-GR.7-S.1-GLE.1,3) and (DTA09-GR.7-S2-GLE.1,2) and (DTA09-GR.7-S.3-GLE.1,2,3)</li> <li>Why is the united-performance effort considered the true artistic endeavor?</li> </ul> |  |  |                            |
| <b>Unit Strands</b>                            | Create , perform, and critically respond   |  |  |                            |
| <b>Concepts</b>                                | Composition, Style, Expressions, Movement, Symbol, Culture, Value, Influence, Theatrical Elements, Interpretation, Performance, Scripted Material, Setting, Props, Character Choices, Cultural Perspective   |  |  |                            |

| <b>Generalizations</b><br>My students will <b>Understand</b> that...   | <b>Guiding Questions</b>   |  |
|--|--|--|
|  | <b>Factual</b>   | <b>Conceptual</b>  |
| 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-S2-GLE.2) and (DTA09-GR.7-S.3-GLE. 2,3) | <p>What kind of relationships exists within a system of acting, setting, and technical implementation, such as light and sound?</p> <p>What possible set decisions can be defined in a given script?</p> | <p>How do various settings affect the acting expressions within the performance?</p> <p>How are theatrical compositions conveyed, defined, and expressed to ensure the evolution of scripted material?</p> <p>How might an actor’s choices be limited by the stage arrangement, props or the technical components of a setting?</p> <p>How does design, art, cultural, economic and technical elements in settings of plays affect the performance of scripted material?</p> |
| 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)  | <p>What placements of props, lights, costumes, etc. Communicate meaning to an audience without an actor’s influence?</p>   | <p>How might a tech student construct a place for a specific message?</p>  |

**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> 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?<br/>         What cultural movements, historical events, symbols of economic status influence an actor’s response within a scene?<br/>         What kind of relationships exists within a given script?<br/>         What type of cultural relationships can be observable and gleaned from scripted material?<br/>         What types of character expressions influence the audiences’ reaction to the play?<br/>         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?<br/>         How do relationships in a script control character choices?<br/>         How can cultural differences enhance or distract from relationship building?<br/>         How might an actor construct a believable and unique character?<br/>         How does language, prosody, tone or dialect enhance real-world communication and conflict within scripted material?<br/>         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?<br/>         What can actors glean from their own culture and personal experiences to create a character?<br/>         What types of cultural backgrounds could be explored through character development?</p>  | <p>How might an actor’s choices be limited by other actors?<br/>         How do differing cultural backgrounds impact the production?<br/>         How do actors draw on their own culture and experience to create a character?</p>   |

**Curriculum Development Overview  
Unit Planning for 7<sup>th</sup> Grade Drama and Theatre Arts**

| <b>Critical Content:</b><br><b>My students will Know...</b>   | <b>Key Skills:</b><br><b>My students will be able to (Do)...</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• 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)</li> <li>• How sets differ in terms of artistic, technical and cultural design. (DTA09-GR.7-S.3-GLE. 1)</li> <li>• 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)</li> <li>• Examples of design choices that create a believable production. (DTA09-GR.7-S.1-GLE.3)</li> <li>• The impact that stage development can have on the story line. (DTA09-GR.7-S.1-GLE.3)</li> <li>• How differing stage sets communicate various information to the audience(DTA09-GR.7-S.3-GLE. 2)</li> <li>• How scripts differ in terms of reading, design and notation (DTA09-GR.7-S.1-GLE.1)</li> <li>• The different parts of a script, such as exposition, conflict, climax and resolution(DTA09-GR.7-S2-GLE.1)</li> <li>• The character choices that create a believable production(DTA09-GR.7-S2-GLE.1)</li> <li>• 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)</li> <li>• One way that conflict can be resolved. (DTA09-GR.7-S.3-GLE. 1)</li> <li>• The different technical elements required to develop a scene (DTA09-GR.7-S.1-GLE.3) and (DTA09-GR.7-S2-GLE.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Design various sets to accompany a script, to give different meanings. (DTA09-GR.7-S.1-GLE.3)</li> <li>• 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)</li> <li>• Understand how the setting in a play can help the audience realize the deeper meanings of the play (DTA09-GR.7-S3-GLE.2)</li> <li>• Expand understanding of cultural and historical lenses (DTA09-GR.7-S3-GLE.2)</li> <li>• Pick out the tension and conflict of a particular script. (DTA09-GR.7-S.1-GLE.2)</li> <li>• Identify the emotion of the characters in the script. (DTA09-GR.7-S.1-GLE.1)</li> <li>• Understand how characters in the play have their own motives. (DTA09-GR.7-S2-GLE.1)</li> <li>• Expand understanding of cultural and historical lenses (DTA09-GR.7-S.3-GLE. 1)</li> <li>• 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)</li> <li>• 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)</li> </ul> |

|   |  |
|---|--|
| <p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.<br/>         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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></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><b>Academic Vocabulary:</b></p>  | <p>Culture, texture, light, color, costume, time period, era, social mores, architecture, Exposition, conflict, resolution, climax, character, relationship, communication</p>                       |
| <p><b>Technical Vocabulary:</b></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> |