

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Instructional Map

Theatre Grade 8

Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
First Nine Weeks	The Teacher will: TTW	The Learner will: TLW	
Examining Historical/Cultural Aspects CLEs 5.1, 5.2, 8.1, 8.2 SPIs 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 8.2.1, 8.2.2, 8.2.3	Explain how drama depicts life and authentic history/culture Explain how drama influences history and vice versa Explain contributions of dramatic artists/works Explain the importance of style, theme, and dramatic elements Checks for Understanding Formative: 5.2, 8.1, 8.2 Summative: 5.2, 8.1, 8.2	Critique selected historical dramatic works explaining the use of dramatic elements, style, theme, interactions of characters, influences of drama on history/history on drama, and capturing life through drama Read, at least, two classical theatrical works discussing artist's contributions to theatre	pp. 1, 20, 27, 138, 140, 173, 231, 295, 316, 336, 354, Guest Actors Interdisciplinary Connections: <u>Language Arts:</u> dramatic literary elements are similar to all literary structures <u>Social Studies:</u> themes, styles, and historical characters depict history and culture
Critiquing Process CLEs 1.2, 1.4, 1.6, 5.2, 7.1 SPIs 1.4.1, 1.4.2, 1.4.3, 1.6.1, 1.6.2, 1.2, 7.1.2	Discuss the components/elements of drama (discussion) Discuss the importance of making knowledge-based decisions Discuss personal preferences in reference to drama (aesthetic decisions) Use theatre language when interpreting/assessing drama Explain criteria to make personal decisions about the artistic merit of dramatic works (judgment about quality) Checks for Understanding: Formative: 1.2, 5.2, 7.1 Summative: 7.1	Read textbook selections and discuss drama elements Critique selected works making knowledge-based decisions and explain one's interpretations using appropriate theatre language Express personal preferences and decisions about quality/artistic merit of the pieces	pp. 45-48, 226, 238, 240-244
	PRODUCING AND PERFORMING		

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Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>Demonstrate an Understanding of Creative Drama</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1</p> <p>SPIs 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.3, 1.4.2, 1.4.3, 1.5.1, 1.5.2, 1.5.3, 1.6.1, 1.6.2, 1.6.3, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 7.1.2</p>	<p>Explain, and justify the motivations and actions of a character by combining dialogue with action</p> <p>Demonstrate various acting skills (e.g., memory and sensory recall, concentration, and motivation) to create believable characters</p> <p>Analyze ways that characters use different tactics to accomplish their objectives</p> <p>Evaluate student improvisation to improve their character or scene quality for replaying the scene</p> <p>Checks for Understanding Formative: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6, 7.1 Summative: 2.2, 2.3, 7.1</p>	<p>As a team, create a one-act play with appropriate dialogue, plot with rising/falling action, and various acting skills to create believable characters. Present the one-act play to the class for assessment</p> <p>Analyze class assessments and different tactics for accomplishing characterization</p> <p>Replay the scene to determine self-improvement</p>	<p>pp. 122-130, 155-188, 186-297</p> <p>Guest Actors from community theatre to present to the class</p>
<p>Demonstrate an Understanding of Improvisation</p> <p>CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1</p> <p>SPIs 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.5.1, 2.5.2, 2.5.3, 2.6.1, 2.6.2, 2.6.3, 7.1.1, 7.1.2, 7.1.3</p>	<p>Explain the necessity of using everyday observations to create characters and situations</p> <p>Demonstrate emotions based on a conflict (e.g., late for your curfew)</p> <p>Instruct the creation of dialogue and action in improvisation and confrontational scenes</p> <p>Guide in the creation of a two person improvisation based on at least two of the following: character (who you are?), setting (where you are?), and action (what are you doing?)</p> <p>Checks for Understanding Formative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1 Summative: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1</p>	<p>Using personal observations and emotions, participate in Theatre Games creating believable characters and situations</p> <p>Present a single role improvisation using acting skills depicting emotional conflict</p> <p>Present an improvisation of duet acting/actions which demonstrate to the audience characters, settings, and activities</p>	<p>pp. 107-119, 124, 125, 128-130</p> <p>Fairy Tales</p> <p>Interdisciplinary Connections: Language Arts: improvisations, oral interpretations, and verbal communication skills reinforce understanding of those in language arts</p>
<p>Demonstrate an Understanding of Reader's Theatre</p>	<p>Read and create scripts with students reinforcing concepts related to other subject areas</p> <p>Use all types of literature: plays, short stories, poems, letters, novels, essays, diaries, newspaper columns, and comic strips in choosing</p>	<p>Read stories/scenes/plays from a variety of sources relating to various subject areas (language arts/history/math)</p> <p>Using personal preference, create an adaptation in a</p>	<p>pp. 329-344</p>

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Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>CLEs 2.1, 2.2, 2.3, 2.4, 2.6</p> <p>SPIs 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.6.2, 2.6.3</p>	<p>materials for Reader's Theatre</p> <p>Demonstrate the ability to prepare the script for reading by adapting the literary piece</p> <p>Characterize the script in order to divide the selection into characters easily understood by the audience</p> <p>Demonstrate efforts to interpret characters and communicate meaning through voice (volume, pitch, stress and juncture), facial expression and hand gestures</p> <p>Checks for Understanding Formative: 2.2, 2.3, 2.4, Summative: 2.2, 2.3, 2.4</p>	<p>Reader's Theatre script with believable characters and actions</p> <p>Present the Reader's Theatre to the class for assessment (this can be done as a team)</p> <p>Present an oral interpretation of selected poems, informal/persuasive/special occasion speeches, or dramatic works utilizing characterization, body movement, and voice to convey the message</p>	
<p>Demonstrate an Understanding of Artistic Discipline</p> <p>CLEs 1.4,, 6.2</p> <p>SPIs 1.4.1, 6.2.1, 6.2.2, 6.2.3</p>	<p>Explain collaborating with others to create drama</p> <p>Guide in the appropriate respect for the safety and maintenance of the workspace</p> <p>Discuss social discipline in dramatic activities</p> <p>Outline standards for good audience behavior</p> <p>Instruct the striking and clean up of production materials in the conclusion of a production</p> <p>Checks for Understanding Formative: 1.4, 6.2 Summative: 6.2</p>	<p>Produce journal entries which include essential acting skills, theatrical safety issues, and audience standards for behavior</p> <p>Respectively collaborate with a team to perform a drama while demonstrating good social discipline and audience behavior</p> <p>Manage safety while maintaining the workspace</p> <p>Strike and clean up of production materials upon completion of performance run</p>	<p>pp. 225-238</p> <p>Interdisciplinary Connections: <u>The Arts</u>: Interdisciplinary aspects and design elements/ principles are universal in all creative endeavors</p>
<p>Demonstrate an Understanding of Characterization</p> <p>CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1</p> <p>SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 2.4.1,</p>	<p>Demonstrate the creation and sustainability of a believable character throughout a scripted or improvised scene</p> <p>Direct the decisions and justification of choices on the selection and use of properties and costumes to support character dimensions</p> <p>Discuss using recall of emotional experience as well as observation of the external world to illustrate character behavior</p> <p>Describe and analyze, in written and oral form, characters' wants, needs, objectives, and personality characteristics</p> <p>Checks for Understanding</p>	<p>Participate in Theatre Games to create and sustain believable characters</p> <p>Participate in improvisation activities using personal observations of environment and emotions to illustrate character behavior</p> <p>Through written and oral critiquing, share their characterization analysis with the presenter</p> <p>After choosing a character from a one act play, write a description/ explanation of the character including</p>	<p>pp. 124-130, 134, 144-147, 184-187, 200-205, 240, 286-297</p> <p>Interdisciplinary Connections: <u>Language Arts</u>: dramatic elements and structure echo those in all literary works <u>Social Studies</u>: themes, stories and characters depict real life,</p>

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Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
2.4.2, 2.4.3, 2.5.1, 2.5.2, 2.6.2, 2.6.3, 7.1.1, 7.1.2, 7.1.3	Formative: 2.1, 2.2, 2.3,2.4, 2.5, 2.6 Summative: 2.1, 2.2, 2.3,2.4, 2.5, 2.6, 7.1	the selection of character props and costumes to orally present to the class	history and culture Interdisciplinary Unit: The Power of Artistic Expression, <i>Communicating Non Violence</i> , Lesson 1, p. 8 http://www.mcsk12.net/aoti/ci/art/docs/units/06_07SecPowerofArtisticExpress307B.pdf
Demonstrate an Understanding of Voice and Diction CLE 2.2, 2.4, 2.6 SPIs 2.2.2, 2.2.3, 2.6.2, 2.6.3	Guide vocal acting skills such as breath control, diction, projection, inflection, rhythm, and pace to develop characterizations that suggest artistic choices Manage, influence, and improve an actor's voice quality, pitch, flexibility, inflection, rhythm, and breath control through the instruction of drills, exercises, and activities Checks for Understanding Formative: 2.2, 2.4, Summative: 2.2	Participate in drills/exercises/speeches to develop and improve vocal skills Record/listen/critique a monologue discussing the use of proper demonstration of vocal techniques	pp. 82-106, 138
Demonstrate an Understanding of Physical Movement Demonstrate an Understanding of Physical Movement (continue) CLEs 2.4, 2.6	Explain the use of physical acting skills such as body alignment, control of isolated body parts, and rhythms to develop characterizations that suggest artistic choices Direct and encourage the actor to perform as a productive and responsible member of an acting ensemble (i.e., demonstrate personal responsibility and commitment to a collaborative process) in rehearsal and performance situations Demonstrate the use of basic body positions in relation to the audience and performance space Guide the actor's performance in the choreography of stage movement and combat, including stage business of a physical nature (i.e., slapping, falling, tripping, etc.)	Participate in Theatre Games and exercises which illustrate an understanding of the physical characteristics of acting Demonstrate commitment and responsibility while acting in an ensemble performance Use body positioning in relationship to the audience and performance space (See Teacher instructions provided in book) Practice with a partner elements of physical stage movement	pp. 36-38, 121-125, 134, 144, 147, 157-163 Interdisciplinary Connections: <u>Science:</u> body and voice functions in dramatics depicts understanding of life science

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Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
SPIs 2.2.2, 2.2.3, 2.4.1, 2.4.3, 2.6.2, 2.6.3	Checks for Understanding Formative: 2.4, 2.6 Summative: 2.4, 2.6		
Demonstrate an Understanding of Artistic Discipline CLEs 7.1, 7.2 SPIs 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3	Use appropriate theatre arts vocabulary, giving constructive and objective criticism of class performances Direct incorporation of constructive criticism in subsequent work Examine and analyze scripts, and respond in oral, written, or visual form Instruct in the use of oral or written responses regarding directing, acting, and artistic presentation after viewing, analyzing and interpreting live theatre. Instruct in the evaluation of strengths and weaknesses of students own work Checks for Understanding Formative: 7.1, 7.2 Summative: 7.1	Perform in acting ensembles, critiquing class performances, and evaluating strengths/weaknesses of one's own work incorporating constructive criticism to improve acting skills Read selected scripts and analyze the scripts demonstrating ability to critique dramatic works View a live theatrical performance Write critique and orally share with class one's interpretation of the work Write journal entries evaluating one's own work	pp. 177, 226, 230-234, 238-244, 375-426
Second Nine Weeks	The Teacher Will	The Learner Will	

Instructional Map

Theatre Grade 8

Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>Examining Historical/Cultural Aspects</p> <p>CLEs 5.1, 5.2, 7.1, 8.1, 8.2</p> <p>SPIs 5.1.2, 5.1.3, 5.2.2, 5.2.3, 7.1.2, 7.1.3, 8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.2.3</p>	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences history and vice versa</p> <p>Explain contributions of dramatic artists/works</p> <p>Explain the importance of style, theme, and dramatic elements</p> <p>Checks for Understanding Formative: 5.1, 5.2, 8.1, 8.2 Summative: 5.1, 5.2, 7.1, 8.2</p>	<p>Critique samples of dramatic literature discussing historical/cultural aspects and contributions of dramatic artists and their works in society (including influences and depiction of life)</p> <p>Critique samples of play scripts explaining the use of style, literary elements, and marking techniques</p>	<p>pp. 1, 20, 27, 138, 140, 173, 231, 295, 316, 336, 354,</p> <p>Interdisciplinary Connections: <u>Language Arts</u>: writing scripts demonstrates basic writing in Language Arts</p>
<p>Critiquing Process</p> <p>CLEs 5.1, 5.2</p> <p>SPIs 5.1.2, 5.1.3, 5.2.2, 5.2.3</p>	<p>Discuss the components/elements of drama (discussion)</p> <p>Discuss making knowledge-based decisions</p> <p>Discuss personal preferences about drama (aesthetic decisions)</p> <p>Use theatre language when interpreting/assessing drama</p> <p>Explain the criteria in making personal decisions about the artistic merit of dramatic works (judgment about quality)</p> <p>Checks for Understanding Formative: 5.1, 5.2 Summative: 5.1, 5.2</p>	<p>Read textbook selections and discuss the components of artistic dramatic works</p> <p>Use knowledge-based decisions to critique a variety of scripts explaining the interpretations with appropriate theatre language</p> <p>Express personal preferences about quality/artistic merit of the dramatic work</p>	<p>pp. 45-48, 226, 238, 240-244</p>
PRODUCING AND PERFORMING STRUCTURING THE DRAMA			
<p>Demonstrate an</p>	<p>Explain spectacle (the visible part of a play)</p>	<p>As a team activity, create original scripts for scenes/</p>	<p>pp. 137-140</p>

Instructional Map

Theatre Grade 8

Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>Understanding of the Key Elements of a Play</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.6</p> <p>SPIs 1.3.2, 1.4.1, 1.4.2, 1.4.3, 1.5.2, 1.6.1, 1.6.2</p>	<p>Explain sound (the audible part of a play)</p> <p>Use diction (language)</p> <p>Demonstrate character (person in a play)</p> <p>Demonstrate reasoning (emotions and speech essentials)</p> <p>Explain plot (action and events)</p> <p>Checks for Understanding</p> <p>Formative: 1.1, 1.2, 1.3, 1.4, 1.6</p> <p>Summative: 1.1, 1.4, 1.6</p>	<p>plays explaining to the class the spectacle, emotions, timing, dialogue, and plot Perform the scenes using diction and believable characters which move the plot to a conclusion</p>	
<p>Demonstrate an Understanding of Plot Structure</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.6, 5.1, 5.2, 5.3</p> <p>SPIs 1.4.1, 1.4.2, 1.4.3, 5.1.1, 5.1.4, 5.2.3, 5.3.1, 5.3.4</p>	<p>Demonstrate understanding of literary characteristics of dramatic script, including elements of dramatic structure, conventions and format used in writing material for the stage such as comedy and tragedy</p> <p>Examine and read plays/ stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict</p> <p>Discuss and show development and resolution of conflict by improvising characters, dialogue, and actions</p> <p>Instruct in the use of the correct form and structure to write a series of dramatic scenes or play</p> <p>Checks for Understanding</p> <p>Formative: 1.1, 1.2, 5.1, 5.2, 5.3</p> <p>Summative: 1.1, 1.2, 5.2</p>	<p>Read plays and stories to develop an understanding of plot, characterization, themes, historical periods, and culture</p> <p>Improvise characters using dialogue and actions to illustrate story development and resolution of conflict</p> <p>As a team member, write scenes or a one act play using correct scripting form and structure</p>	<p>pp. 75, 78, 131, 132</p>
<p>Demonstrate an Understanding of Stagecraft</p> <p>CLEs 3.1, 3.2, 3.3, 3.4, 3.5, 4.5</p>	<p>Explain the components, functions, and relationships of theatre management, including box office, publicity, marketing, house, tickets, and concessions</p> <p>Guide in the selection and creation of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character</p>	<p>Discuss the components of all aspects in a stage performance</p> <p>Design for specific scene/play including lighting, properties, costuming, and make up</p>	<p>pp. 77,170-188, 192-223</p> <p>Graphing paper</p> <p>Art Curriculum</p> <p>Staging Area</p> <p>Audience</p>

Instructional Map

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Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
<p>SPIs 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.2.3, 3.3.1, 3.4.2, 3.5.1, 3.5.2</p>	<p>Produce renderings, floor plans, and or build models of sets for a dramatic work and explain choices in using visual elements (line, shape/form, texture, color, and space) and visual principles (unity, emphasis, variety, harmony, contrast, balance, and rhythm)</p> <p>Use appropriate vocabulary to describe kinds of stage spaces (e.g., proscenium, thrust, arena) stage direction, areas of the stage (e.g., upstage, downstage, stage right, stage left) and basic blocking techniques</p> <p>Checks for Understanding Formative: 3.1, 3.2, 3.3, 3.5, 4.5 Summative: 3.1</p>	<p>Explain choices and elements used in the floor plan or model</p> <p>Describe to a partner kinds of stage spaces, stage directions, blocking techniques, theatre management of box office, marketing, tickets, and concessions</p>	<p>Interdisciplinary Connections: <u>Visual Art:</u> set design, costume design, and makeup require understanding of visual arts</p>
<p>Demonstrate an Understanding of the Rehearsal Process</p> <p>CLEs 4.1, 4.2, 4.3, 4.4</p> <p>SPIs 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.3, 4.4.3, 4.5.3</p>	<p>Explain the role of director, auditions, casting, and rehearsals</p> <p>Explain and discuss the rules and responsibilities of the stage cast, crew, and management</p> <p>Explain the necessity of the ability to cooperate with the director in formal and informal settings</p> <p>Discuss the purpose of the rehearsal process as a means of refining and revising work leading to a finished performance</p> <p>Guide in a variety of dramatic works through rehearsing and performing to be shown for peers or invited audiences</p> <p>Checks for Understanding Formative: 4.1, 4.2, 4.3, 4.4 Summative: 4.1, 4.3</p>	<p>Read textbook selections, discuss the role and responsibilities of director, cast, crew, and management, the audition process, casting and rehearsing a play</p> <p>Cooperate with the director while being engaged in rehearsals for refining performances Present final productions of staged drama before an audience</p> <p>Self-assess performance</p>	<p>pp. 199-219</p> <p>Interdisciplinary Connections: <u>Math:</u> set design, costuming, and layouts of sound and lighting demonstrate understanding of math calculations</p>
<p>Demonstrate an Understanding of Artistic Discipline</p> <p>CLEs</p>	<p>Develop and use criteria for evaluating dramatic presentation</p> <p>Lead in the development of performances by revising and refining work based on feedback collected through a variety of tools such as rehearsal, notes, video/audio tape, and scoring rubric</p>	<p>Discuss the importance, types, and dramatic elements needed for evaluation</p> <p>Through textbook illustrations and discussions, develop critiquing tools for assessing dramatic</p>	<p>pp. 177, 226, 230-234, 240-244</p>

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Knowledge and Skills CLEs/GLEs/SPIs	Content Outline Checks for Understanding	Assessments/Activities	Resources Interdisciplinary Connections
7.1, 7.2 SPIs 7.1.1, 7.1.2, 7.1.3, 7.2.3	Checks for Understanding Formative: 7.1 Summative: 7.1	presentations suggesting improvements to original scripts/actions/performances	
Demonstrate an Understanding of Technical Theatre CLEs 7.1, 7.2 SPIs 7.1.2, 7.2.1, 7.2.2,	Direct the comparison of two electronic media presentations to live performances Analyze and critique student work through the use of videotaping Instruct and use the video camera equipment to film and edit dramatic scenes Explain the significance of a wide range of occupations and careers associated with productions Checks for Understanding Formative: 7.1, 7.2 Summative: 7.1, 7.2	Compare/contrast two media presentations to live performances Film, critique, and edit performance drama Peer critique and self-assess performance after digitally recording it Read textbook selections and discuss careers related to live performances and technical theatre	pp. 192-221, 235, 236 242-244, 247 <i>Interdisciplinary Connections:</i> <u>TC</u> : careers in film and editing