

## Advanced Theater Arts

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
<b>January</b>	<p>A. Begin Creating Portfolio</p> <ol style="list-style-type: none"> <li>1. What is the history of theatre and how does that relate to me?</li> <li>2. What should I look for when I attend a theatrical production?</li> <li>3. What makes a production successful?</li> <li>4. How is theatre related to what I'm presently studying?</li> <li>5. How can I realistically portray a character in script writing or on stage?</li> <li>6. What does it take to write a believable monologue?</li> </ol>	<p>1. Students understand significance</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.1 Students understand the significance of theatre and its relationship to history and cultures. <i>Developed</i></li> <li>• Indicator H.1.1 Analyze the ways our individual cultural experiences impact our work in the theatre. <i>Introduced</i></li> <li>• Indicator H.1.2 Create informal performances which reveal universal, cross-cultural issues and themes. <i>Introduced</i></li> </ul> <p>1. Analyze ways individual cultural experience impacts work in theatre</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.1.1 Analyze the ways our individual cultural experiences impact our work in the theatre. <i>Introduced</i></li> </ul> <p>1. Create informal performances</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	<p>A. Check on Portfolio Progress</p> <ol style="list-style-type: none"> <li>1. Notes on significance of theatre and its relationship to history and culture.</li> <li>2. Notes on understanding and analysis of dramatic structure of plays and performances</li> <li>3. Two well-developed paragraphs discussing the connection between theatre and two other disciplines.</li> <li>4. First one-hour observation: Mall</li> <li>5. Copy of original monologue.</li> </ol> <p>=====</p>

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		<ul style="list-style-type: none"> <li>• Indicator H.1.2 Create informal performances which reveal universal, cross-cultural issues and themes. <i>Introduced</i></li>   <li>2. Students understand and analyze</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Strand Analysis and Response</li>   <li>• Standard H.3 Students understand and analyze the dramatic structure of plays and performances. <i>Introduced</i></li>   <li>2. Differentiate dramatic works</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.3.1 Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French Neoclassical, Theatre of the Absurd and others. <i>Introduced</i></li>   <li>2. Analyze the theme</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li> </ul>	

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		<ul style="list-style-type: none"> <li>• Indicator H.3.2 Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim. <i>Introduced</i></li>   <li>2. Identify, develop, and apply criteria</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.4 Students identify, develop, and apply criteria to make informed judgments about theatre. <i>Introduced</i></li>   <li>2. Evaluate success</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.4.1 Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria. <i>Introduced</i></li>   <li>2. Analyze and evaluate</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.4.2 Analyze and evaluate critical comments about personal dramatic work explaining which points are most</li> </ul>	

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		<p>appropriate to realize further development of the work. <i>Introduced</i></p> <p>2. Students reflect and interpret</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.2 Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to realize further development of the work. <i>Introduced</i></li> <li>• Standard H.5 Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. <i>Introduced</i></li> </ul> <p>2. Support emotional and intellectual responses</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.5.1 Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view. <i>Introduced</i></li> </ul> <p>3. Students identify and make connections</p> <p><b>IN_Academic_Standards</b></p>	

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		<p><b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.11 Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology. <i>Introduced</i></li> </ul> <p>3. Associate the creative and analytical principles</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.11.1 Associate the creative and analytical principles and techniques of theatre with other disciplines. <i>Introduced</i></li> </ul> <p>4. Develop acting skills through observation</p> <p>-----</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.8 Students develop acting skills through observation, improvisation, and script analysis Introduced</li> </ul> <p>5. Students understand significance</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.1 Students understand the</li> </ul>	

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		<p>significance of theatre and its relationship to history and cultures. <i>Developed</i></p> <p>5. Analyze ways cultural experiences</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.1.1 Analyze the ways our individual cultural experiences impact our work in the theatre. <i>Developed</i></li> </ul> <p>5. Create informal performances</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.1.2 Create informal performances which reveal universal, cross-cultural issues and themes. <i>Developed</i></li> </ul>	
<b>February</b>	<p>A. Develop Portfolio</p> <p>1. What should I look for in actors? How can I improve my acting skills?</p> <p>2. What is involved in writing a play? How can one create a believable setting?</p> <p>3. How do real people act? How can I create believable characters in a script or on stage?</p> <p>4. What makes a good script for a high school play/ musical? What is involved in designing and building a set? How can I</p>	<p>1. Students develop skills through observation.</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.8 Students develop acting skills through observation, improvisation, and script analysis <i>Developed</i></li> </ul> <p>1. Convey character via choices</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	<p>A. Check on <b>Portfolio Progress</b></p> <p>1. Notes on acting</p> <p>1. Watch and analyze Joseph and the Amazing Technicolor Dream Coat.</p> <p>2. In small groups, write an original one-act play to be performed at a later date.</p> <p>3. Observe the goings on in a fast food restaurant and take detailed notes for at least one hour.</p> <p>3. Improvisations based on a fast food</p>

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	<p>create historically accurate costumes?</p> <p>5. What is involved in writing a review of a play?</p>	<ul style="list-style-type: none"> <li>• Indicator H.8.1 convey character through specific physical and vocal choices <i>Introduced</i></li> </ul> <p>1. Script analysis to create character</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.8.2 employs a careful process of script analysis in the creation of a character. <i>Introduced</i></li> </ul> <p>1. Create a character</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.8.3 Create a character by combining, modifying, or adapting various observations. <i>Introduced</i></li> </ul> <p>1. Improvise</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.8.4 Improvise a sustainable, original scene with believable characters in recognizable situations. <i>Introduced</i></li> </ul> <p>1. Analyze and evaluate</p>	<p>restaurant setting.</p> <p>4. Read Spring play/ musical script and analyze.</p> <p>4. Create a proposed set design for Spring play/ musical.</p> <p>4. Help build set for Spring play/ musical.</p> <p>4. Propose historically accurate costume designs for two characters from Spring play/ musical.</p> <p>5. Attend a community or professional play.</p> <p>5. Write a review of a community or professional play.</p>

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		<p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.2 Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to realize further development of the work. <i>Developed</i></li> </ul> <p>2. Create scripts through collaboration</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.6 Students create scripts and theatre pieces through collaboration, inquiry, and improvisation. <i>Introduced</i></li> </ul> <p>2. Synthesize research to create dialogue</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.6.1 Synthesizing research of a given period or historical event, create an original monologue or script that includes original characters with unique dialogue that motivates action. <i>Introduced</i></li> </ul> <p>2. Integrate disciplines to create works</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	



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		<ul style="list-style-type: none"> <li>• Indicator H.11.2 Integrate disciplines to create works (scenes, debates, critiques, or journals) that persuasively communicate in-depth knowledge and understanding of a concept. <i>Introduced</i></li>   <li>3. Develop skills through observation</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.8 Students develop acting skills through observation, improvisation, and script analysis <i>Developed</i></li>   <li>3. Convey character</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.8 Students develop acting skills through observation, improvisation, and script analysis <i>Developed</i></li>   <li>3. Script analysis</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.8.2 employs a careful process of script analysis in the creation of a character. <i>Developed</i></li> </ul>	

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		<p>3. Improvise original scene</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.8.4 Improvise a sustainable, original scene with believable characters in recognizable situations. <i>Developed</i></li> </ul> <p>4. Understand relationship of history</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.1 Students understand the significance of theatre and its relationship to history and cultures. <i>Developed</i></li> </ul> <p>4. Analyze cultural experiences</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.1.1 Analyze the ways our individual cultural experiences impact our work in the theatre. <i>Developed</i></li> </ul> <p>4. Recognize significant works</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.2 Students recognize</li> </ul>	

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		<p>significant works of the theatre and comprehend various performance styles. <i>Introduced</i></p> <p>4. Adapt forms</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.2.1 Adapt various dramatic forms, production practices, and theatrical traditions across cultures and historical periods to contemporary theatre. <i>Introduced</i></li> </ul> <p>4. Understand and analyze</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.3 Students understand and analyze the dramatic structure of plays and performances. <i>Developed</i></li> </ul> <p>4. Differentiate dramatic works</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.3.1 Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French Neoclassical, Theatre of the Absurd and others. <i>Developed</i></li> </ul>	

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		<p>4. Analyze theme</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.3.2 Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim. <i>Developed</i></li> </ul> <p>4. Identify, develop, and apply criteria</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.4 Students identify, develop, and apply criteria to make informed judgments about theatre. <i>Developed</i></li> </ul> <p>4. Evaluate success</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.1 Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria. <i>Developed</i></li> </ul> <p>4.Utilize imagination</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	

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		<ul style="list-style-type: none"> <li>• Indicator H.7.1 formulate a design concept from an existing play that reflects an apt interpretation of its text, style, and atmosphere <i>Introduced</i></li>   <li>4. Formulate design concept</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.7.1 formulate a design concept from an existing play that reflects an apt interpretation of its text, style, and atmosphere <i>Introduced</i></li>   <li>4. Recognize theatrical careers</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.9 Students recognize a variety of theatrical careers. <i>Introduced</i></li>   <li>4. Develop commitment</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.10 Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. <i>Introduced</i></li> </ul>	

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		<p>4. Identify service opportunities</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.10.2 Identify service opportunities for supporting theatre in the community and become actively involved. <i>Introduced</i></li> </ul> <p>4. Make connections</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.10.2 Identify service opportunities for supporting theatre in the community and become actively involved. <i>Introduced</i></li> </ul> <p>4. Associate with other disciplines</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.11.1 Associate the creative and analytical principles and techniques of theatre with other disciplines. <i>Introduced</i></li> </ul> <p>4. Understand integrative nature of theatre</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	

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		<ul style="list-style-type: none"> <li>• Standard H.12 Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. <i>Introduced</i></li>   <li>4. Create works that integrate</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.12.2 Create works that integrate media, processes, and concepts of other art forms to persuasively convey comprehensive knowledge gained through integration. <i>Introduced</i></li>   <li>5. Recognize significant works</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.2 Students recognize significant works of the theatre and comprehend various performance styles. <i>Developed</i></li>   <li>5. Understand and analyze</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.3 Students understand and</li> </ul>	

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		<p>analyze the dramatic structure of plays and performances. <i>Developed</i></p> <p>5. Differentiate dramatic works</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.3.1 Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French Neoclassical, Theatre of the Absurd and others. <i>Developed</i></li> </ul> <p>5. Analyze theme</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.3.2 Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim. <i>Developed</i></li> </ul> <p>5. Identify, develop, and apply criteria</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.4 Students identify, develop, and apply criteria to make informed judgments about theatre. <i>Developed</i></li> </ul>	



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		<p>5. Evaluate success</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.1 Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria. <i>Developed</i></li> </ul> <p>5. Reflect on experience</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.5 Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. <i>Developed</i></li> </ul> <p>5. Support responses</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.5.1 Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view. <i>Developed</i></li> </ul>	
<b>March</b>	<p>A. Continue Developing Portfolio</p> <p>1. When people from all walks of life, various cultural backgrounds, and different socio-economic standings, meet, how do</p>	<p>A.</p> <p>1. Develop Skills</p> <p><b>IN_Academic_Standards</b></p>	<p>A. Check Portfolio Progress</p> <p>1. Observe people's interactions at Wal-Mart for at least one hour.</p>

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	<p>they interact?</p> <p>2. What can I gain from critiques to help me become a better performer?</p> <p>3. What is involved in a complete production from beginning to end?</p> <p>4. What prerequisites are required to enter various theatre-related fields?</p>	<p><b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.8 Students develop acting skills through observation, improvisation, and script analysis <i>Developed</i></li> </ul> <p>2. Analyze and evaluate critical comments -----</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.2 Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to realize further development of the work. <i>Developed</i></li> </ul> <p>3. Develop lifelong commitment</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.10 Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. <i>Developed</i></li> </ul> <p>3. Attend and critique productions</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.10.1 Attend and critique theatrical productions and analyze the</li> </ul>	<p>1. Incorporate some of the mannerisms observed into a second draft of the original one-act play.</p> <p>2. With fellow classmates, act out a scene from the Spring play/ musical.</p> <p>3. Attend the school play/ musical and be involved in some aspect; i.e., as an actor, backstage, usher, or other.</p> <p>3. Write a critique of the school play/ musical.</p> <p>4. Research various theatre-related professions.</p>

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		<p>effects of these experiences on one's individual growth and critical aesthetic. <i>Developed</i></p> <p>3. Identify service opportunities  <b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.10.2 Identify service opportunities for supporting theatre in the community and become actively involved. <i>Developed</i></li> </ul> <p>3. Understand and analyze structure  <b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.3 Students understand and analyze the dramatic structure of plays and performances. <i>Developed</i></li> </ul> <p>3. Differentiate dramatic works  <b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.3.1 Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French Neoclassical, Theatre of the Absurd and others. <i>Developed</i></li> </ul> <p>3. Analyze theme</p>	

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		<p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.3.2 Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim. <i>Developed</i></li> </ul> <p>3. Identify, develop, and apply criteria</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.4 Students identify, develop, and apply criteria to make informed judgments about theatre. <i>Developed</i></li> </ul> <p>3. Evaluate</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.1 Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria. <i>Developed</i></li> </ul> <p>3. Reflect</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.5 Students reflect on and interpret the nature of the theatre</li> </ul>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>experience and its personal and artistic significance. <i>Developed</i></p> <p>3. Support responses</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.5.1 Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view. <i>Developed</i></li> </ul> <p>4. Recognize careers</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.9 Students recognize a variety of theatrical careers. <i>Developed</i></li> </ul> <p>4. Document and create career plan -----</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.9.1 Document and create a theatre arts career plan based on a portfolio and investigation of educational possibilities. <i>Introduced</i></li> </ul>	
<b>April</b>	<p>A. Continue Developing Portfolio</p> <p>1. What can I learn from people involved</p>	<p>A.</p> <p>1. Recognize a variety of theatrical careers</p>	<p>A. Check Portfolio Progress</p> <p>1. Two interview with individuals involved in</p>

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
	<p>in the theatre?</p> <p>2. What is theatre like outside school?</p> <p>3. What will it take to create costumes for my original one-act play?</p> <p>4. How is theatre integrated with dance, music, visual art, and media art?</p> <p>5. What would be the best set design for my original one-act play?</p>	<p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.9 Students recognize a variety of theatrical careers. <i>Developed</i></li> </ul> <p>1. Document and create a theatre arts career plan.</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.9.1 Document and create a theatre arts career plan based on a portfolio and investigation of educational possibilities. <i>Developed</i></li> </ul> <p>1. Develop a plan for employment or</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.9.2 Develop a plan for employment or further education through audition, interview, or presentation of a portfolio <i>Introduced</i></li> </ul> <p>2. Understand and analyze</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.3 Students understand and analyze the dramatic structure of plays and performances. <i>Developed</i></li> </ul>	<p>community or professional theatre.</p> <p>2. Attend a theatrical production outside of school.</p> <p>3. Design costumes for original one-act play.</p> <p>4. Write a brief paper about the integrative nature of theatre.</p> <p>5. Design set for original one-act play.</p>

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>2. Analyze theme</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.3 Students understand and analyze the dramatic structure of plays and performances. <i>Developed</i></li> </ul> <p>2. Apply criteria</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.4 Students identify, develop, and apply criteria to make informed judgments about theatre. <i>Developed</i></li> </ul> <p>2. Evaluate success</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.1 Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria. <i>Developed</i></li> </ul> <p>2. Reflect on experience</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<ul style="list-style-type: none"> <li>• Standard H.5 Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. <i>Developed</i></li>   <li>2. Support responses</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.5.1 Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view. <i>Developed</i></li>   <li>3. Use imagination</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.7 Students utilize imagination and research to design and implement the elements of a visual environment <i>Developed</i></li>   <li>3. Formulate design concept</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.7.1 formulate a design concept from an existing play that reflects an apt interpretation of its text, style, and</li> </ul>	



Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>atmosphere <i>Developed</i></p> <p>4. Understand integrative nature of theatre</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.12 Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. <i>Introduced</i></li> </ul> <p>4. Synthesize principles, themes, and techniques</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.12.1 Synthesize the creative and analytical principles, themes, and techniques of theatre and other art forms. <i>Introduced</i></li> </ul> <p>5. Utilize imagination</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.7 Students utilize imagination and research to design and implement the elements of a visual environment <i>Developed</i></li> </ul>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<ul style="list-style-type: none"> <li>• Indicator H.12.1 Synthesize the creative and analytical principles, themes, and techniques of theatre and other art forms. <i>Introduced</i></li>   <li>5. Recognize a variety of careers</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.9 Students recognize a variety of theatrical careers. <i>Developed</i></li>   <li>5. Identify service opportunities</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.9 Students recognize a variety of theatrical careers. <i>Developed</i></li>   <li>• Indicator H.10.2 Identify service opportunities for supporting theatre in the community and become actively involved. <i>Developed</i></li>   <li>5. Identify and make connections</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.11 Students identify and make connections between theatre and</li> </ul>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>other disciplines such as language arts, social studies, humanities, science, and technology. <i>Developed</i></p> <p>5. Associate the creative principles and techniques</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.11.1 Associate the creative and analytical principles and techniques of theatre with other disciplines. <i>Developed</i></li> </ul> <p>5. Understand integrative nature</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.12 Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. <i>Developed</i></li> </ul> <p>-----</p> <p>5. Synthesize creative and analytical principles, themes, and techniques -----</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.12.1 Synthesize the creative</li> </ul>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>and analytical principles, themes, and techniques of theatre and other art forms. <i>Developed</i></p> <p>5. Create works that integrate</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.12.2 Create works that integrate media, processes, and concepts of other art forms to persuasively convey comprehensive knowledge gained through integration. <i>Developed</i></li> </ul>	
<b>May</b>	<p>A. Finish Portfolio</p> <p>1. What is my plan for employment or further education? What do I need to do to ensure my plan?</p> <p>2. How can I determine the success of my original one-act play? What can I learn from my classmate and instructor that will improve future productions? What do I think I can do to improve?</p> <p>3. What are my plans to ensure my lifelong commitment to theatre arts? How are theatre arts important in the life of the community?</p>	<p>A.</p> <p>1. Recognize a variety of theatrical careers.</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.9 Students recognize a variety of theatrical careers. <i>Developed</i></li> </ul> <p>1. Document and create a theatre arts career plan</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.9.1 Document and create a theatre arts career plan based on a portfolio and investigation of educational possibilities. <i>Developed</i></li> </ul>	<p>A. Finalized Portfolio</p> <p>1. Outline future plans for employment or further education in theatre-arts.</p> <p>2. Perform original one-act play.</p> <p>2. Critique self and others.</p> <p>3. Write a reflective letter to be placed in the front of your portfolio. Detail the importance of a lifelong commitment to theatre-arts and the importance of theatre-arts in the life of the community.</p>

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>1. Develop a plan for employment or further education</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.9.2 Develop a plan for employment or further education through audition, interview, or presentation of a portfolio <i>Developed</i></li> </ul> <p>2. Understand significance</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.1 Students understand the significance of theatre and its relationship to history and cultures. <i>Reinforced</i></li> </ul> <p>2. Analyze cultural impact</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.1 Students understand the significance of theatre and its relationship to history and cultures. <i>Reinforced</i></li> </ul> <p>2. Create performances</p> <p><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<ul style="list-style-type: none"> <li>• Indicator H.1.2 Create informal performances which reveal universal, cross-cultural issues and themes. <i>Reinforced</i></li>   <li>2. Understand and analyze</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.3 Students understand and analyze the dramatic structure of plays and performances. <i>Reinforced</i></li>   <li>2. Analyze theme</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.3.2 Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim. <i>Reinforced</i></li>   <li>2. Apply criteria</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Standard H.4 Students identify, develop, and apply criteria to make informed judgments about theatre. <i>Reinforced</i></li> </ul>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p>2. Evaluate success</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.4.1 Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria. <i>Reinforced</i></li> </ul> <p>2. Reflect on experience</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.5 Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. <i>Reinforced</i></li> </ul> <p>2. Support responses</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.5.1 Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view. <i>Reinforced</i></li> </ul> <p>2. Create scripts</p>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.6 Students create scripts and theatre pieces through collaboration, inquiry, and improvisation. <i>Reinforced</i></li> </ul> <p>2. Synthesize research</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.6.1 Synthesizing research of a given period or historical event, create an original monologue or script that includes original characters with unique dialogue that motivates action. <i>Reinforced</i></li> </ul> <p>2. Utilize imagination</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.7 Students utilize imagination and research to design and implement the elements of a visual environment <i>Reinforced</i></li> </ul> <p>2. Develop acting skills</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p>	



Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<ul style="list-style-type: none"> <li>• Standard H.8 Students develop acting skills through observation, improvisation, and script analysis <i>Reinforced</i></li>   <li>2. Convey character</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.8.1 convey character through specific physical and vocal choices <i>Reinforced</i></li>   <li>2. Script analysis to create character</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.8.2 employs a careful process of script analysis in the creation of a character. <i>Reinforced</i></li>   <li>2. Create character via observations</li>   <li><b>IN_Academic_Standards</b> <b>Arts: Theatre (2003) : Grade 9th - 12th</b></li>   <li>• Indicator H.8.3 Create a character by combining, modifying, or adapting various observations. <i>Reinforced</i></li>   <li>3. Develop lifelong commitment</li> </ul>	

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		<p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.10 Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. <i>Reinforced</i></li> </ul> <p>3. Identify service opportunities</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.10.2 Identify service opportunities for supporting theatre in the community and become actively involved. <i>Reinforced</i></li> </ul> <p>3. Recognize a variety of careers</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Standard H.9 Students recognize a variety of theatrical careers. <i>Reinforced</i></li> <li>• Indicator H.10.2 Identify service opportunities for supporting theatre in the community and become actively involved. <i>Reinforced</i></li> </ul> <p>3. Document and create plan</p> <p><b>IN_Academic_Standards</b></p>	

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
		<p><b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.9.1 Document and create a theatre arts career plan based on a portfolio and investigation of educational possibilities. <i>Reinforced</i></li> </ul> <p>3. Develop plan</p> <p><b>IN_Academic_Standards</b>  <b>Arts: Theatre (2003) : Grade 9th - 12th</b></p> <ul style="list-style-type: none"> <li>• Indicator H.9.2 Develop a plan for employment or further education through audition, interview, or presentation of a portfolio <i>Reinforced</i></li> </ul>	