

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR THEATRE ARTS, GRADES 6-8

STRAND 1: PERCEPTIONS

**THE STUDENT DEVELOPS CONCEPTS ABOUT SELF, HUMAN RELATIONSHIPS,
AND THE ENVIRONMENT, USING ELEMENTS OF DRAMA AND CONVENTIONS
OF THEATRE.**

GRADE 7 PRIMARY OBJECTIVE A

THE STUDENT WILL DEVELOP CHARACTERIZATION, USING SENSORY AND
EMOTIONAL RECALL.

SUGGESTED ACTIVITIES:

1. Have students identify foods such as a potato, lemon, orange, onion, apple, while blindfolded. Students can verbally respond their perceptions of the foods by texture, taste, smell, etc... Students should compare their responses once they have identified their food item.
2. Students can respond facially and/or physically when each of these foods is suggested.
3. Students can write a character description using foods and textures.
4. Have students recall a memory of (happiness, sadness, fear, etc...) and record the occurrence in a paragraph describing their physical and emotional reaction.
5. Students improv a character drawn at random experiencing the same emotion that they remembered in previous exercise.

STRAND 1: PERCEPTIONS GRADE 7 PRIMARY OBJECTIVE B

THE STUDENT WILL DEVELOP AND APPLY THEATRE PREPARATION AND WARM-
UP TECHNIQUES.

SUGGESTED ACTIVITIES:

1. Breath Control – Students working in pairs time their exhalation striving for 1 minute. Students then repeat the exercise while trying to exhale without extinguishing a candle held approximately twelve inches from their mouths.
2. Students compare the times and project how long they could exhale if the candle were 6 inches from their mouths. Then exhale with the candle 6 inches away. Evaluate the reasonableness of your projection based on the new exercise.
3. Projection – Students attempt various volumes while standing face to face, then six feet apart, then fifteen feet apart. Repeat the exercise using a whisper, a normal speaking voice, a full voice.

4. Articulation – Students can practice articulation of specific letters through tongue twisters that isolate the specific letter.
5. Articulation – Students can create tongue twisters utilizing
 - a. Synonyms
 - b. Antonyms
 - c. Similar prefixes
 - d. Similar suffixes
 - e. Alliteration
6. Pronunciation – Review a list of commonly mispronounced words. Students should identify their perception of the correct pronunciation of each word. After reviewing list, students correct, discuss, and incorporate the correct pronunciation in their scene.
7. Students choose the animal that best describes their personality, write a paragraph focusing on the similarities and differences between themselves and their animal, and record their paragraph. Students then evaluate their voice on re-play identifying their strengths and weaknesses.
8. Posture – Have students lay on floor focusing on how the alignment of the body feels. Have students roll into a ball directly over their feet and then come to a standing position focusing on each bone of the body lining up EXACTLY as when on floor from feet to head.
9. Relaxation – Students will lay on floor with hands by their side and legs uncrossed. Teacher prompts the tension and relaxation of specific muscle groups from the feet through the body, ending with the head.
10. Relaxation – Students will lay on floor with hands by their side and legs uncrossed. Students should close their eyes and relax. Teacher will direct visual exercise in which students imagine a glowing ball hovering at the end of their feet. As the ball moves over their specific muscle groups, students should become warm and relaxed. (This exercise can be used as a sensory/recall exercise by changing the object suggested, for instance cold, sticky, thorny, etc...)
11. Stretching – Have students stretch specific muscle groups using elastic, focusing on the fullest range of motion in each reach and controlled tension in each return.

STRAND 1: PERCEPTIONS
GRADE 7
PRIMARY OBJECTIVE C

THE STUDENT WILL CREATE EXPRESSIVE AND RHYTHMIC MOVEMENTS.

SUGGESTED ACTIVITIES:

1. Have students identify and perform specific locomotor skills, i.e. jumping, hopping, skipping, leaping, marching, tiptoeing while listening to music at different/appropriate tempos for the specific skill. Students identify the count needed for each different rhythm. Discuss the patterns in music and the response when the pattern is disrupted.
2. While listening to music, have students experiment with the range of motion of the head, shoulders, arms, torso, hips, knees, and feet.

3. Have students list characteristics of the following shapes, square, triangle, circle, etc. Identify the geometric shapes created by moving body parts into various positions.
4. Identify the human characterizations that parallel these shapes. Students can also respond by assuming the appropriate body position when shown a flash card with the shape on it.
5. Students move around the room while listening to music. Student will freeze in action when the music stops. Other students will identify possible characters and situation for the action.
6. While playing instrumental music, (preferably something that changes in tempo or style) students working in pairs close their eyes and hold hands palm to palm, almost touching but not quite. Students move with one partner leading and switch leaders without breaking the movement. On the cue from the teacher, students will find a new partner without opening their eyes. When students locate their new partner, they touch palms and then barely separate and begin again. Teacher should debrief with their students with questions like: When did you sense that no one was leading? What were your perceptions about your partner? How hard was it to find movement? What was uncomfortable about having your eyes closed?
7. Transformational Mime---through this progression, you move the students from simple movement and sound characterizations to complex ensemble works.
 - a. Chair—must use all of them, must hold someone, must have a moving part, must make a sound. Group needs someone who is outside the group to sit on the chair. The students may use any kind of chair, barber chair, dining chair, beauty shop, dentist, recliners, ejection seats, and so on, students brainstorm these. They present and to succeed the chair must hold up someone.
 - b. Moving Machine—Brainstorm on machines with moving parts. The group decides how to present the machine with each of them taking a part and each machine must have a sound or sounds. The machine has to have a surprise, something you won't expect from the machine. The machine cannot be a transportation machine.
 - c. A Morning Ritual—Lots of sound effects, as many surprises as you can put in. One of the group is the person who goes from waking up to leaving for the day and the other members of the group may change or transform to all the items needed as the “person” gets ready.
 - d. Dramatization of a fairy tale or children's story—lots of objects portrayed, lots of sound effects, lots of surprises in the telling of the story.

STRAND 1: PERCEPTIONS
GRADE 7
PRIMARY OBJECTIVE D

THE STUDENT WILL EXPRESS THOUGHTS AND FEELINGS, USING EFFECTIVE VOICE AND DICTION.

SUGGESTED ACTIVITIES:

1. With a list of interjections (Oh!, No!, Yes!, Ahhhh!) have students work in a circle, choose one word and repeat with a different subtext moving through the group.
2. Utilizing famous speeches (Mark Anthony's from *Julius Caesar*, Cyrano's nose speech, *Scooter Thomas at the Top of the World*) have students score the script, practice and deliver to a partner who critiques their diction and vocal expression.
3. Using an appropriate memorized monologue, have students physicalize the stressed points by throwing stuffed pillows on every stressed word or thought. This exercise should be completed with a partner returning the pillows to the speaker. The speaker should be **FLINGING** the pillow while delivering the speech.

STRAND 1: PERCEPTIONS
GRADE 7
PRIMARY OBJECTIVE E

THE STUDENT WILL INCLUDE SETTING, CHARACTER, AND PLOT IN IMPROVISED SCENES.

SUGGESTED ACTIVITIES:

1. Students draw a location from "the hat" and using a floor plan of the "acting space" available, indicates the location of various items needed for the setting of their scene. Focus is on first the selection of items to make the location obvious to the audience and second on the design of the items on the floor plan.
2. Students draw a character from "the hat" and using the prompt and a character design form, identify characteristics to be used in making the role obvious to the audience. Focus is on first the choice of external characteristic such as posture, pace and gesture and second the internal characteristics of attitude and education.
3. Working in groups, students create a scenario that will be the plot line for the improv. The group will write the plot outline before presenting the scene, identifying the beginning, middle and end and also the turning point of the scene. Discuss the necessary choices to mesh the scenes together.
4. Taking various "hats" from a box, students will create a short vignette with the character that fits the hat.
5. Provided with a picture, student will write a history for that person and set it in the same period or location as indicated in the picture. They will then give their history first person as a monologue to the class.

6. Working with the improvised characters, give students situations that they must respond to as this character. Student choices should reflect something in the “life history” of the character they are portraying.

STRAND 1: PERCEPTIONS
GRADE 7
PRIMARY OBJECTIVE F

THE STUDENT WILL COMPARE AND CONTRAST DRAMATIC PERFORMANCES TO LIFE.

SUGGESTED ACTIVITIES:

1. Show a clip from *October Sky*. The students will identify the problems Homer faced in any of the following:
 - a. Disagreeing with his dad
 - b. Having a dream
 - c. Facing unforeseen setbacks to your plans
 - d. Defending your ideas

Students then may parallel their own experiences to show the similarities and differences in what they “know” and what the film teaches.

2. Students write an account of their own experience with various situations prompted by the teacher, these can be birthdays or holiday celebrations, vacations, first day of school or they can be responses to emotions felt and how they showed them externally. Students then choose from teacher supplied monologues and poems (like Shel Silverstein or James Thurber or the teacher’s personal favorites) and deliver the reading with the emotions from their memory. In discussion, students discover what needs to be done differently for portraying an experience from having the experience.
3. Using cartoons that have had the audio removed, students provide the plot and dialogue for the video. After several opportunities to practice, re-record the cartoon using the students on mic as the audio input....show the “new” tape for class critique. It is important the students do not know the actual words for the cartoon and must provide their own based on the video only.
4. Each student in the group draws a sentence from the story. The students must arrange themselves in the logical sequence for the story to make sense. This activity may be used for play, movie or reading assignment review with the prompts from the appropriate source.

**STRAND 2: CREATIVE EXPRESSION/PERFORMANCE
GRADE 7**

THE STUDENT INTERPRETS CHARACTERS, USING THE VOICE AND THE BODY EXPRESSIVELY, AND CREATES DRAMATIZATIONS.

PRIMARY OBJECTIVE A

THE STUDENT WILL DEMONSTRATE SAFE USE OF THE VOICE AND BODY.

SUGGESTED ACTIVITIES:

1. Vocalize, saying the numbers 1-10. Change pitch 3 or 5 times.
2. Vocalize, saying the numbers 1-10. Change volume 3 or 5 times.
3. Pucker and stretch using oo-ee-oo-ah-ah for 30 seconds working on relaxing lips and facial muscles.
4. Take a deep breath and deliver "Trinidad" as far as possible with one breath. Stop before throat tightens.
5. Yawn, smile, pucker.
6. Go through "The salute to the sun," stretching three times in succession. Focus on alternately breathing in and out.
7. Do the Hokey Pokey.

**STRAND 2: CREATIVE EXPRESSION/PERFORMANCE
GRADE 7**

PRIMARY OBJECTIVE B

THE STUDENT WILL DEFINE CHARACTERS BY WHAT THEY DO, WHAT THEY SAY, AND WHAT OTHERS SAY ABOUT THEM.

SUGGESTED ACTIVITIES

1. Using a column chart, identify the character questions in this objective from an assigned reading.
2. Using the same column chart as an evaluation tool, students will note the character questions in scenes presented in class. The final element of the evaluation will be to "type" the character as a result of the information listed.
The benefit of the activity is to show how character is inferred to the audience and why choices that agree are necessary when building the character.
3. Have students improv a scene in which their actions are opposite what they are saying.
4. Using side coaching, students improv a scene in which their character must respond to actions from the teacher or designated prompter that tell the character what they are doing while the student pursues the character's main goal.
5. Given a word bank, students select best choices to complete a variety of sentences describing their character.

STRAND 2: CREATIVE EXPRESSION/PERFORMANCE
GRADE 7
PRIMARY OBJECTIVE C

THE STUDENT WILL SELECT MOVEMENTS AND DIALOGUE TO PORTRAY A CHARACTER APPROPRIATELY.

SUGGESTED ACTIVITIES:

1. The student chooses an animal. After recording as many characteristics of the animal as possible, both external and internal, the student then portrays these characteristics in an improv, focusing on utilizing the movements and attitudes of this animal in the characterization.
2. Share the Laban movements with the students. After discussing the characteristics shown through the movement choices, the students will choose the laban movement that reinforces their character and play the scene focusing on incorporating this movement.
3. As a playwriting exercise, each student will create a 5 minute vignette and assign movements and dialogue to stock characters noted in the assignment. If you are working on Greek theatre, the Antagonist, Protagonist and Chorus; if Commedia, the harlequin, dottore, ingénue etc, if contemporary; divide characters by age or occupation. The focus is on clearly separating the characters through movement and dialogue.

STRAND 2: CREATIVE EXPRESSION/PERFORMANCE
GRADE 7
PRIMARY OBJECTIVE D

THE STUDENT WILL CREATE AND IMPROVISE COLLABORATIVELY AND INDIVIDUALLY STORIES THAT HAVE A BEGINNING (EXPOSITION), MIDDLE (CLIMAX), AND ENDING (DENOUEMENT, RESOLUTION).

SUGGESTED ACTIVITIES:

1. Play “Adam 12”. After placing students in groups, give each group a bag with the same five or six objects and an assignment of “beginning”, “middle” or “end”. The group will introduce the story, develop a story or end a story. After having time to create and practice their section of the story, each group will present their section in sequence.
2. Choose a person, place and object. Choose a student to give you a sentence that includes something pertaining to the person, place and thing. This first sentence is in the middle of the story. The class then builds the story by taking a spot either before or after this person and delivering their sentence. Each time someone is added, the entire story is told until all the students have entered the line. The first person to speak in the story may vary the delivery of their line by adding a character voice or emotion. The rest of the “storytellers” must mimic the tone set by the first voice. The goal is to have a story with a beginning, middle and end and to turn the story around the person, place and object. Evaluate the effectiveness of the mood set to the story.

3. And now you know the rest of the story.....
Students sit in a circle and an object is passed around from person to person. As each one receives the object, they add a line to the story. The first person begins with exposition revealing the setting of the story. For example, you may use a brush. As they tell the story, details are revealed to identify the owner of the object or what historical significance it might have had. On the last line, the owner of the brush or the historical event is revealed and now you know the rest of the story.
4. Given a picture of some setting (the more exotic the better), students will create a scene that takes place in this spot. The dialogue must relate to the location.
5. Taking an article from the newspaper, students are to select a character and write a monologue that relates the event first person and present it to the class as if it happened to them.
6. Given a piece of instrumental music, students are to create a story that is given its tempo by the music. They will present their story focusing on allowing the music to set the changes in action. Discuss the effects of the rhythm in determining the amount of repetition in the action.
7. Students are given a story starter. The story ends before the conclusion. Then:
 - a. the students improv the ending individually,
 - b. write the ending working,Working in pairs:
 - a. Work from a dialogue starter and then complete the scene with improv,
 - b. Complete the scene with a written conclusion.
8. Given a music prompt, the students describe a scene. First they listen to the music, and then they record the scene description as they listen a second time.

**STRAND 2.1: CREATIVE EXPRESSION/PRODUCTION
GRADE 7**

**THE STUDENT APPLIES DESIGN, DIRECTING AND THEATRE PRODUCTION
CONCEPTS AND SKILLS.**

PRIMARY OBJECTIVE A

THE STUDENT WILL DETERMINE SPECIFIC TECHNICAL ELEMENTS TO SAFELY PROVIDE SETTING AND TO SUPPORT CHARACTER AND ACTION IN IMPROVISED AND SCRIPTED SCENES.

SUGGESTED ACTIVITIES:

1. Working from a scripted scene, choose the lighting needed to create the mood and location.
2. Working from a scripted scene, choose the sound needed to create the mood and reinforce the location.
3. Working from a scripted scene, identify the props.
4. Working from the scripted scene, determine the costume needed to represent the character.
5. Design the set that supports the scene with entrances and placement of set pieces while still allowing for freedom of movement for the actors.
6. Any of these activities can be done for improv.

**STRAND 2.1: CREATIVE EXPRESSION/PRODUCTION
GRADE 7**

PRIMARY OBJECTIVE B

THE STUDENT WILL CREATE ELEMENTS OF SCENERY, PROPERTIES, LIGHTING, SOUND, COSTUME, MAKEUP, AND PUBLICITY APPROPRIATE TO SPECIFIC PERFORMANCES.

SUGGESTED ACTIVITIES:

1. After reading the assigned play, students will design the set using a ground plan and then a rendering on the $\frac{1}{4}$ " scale.
2. Given a floor plan from a show, respond to questions about location of entrances and set pieces with stage areas.
3. Using a floor plan of the stage, as you read through the play determine how often the action is – R, C, L, D, U, etc. Use this information to create a light plot that uses your school's lighting instruments the most efficiently.
4. The student will use a shoe box to create a representation of their own room. The focus is on placement of entrances, furniture and proportion.

5. Using paper mache, students will create the Christmas meal used in *The Christmas Carol*. Students are to log time needed for each object and project the time needed for various quantities of each food. (Ex. A family of 4, a family of 8, a family of 12)
6. Using flash lights, students will experiment with the direction of lighting effects and what ways to use them to create mood.
7. Using found objects, have students create a sound board for effects that are not music.
8. Students collect pictures of animals. After choosing one animal, design a make up for playing this character in the *Great Cross Country Race*.
9. Using the play given, design a logo to represent the theme of the play. The logo is to be 50% of the design; the title 15% of the design and other text is to be 15% and open space 20% of the design.
10. Design a program that follows the theme of the play and referring to professional programs, create a mock up of a class program including the same elements. Students must proof for capital, spelling and punctuation.
11. Students are given a mock up 1) publicity poster, 2) publicity release, and 3) synopsis of the play and must correctly mark for capitals, punctuation and spelling.
12. Students are to compute the needed wood, fasteners and muslin for 10 4x8 flats when given details for one flat.
13. Divide a gallon of paint by the amount used to cover the area of a 4x8 flat to determine how many flats can be painted.
14. After doing a show, correct the inventories for makeup, costumes and lamps.

STRAND 2.1: CREATIVE EXPRESSION/PRODUCTION
GRADE 7
PRIMARY OBJECTIVE C

THE STUDENT WILL DEFINE THE ROLE OF THE DIRECTOR.

SUGGESTED ACTIVITIES:

1. Students partner up. One student can see the classroom board (a) and the other sits with their back to the board (b). Student A is the director. After seeing the word or phrase on the board, they must describe their understanding of what the word represents to B. B must guess the word. You may do a list of words against a clock, change places for each word, or play in multiple teams. After the game is over discuss the tactics used to get B to say what was needed. Compare these to the role of a director.
2. Player A has an action described with a word or phrase. Player B responds to prompts from A with an action. Player A talks to player B about what he or she is doing without stating it specifically until player B can perform the exact task on the original word and tell them what the was on the card.

STRAND 2.1: CREATIVE EXPRESSION/PRODUCTION
GRADE 7
PRIMARY OBJECTIVE D

THE STUDENT WILL DIRECT BRIEF DRAMATIZATIONS.

SUGGESTED ACTIVITIES:

1. The students are divided into groups of 3 and write commercials to sell their fictitious products. After creating the script, one person becomes the director and the others are the talent in the commercial. Scenes are presented to class.
2. Students will make their own puppets out of the material of the teacher's choice: hands, plates, bags, socks or something elaborate if chosen: then have the students create a puppet show for any number of prompts: choices, red ribbon week, TAAS, Earth Week, whatever and then have one of the students work in front of the show to direct the action and puppetry. Present for class and beyond as necessary.
3. Using the handout on theatre safety, students will create and direct an industrial scene teaching the rules.

**STRAND 3: HISTORICAL/CULTURAL HERITAGE
GRADE 7**

THE STUDENT RELATES THEATRE TO HISTORY, SOCIETY AND CULTURE.

PRIMARY OBJECTIVE A

THE STUDENT WILL DEMONSTRATE IN PERFORMANCES THAT THEATRE IS A REFLECTION OF LIFE IN PARTICULAR TIMES, PLACES, AND CULTURES.

SUGGESTED ACTIVITIES:

1. After making masks of emotions, students will present a fairy tale using a protagonist, antagonist and chorus focusing on the elements of theatre in the Greek times.
2. Using puppets to study a morality play and point out the lesson at the end, students will present a fable.
3. Using mime, present a concept in the study of contemporary avant garde plays, for example freedom, heartbreak, courage, respect, failure, victory, etc.
4. Using only non-verbals or sounds, present a concept play as you study avant garde theatre.
5. Using gloves, hats, umbrellas and canes, students will present the Restoration and 18th century manners as they move in character in representative scenes.

**STRAND 3: HISTORICAL/CULTURAL HERITAGE
GRADE 7**

PRIMARY OBJECTIVE B

THE STUDENT WILL IDENTIFY HOW SPECIFIC DRAMATIC TEXTS, THEATRE TRADITIONS AND CONVENTIONS REFLECT THEATRE HERITAGE AND EXPLAIN THE INFLUENCES OF THEATRE, FILM, AND TELEVISION IN DAILY AMERICAN LIFE.

SUGGESTED ACTIVITIES:

1. Using *Medea*, focus on the style of movement required in a Greek play in an amphitheatre.
2. Using *Gammer Gurton's Needle* show the use of physical comedy in the theatre of Medieval England.
3. Using *Everyman*, focus on the double application of the play to the journey of man and mankind.
4. Using *She Stoops to Conquer* or *The Importance of Being Earnest*, focus on the wit used in the language of the Restoration plays.
5. Working from scenes in the *Wild Duck* or *Cherry Orchard*, focus on realism in the relationships of characters to situation.

6. Use *The Enemy of the People*, *The Mad Woman of Chaillot* or *The Crucible* to investigate the role of theatre as a statement of social ills.
7. Working with *Waiting for Godot* or *The Bald Soprano*, focus on the efforts of playwrights to find unconventional presentations that show a sense of the absurd in people.
8. “Who said it?” Create a list of memorable lines in language from shows.
9. Research and list clichés that started in theatre.
10. Research the source of theatre tradition of the green room, play structure, design of theatre facility, curtain call, clapping, bowing, encores, etc.
11. Research the source of theatre conventions such as fourth wall, prospective scenery, time passage, dream sequences, soliloquies, narrators, etc.
12. Research the source of theatre references such as stealing someone’s thunder, waiting in the wings, taking the final bow, making a grand entrance, in the limelight, etc.

**STRAND 4: RESPONSE/EVALUATION
GRADE 7**

**THE STUDENT RESPONDS TO AND EVALUATES THEATRE AND THEATRICAL
PERFORMANCES.**

PRIMARY OBJECTIVE A

THE STUDENT WILL IDENTIFY AND DEMONSTRATE APPROPRIATE AUDIENCE
BEHAVIOR AT VARIOUS TYPES OF PERFORMANCES.

SUGGESTED ACTIVITIES:

1. After referring to the list of audience etiquette rules, compare live theatre attendance to a music concert.
2. Referring to the same rules, compare live theatre attendance to a recital
3. Discuss audience behavior at a tragedy, a comedy and a musical

**STRAND 4: RESPONSE/EVALUATION
GRADE 7**

PRIMARY OBJECTIVE B

THE STUDENT WILL EVALUATE THE EFFECTIVENESS OF SELECTED FILM AND
TELEVISION PERFORMANCES.

SUGGESTED ACTIVITIES:

1. Determine the effectiveness of the following performances of:
 - a. the improv performers on “Who’s Line Is It Anyway?”
 - b. *Wait Until Dark*
 - c. Lucille Ball and Red Skelton in their situation comedies
 - d. Steve Martin in the nose speech from *Roxane*

**STRAND 4: RESPONSE/EVALUATION
GRADE 7**

PRIMARY OBJECTIVE C

THE STUDENT WILL IDENTIFY VISUAL, AURAL, ORAL AND KINETIC
COMPONENTS IN ART, DANCE, MUSIC, AND THEATRE; COMPARE AND CONTRAST
THE PRESENTATION OF THE SAME SUBJECT IN ART, DANCE, MUSIC, AND
THEATRE; AND CREATE IMPROVISATIONS, INTEGRATING ART, DANCE, AND/OR
MUSIC TO EXPRESS IDEAS AND EMOTIONS.

SUGGESTED ACTIVITIES:

1. Show the dream sequence from *Oklahoma*, the Yellow Brick Road to the poppy fields from *Wizard of Oz* and the dream of Rosemary as she imagined being married from *How to Succeed in Business Without Really Trying*. Write responses describing the effect of each of the following:
 - a. the design of the set
 - b. the use of colors
 - c. the mood of the music
 - d. the choreography
 - e. the character portrayal by the actors
2. Students are to choose a topic like freedom, pride, romance, mystery, confusion, etc. and research expressions of the topic in art, music, dance and theatre. Choosing a piece of music, a work of art a monologue and a dance that expresses the topic, the student reports on the appeal to any and all of the senses by the works of art. Evaluate which representation evokes the most response in the audience.
3. Students draw a topic from “the hat” and use either a song, a movement, a picture or a “speech” to get their team to guess the topic.
4. Students choose a song to create a lip sync. The song must have a character to carry the theme of the song. The performance must fit the tempo of the music, must have movement in time with the music and a backdrop of either the theme or location.

STRAND 4: RESPONSE/EVALUATION GRADE 7 PRIMARY OBJECTIVE D

THE STUDENT WILL COMPARE CAREER AND AVOCATIONAL OPPORTUNITIES IN THEATRE.

SUGGESTED ACTIVITIES:

1. Make a collage of pictures and words that represent the characteristics of a theatre career.
2. Contact a prominent personality in the field of choice and using the interview question sheet, interview them.
3. Invite representatives from a variety of theatre related jobs to speak to the class.
4. Research an individual with a career in theatre. Create a report on their life, training, and accomplishments in their field.