

# GRADE EIGHT

## Standards Comparison Recommendations

### Theatre and English/Language Arts CCSS

#### Connections

- examining topics and presenting claims and findings using verbal skills
- having a command of standard English in speaking and writing formal detailed reviews of theatre experiences using language of the discipline
- writing explanatory texts on theatre topics with clarity and organizational skill using standard English and including analysis of relevant data
- having collaborative discussions in various groupings in which ideas build on others' ideas
- adapting speech to various contexts using formal English
- determining meanings and word choices in various contexts including connotative and technical
- analyzing impact of word choices on tone
- analyzing the purpose of information in diverse media and the motives behind it
- evaluating the soundness of reasoning in arguments, debates and improvisations
- integrating multi-media in presentations and productions
- analyzing figurative language
- creating dramatizations using skills in interpretation, projection, articulation, and character development
- comparing and contrasting literature of various cultures
- evaluating the advantages and disadvantages of using different mediums in presenting ideas
- communicating concepts in other curricular areas through theatre

#### Suggestions

- Research theatre topics, playwrights, directors, actors using a variety of sources, form and validate opinions, and present findings using verbal skills and standard English.
- After viewing a production in class or in the community, write a detailed review of it including background information. The review should have a point of view, opinions based on data, and be presented in a written or verbal format in a logical manner using the vocabulary of theatre and formal English.
- Select a theatre job or area of technical theatre, research it, and write an explanation that is organized, includes relevant data, and uses standard English.
- Pair share and improvise often and switch partners frequently. Work in a variety of groupings. Share opinions and improvisations with the class always reacting to each other's ideas.
- Perform monologues and scenes adapting speech patterns to reflect the various characters being portrayed.

- Analyze scripts thoroughly focusing on text, subtext, and context; and present several dramatizations that clearly convey the central idea.
- Write scripts carefully selecting words and phrases that communicate clearly and specifically the characters, relationships and situations as well as the overall concept. Use research when necessary to find the right language to accurately portray the world of the play in detail.
- Perform scenes from plays with different tones – comedy, drama, mystery, etc. – and discuss how word choices and phrasing establish the various tones.
- View plays or scenes dealing with social issues and discuss the playwright’s motives in creating the piece.
- After doing improvisations, discuss the soundness of arguments used. Repeat the improvisation.
- Develop a theatrical production incorporating multi-media.
- Participate in Shakespearean scenes or plays, study the figurative language used, and incorporate the information in the performance of the piece.
- Create dramatizations of plays, stories, historical events, etc. and present them using skills in interpretation, projection, articulation, and character development.
- Read scripts from various cultures, research several sources for background information on why they were written, explain the cultural influences, and perform scenes from the works capturing the theatrical style of the cultures. Compare and contrast the results.
- Present a scene or story using different mediums such as pantomime, tableaux, improvisation, puppetry, musical theatre. Discuss the advantages and disadvantages of each.
- Select a topic from another curricular area, research the topic, and create and perform a theatre piece that develops an aspect of the chosen curriculum.
- Create and perform a narrative pantomime using text as the basis for the work.
- Create and perform a machine based on text.
- Create and perform monologues as different types of bullies or as characters from literature being read.
- Create and perform a scene from a novel.
- Use tableaux to illustrate figurative language and animate the tableaux.
- Create a newsletter to critique various types of entertainment.

## **Theatre and History-Social Science State Standards**

### **Connections**

- identifying and analyzing common and recurring themes in art and literature
- understanding early American theatre styles
- analyzing the ways American history is reflected in theatrical styles
- analyzing the ways technology and the Industrial Revolution affected theatre
- using theatrical skills to present concepts in other curricular areas

### **Suggestions**

- Read or view several pieces of theatre or literature around a central theme, perform scenes from them, and discuss the society from which they were created.
- Research early American theatre styles, view presentations using the styles, and perform in scenes or plays from the styles. Discuss the types of audiences for which the styles were developed.
- Research early American theatre that contains references to such events as the Industrial Revolution, slavery, the Gold Rush, etc. Perform scenes from some of them. Analyze the playwright's intent and make it clear in the performances.
- Research the development of theatre technology and create a time line illustrating the major changes.
- Create and present a video or live presentation on a significant element of early American history such as slavery, the Industrial Revolution or the Gold Rush.
- Interview adults about the civil rights movement. Select one line from the interview and use it to develop a character. Write and present a monologue based on that character.

**When participating in theatre activities, students should:**

- base their choices on text and subtext.
- defend those choices.
- relate inferences to specific points in the text.
- describe story elements in detail.
- discuss performances by referencing details from the performance.