

GRADE SIX THEATRE CURRICULUM
Module 3: Theatre History

Enduring Understanding

Theatre in the World: Theatre of today has traditions rooted in the historical cultures of Asia, Africa, Europe, and the Americas.

Essential Question

How does cultural diversity help us to create compelling theatre experiences?

Domain	Process	Standard
PERCEPTION	Observing / Responding	1.1 Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.
CREATION	Playmaking/Writing	3.1 Create scripts that reflect particular historical periods or cultures.
	Role Playing/ Acting	2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context. 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.
CONTEXT	Putting into historical and cultural context	3.1 Create scripts that reflect particular historical periods or cultures. <i>3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa</i>
	Critiquing	4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

Essential standards and **supporting standards** to be assessed.

Sample Performance Task

1. Working with a partner or a small group, differentiate the theatrical traditions of cultures throughout the world. Record your findings. Select one culture and write a script demonstrating one distinguishing characteristic of that culture's theatrical tradition.

Sample Scoring Tool:

Quality Level	1. Artistic Perception	2. Creative Expression	3. Historical / Cultural Context Grade 6 Standard 3.2, 31	4. Aesthetic Valuing	5. Connections, Relationships, Applications
4 Advanced			<p>Uses rich supporting details to differentiate the theatrical traditions of cultures throughout the world</p> <p>Writes a well developed script in the style of a chosen culture</p>		
3 Proficient			<p>Differentiates the theatrical traditions of cultures throughout the world</p> <p>Writes a script in the style of a chosen culture</p>		
2 Partially Proficient			<p>Attempts to differentiate the theatrical traditions of cultures throughout the world</p> <p>Writes a partially developed script in the style of a chosen culture</p>		
1 Not Proficient			<p>Unclear differentiation of theatrical traditions of cultures throughout the world</p> <p>No evidence of a script in the style of a chosen culture</p>		

Developing Concepts

Cultures throughout the world have different theatrical traditions.

- Theatre is an important tool used to communicate stories from different cultures.
- Throughout history, theatre has been an important educational tool.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Traditions • Cultures 	<p>Communication</p> <ul style="list-style-type: none"> • Tell stories of various cultures using the actors' tools • Pass on traditions using the actors' tools • Create traditions to share with family and friends <p>Traditions</p> <ul style="list-style-type: none"> • Record family traditions to share with future generations • Identify traditions throughout history found in various cultures • Explain culture through performance

Ancient Greece witnessed a long and glorious period of drama known as "The Golden Age."

- Greek theatre began as a festival honoring Dionysus, god of wine and of love.
- The audience sat in the theatron, which means "seeing place."
- In comedies and tragedies, the actor's most important asset was his voice.
- Many of the technical elements utilized in Greek theatre exist today in modern theatre.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Greek Chorus • Dionysus • Dithyramb • City of Dionysia • Tragedy • Masks • Satyr • Choregus • Guild • Thespis • Thespian • Amphitheatre 	<p>Origins</p> <ul style="list-style-type: none"> • Describe technical elements/designs utilized • Recreate staging • Connect early origins to modern day theatre <p>Literature</p> <ul style="list-style-type: none"> • Identify recurring themes • Understand relationship with gods • Compare and contrast early comedy with tragedy

<ul style="list-style-type: none"> • Theatron • Orchestra • Skene • Paraskene • Mechane • Deus Ex Machina • Ekkyklema • The Poetics • Aristotle • Aeschylus • Sophocles • Euripides • Periaktoi • Comedy 	
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The Romans were influenced by Greek culture, and Roman playwrights imitated the Greek comedies and tragedies for their stages.

- Roman amusements were considered pleasing to the many gods they were meant to honor.
- In the Roman theatre, the people saw comedies and tragedies based on Greek plays.
- Roman plays were performed in temporary wooden theatres.
- The first permanent stone theatre in Rome was built in Pompey in 55 B.C.
- The leaders of the new Christian Church opposed and attacked the theatre and its performers.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Andronicus • Plautus • Terence • Scaenae Frons • Vomitoria • Mime • Pantomime • Storytelling Dance • Seneca • Closet Dramas • Circus Maximus • Gladiators • The Colosseum • Spectacle 	<p>Staging</p> <ul style="list-style-type: none"> • Describe significance of the scaenae frons and the use of the stage curtain • Recreate staging • Connect early origins to modern day theatre • Realize that women first appeared onstage in mime <p>Literature</p> <ul style="list-style-type: none"> • Realize that special effects and individual performances were more important than playwrights • Understand the importance of simple story line • Compare and contrast with early Greek literature • Appreciate the development of the spectacle

Noh and Kabuki are theatrical forms that developed in Japan several centuries ago from religious rituals - dances in celebration of the gods.

- Ritual strictly dictates use of the actors' tools.
- The actors' most important tool is his body.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Noh Dramas • Shogun • Kanami Kiyotsugu & Zeami Motokiyu • Shite • Kabuki • Onnagata • Hanamichi or "Flower Path" • Kimono • Bunraku • Haiku • Edo Period 	<p>Staging</p> <ul style="list-style-type: none"> • Compare and contrast eastern vs. western theatre origins • Understand the deep religious ritual in celebration of the gods • Recreate staging <p>History</p> <ul style="list-style-type: none"> • Compare and contrast origins of Noh and Kabuki • Describe historical implications • Identify relevance to modern theatre

The ritual of African theatre is used to explain the world around us and often includes audience participation, drumming and rhythmic calls.

- African theatre depends greatly on the use of body and voice.
- Music is integral to African theatre.
- Audience participation is important in African theatre.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Ritual • Rite of Passage • Drumming • Ring Shouts • Satire • Incantation • Mimicry • Communal • Juba Dance • Eleggua • Diatribes • Storytelling • Call and Response • Rhythm 	<p>Staging</p> <ul style="list-style-type: none"> • Recreate movement associated with African theatre • Recreate drumming associated with African theatre • Experience and utilize communal response <p>Ritual</p> <ul style="list-style-type: none"> • Experience the rite of passage • Create communal performance based on ritual and/or myth • Explain nature through performance

Theatre in Pre-Columbian Latin America was an oral tradition deeply rooted in societal issues.

- Celebrations and rituals centered around agriculture, rites of passage, and spirituality.
- Performances used music, dance, and masks; often dealing satirically with human foibles.
- There was no division between audience and performers.
- Stock characters were exaggerated, comic, and often opposing archetypes.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Pre-Columbian • Archetype • Stock Character • Buffoon • Satire 	<p>Staging</p> <ul style="list-style-type: none"> • Portray stock characters • Create celebratory ritual with music and dance • Combine performers and audience <p>Communicaton</p> <ul style="list-style-type: none"> • Represent human foibles using satire • Create story connected to social issue

Commedia dell'arte was the popular theatre of the Italian Renaissance utilizing professional actors playing character types wearing masks.

- Commedia dell'arte means "comedy of the artist."
- Commedia dell'arte succeeded on the skill of the performers, and audiences of all classes loved it.
- Commedia dell'arte troupes traveled from town to town asking permission to perform in the marketplace, in the public square, on a street corner, or at a fair.
- The plays consisted of skeleton plots or scenarios that gave just the bare outline of the action and depended on the improvisational skills of the players.
- Each troupe had a set of stock characters.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Commedia dell'Arte • Improvisation • Stock Characters • Inamorato • Inamorata • Zanni • Lazzi • Scenario • Pantalone • Dottore • Pulcinella <ul style="list-style-type: none"> ◦ Punch of "Punch & Judy" • Capitano • Arlecchino • Scapino • Diamantina • Pedrolino <ul style="list-style-type: none"> ◦ Pierrot • Columbina • Servetta • Commedia Troupes 	<p>Theatre of Laughter</p> <ul style="list-style-type: none"> • Understand the popular appeal • Identify influence on modern theatre, television and film • Create commedia dell'arte • Improvise original dialogue utilizing a skeleton script <p>Stock Characters</p> <ul style="list-style-type: none"> • Identify traits of stock characters • Create original stock characters • Observe and notate commonalities of everyday people

- [The Gelosi](#)

English playwright and poet William Shakespeare's plays are now performed all over the world in hundreds of languages, and he is known as one of the greatest writers of all time.

- Theatre in Elizabethan London was an entertainment for everyone, a bit like cinema today.
- Audiences were not as well-behaved as they are today.
- By law, theatre companies (groups of professional actors), had to have a patron, a rich friend who would support it financially.
- From 1599 onwards, Shakespeare's plays were usually performed at the Globe, a huge, open-air circular theatre in Southwark in London.
- Shakespeare wrote comedies, tragedies, history plays and sonnets.

Knowledge

Vocabulary

- William Shakespeare
- Stratford
- [Elizabethan Theatre](#)
- The Lord Chamberlain's Men
- The Globe Theatre
- Richard Burbage
- Master of the Revels
- [Sides](#)
- The Tragedies
- [Protagonist](#)
- Romeo and Juliet
- Hamlet
- ["The Scottish Play"](#)
- King Lear
- The Comedies
- A Midsummer Night's Dream
- The History Plays
- Henry VIII
- [Playwright](#)
- [Monologue](#)
- [Soliloquy](#)
- [Asides](#)
- Sonnets
- The Rose
- Christopher Marlowe
- Edward Alleyn
- [Masques](#)
- Ben Jonson
- Volpone
- The Puritans

Skills

Influence

- Understand why Shakespeare is still produced throughout the world today
- Identify modern day adaptations
- Appreciate Shakespeare's role in shaping modern theatre
- Develop respect for William Shakespeare

Literature

- Identify social relevance in Elizabethan England, as well as in modern society
- Understand how Shakespeare used the idea of fate or destiny to add excitement and anticipation to the tragedies
- Compare and contrast the use of character in Shakespeare's earlier comedies with those in his later comedies
- Realize that the history plays, instead of concentrating on facts, examine the individuals who make history by looking at how power is lost and won
- Appreciate that Shakespeare's sonnet sequence seems to be about his love for two people - a young man (possibly a patron) and an older woman

The theatre of Spain's "Golden Age" influenced the development of theatre in the New World, Mexico, Central America, much of western South America, part of the southwestern United States, and territories in

Europe and Africa.

- Religious plays, which were banned in other countries, were still produced in Spain.
- The Catholic religion was the moral and political force that united the Spanish people.

Knowledge	Skills
Vocabulary <ul style="list-style-type: none">• Autos Sacramentales• Carros• Comedias• Pundonor or "Code of Honor"• Capa y Espada Plays• Lope de Vega• Pedro Calderon• Corrales• Mosqueteros• The "Stew Pan"• Bestia Fiera• Archetype Characters• Pre-Columbian Latin American Theatre	Religious Influence <ul style="list-style-type: none">• Understand the association of the auto sacramentales with the celebration of Corpus Christi• Realize the significance of the allegorical characters portrayed in the auto sacramentales• Relate the political power of the Catholic Church Staging <ul style="list-style-type: none">• Recreate staging• Compare and contrast differences in auto sacramentales with comedias and capa y espada plays