Core Subjects EC-6: Domain V – Theatre

TExES #291 Review

Competency 005 – Theatre
The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.

The beginning teacher:

A. Knows and understands how perception is developed through the use of elements of drama and conventions of theatre.
B. Knows how to involve students in activities that promote enjoyment and understanding of theatre arts by selecting and using instructional strategies, materials and activities to help students interpret creative expression and performance.
C. Demonstrates the knowledge of the elements of theatre (i.e., dramatic play, expressive movement, voice, characterization) and theatre occupations, provides instruction that promotes students’ understanding of the elements and occupations, and helps them apply that understanding in creating theatrical productions.
D. Integrates instruction in theatre with instruction in other subject areas.

E. Knows how to promote students’ ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to create suitable environments for dramatic play and performance.
F. Knows how to promote students’ ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to define and enhance characterization, mood, theme and setting.
G. Understands how theatre relates to history, society and the diverse cultures.
H. Applies knowledge of theatre content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate theatre instruction.
I. Manages time, instructional resources and physical space effectively for theatre education.
The beginning teacher:
A. Knows and understands how perception is developed through
the use of elements of drama and conventions of theatre.

Aristotle considered these six things to be essential to good
drama:
Plot  Theme
Characters  Dialogue
Music/Rhythm  Spectacle

The list of essential elements in modern theater is as follows:
Characters  Convention
Plot  Theme
Dialogue  Genre
Audience

Conventions of Theatre:
• Explores Relationship
• Resolution
• Characters
• Climactic
• Tension
• Emotions
• External Conflict
• Internal Conflict

Teaching Ideas:
• After reading a story to the class, you can have them act out the
  story.
• Read a book to the class but don’t show them the pictures. Let them
  illustrate it!
• Do the opposite, let them look at the pictures and then have them
  insert the words.
• Consider having the children act out a story before you read the
  book to them.
• Dramatize stories from children’s cultures. Ask families to share
  traditional stories from their cultures.
• Provide props of varying realism to meet the needs of both
  inexperienced and capable players, including realistic props (cash
  register, stethoscopes, dolls, coins, and a variety of dress-up
  clothes) and open-ended objects (cardboard tubes, unit blocks, or
  pieces of cloth).
The beginning teacher:
B. Knows how to involve students in activities that promote enjoyment and understanding of theatre arts by selecting and using instructional strategies, materials and activities to help students interpret creative expression and performance.

- Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama.
- The creative arts engage children's minds, bodies, and senses.
- The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression.
- The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

The beginning teacher:
• Use scaffolding to provide just the right amount of support. For example, teachers can (Davidson 1996):
  - model how to pretend or act out a part through words and actions;
  - model how to use a prop;
  - model the type of conversation that takes place in the setting (“Dr., I have a sore arm. Can you x-ray it for me?”);
  - make comments that help children notice what each other is doing;
  - assume a role and join in to show children that pretend play is important and to introduce new ideas they might want to use in their play; and
  - intervene in disagreements when necessary to prevent physical harm.

The beginning teacher:
C. Demonstrates the knowledge of the elements of theatre (i.e., dramatic play, expressive movement, voice, characterization) and theatre occupations, provides instruction that promotes students' understanding of the elements and occupations, and helps them apply that understanding in creating theatrical productions.

- create playing space, using simple materials;
- create costumes, using simple materials;
- plan dramatic play; and
- cooperate with others in dramatic play.
The beginning teacher:
D. Integrates instruction in theatre with instruction in other subject areas.

Drama means doing. Infusing drama/theatre techniques into the curriculum allows for hands-on learning that is meaningful and lasting.

The following are among features that are desirable for promoting effective teaching and learning across the curriculum.

- Experiential, inductive, hands-on learning
- Student-centered learning
- Active learning in the classroom
- Cooperative, collaborative activity
- Learning and practicing many forms of expression

Teaching Ideas:

- Sequence Games
- Readers Theatre
- Choral Reading
- Improvisations

The beginning teacher:
E. Knows how to promote students’ ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to create suitable environments for dramatic play and performance.

F. Knows how to promote students’ ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to define and enhance characterization, mood, theme and setting.

Technical Elements

- Scenery (set)
- Costumes
- Props
- Lights
- Sound
- Makeup
Teaching Idea

Comparing Technical Elements

- Students compare two dramatic excerpts and plan a production of a folktale, legend, or fable. Length: 3 class periods

Concepts/Objectives:
- Students will discuss, compare, and analyze technical elements in the "Buzzard and the Monkey" and Wind in the Willows video excerpts.
- Students will reflect on and discuss how the technical elements contribute to dramatic selections.
- Students will describe and discuss dramatic works from various cultures.
- Students will create and plan for appropriate technical elements in the dramatic presentation of a folktale, legend, or fable.

The beginning teacher:
- G. Understands how theatre relates to history, society and the diverse cultures.

Students can illustrate similarities and differences in life and theatre through dramatic play; and Students can reflect historical and diverse cultural influences in dramatic activities.

Teaching Ideas

- Rehearse and perform real and imaginative situations of family cultures of students in the class;
- Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play
- Illustrate similarities and differences between life and theatre, television, and film through dramatic play;
The beginning teacher:

H. Applies knowledge of theatre content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate theatre instruction.

Texas Essential Knowledge and Skills (TEKS)

http://ritter.tea.state.tx.us/rules/tac/ch117.html

The beginning teacher:

I. Manages time, instructional resources and physical space effectively for theatre education.

- **Allocated time.** The total time for teacher instruction and student learning
- **Instructional time.** The time teachers are actively teaching
- **Engaged time.** The time students are involved in a task
- **Academic learning time.** The time teachers can prove that students learned the content or mastered the skill