

MOVEMENT FOR THE THEATRE

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: None

Course Overview:

Movement for the Theatre students become acquainted with several selected areas of theatre emphasizing dance, stage choreography, and presentation for the theatre. Students gain knowledge and appreciation of choreography for the theatre including, but not limited to, mime, dance, non-contact stage combat, clowning, and juggling. Public and in-class performance are a central feature of this class. Students are expected to invest time out of class for performance projects. Students are assessed on preproduction tasks and through in-class and public performances

Units of Study:

- Movement terminology
- Physical theatre history
- Ensemble
- Performance
- Physical performance literacy
- Etiquette and responsibility
- Aesthetics

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or performance ("P").

NATIONAL STANDARD 1: Students identify and demonstrate a variety of types of movement.

Benchmark 1: Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination.

Learning Targets (Type K, R, S, P):

- 1) I can use my physicality to create meaning.

Benchmark 2: Students create and perform combinations and variations through a broad range of movement.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate the ability to remember extended movement sequences/dance phrases.

NATIONAL STANDARD 2: Students will understand choreographic principles, processes, and structures of movement.

Benchmark 1: Students will choreograph works.

Learning Targets (Type K, R, S, P):

- 1) I can create dance phrases with an understanding of choreographic principles, processes, and structures.
- 2) I can create small group and individual performance pieces with coherence and aesthetic unity.

NATIONAL STANDARD 3: Students will understand and use movement as a way to create and communicate meaning in various styles.

Benchmark 1: Students will demonstrate how movement choices communicate ideas and concepts.

Learning Targets (Type K, R, S, P):

- 1) I can create and tell a story or theme through movement.
- 2) I can demonstrate understanding of movement styles.

NATIONAL STANDARD 4: Students demonstrate analytical, critical and creative thinking skills with various forms of movement.

Benchmark 1: Students create movement and revise over time, articulating reasons for their artistic decisions.

Learning Targets (Type K, R, S, P):

- 1) I can articulate my choices for creative movement.

Benchmark 2: Students analyze issues of ethnicity, gender, social-economic class, age, and/or physical condition in relationship to movement.

Learning Targets (Type K, R, S, P):

- 1) I can understand and relate how physical conditions relate to movement.

NATIONAL STANDARD 5: Students demonstrate and understand movement in various cultures and historical periods.

Benchmark 1: Students perform and/or discuss the historical and cultural traditions and techniques of movement.

Learning Targets (Type K, R, S, P):

- 1) I can articulate several historical and cultural traditions in movement.

Benchmark 2: Students view media as research for various forms of movement in relation to styles, trends, cultures, and historical periods.

Learning Targets (Type K, R, S, P):

- 1) I can demonstrate various styles of movement in relationship to cultures and historical periods.

NATIONAL STANDARD 6: Students understand the connection between styles of movement and healthful living.

Benchmark 1: Students will develop their own individual warm-up using correct physical techniques.

Learning Targets (Type K, R, S, P):

- 1) I can articulate how lifestyle choices affect physical performance ability.
- 2) I can articulate the challenges facing performers in maintaining healthy lifestyles.

NATIONAL STANDARD 7: Students make connections between movement and other artistic disciplines.

Benchmark 1: Students demonstrate how technology and environment can be used to reinforce, enhance, or alter a movement production.

Learning Targets (Type K, R, S, P):

- 1) I can create an interdisciplinary movement based performance based on a concept.
- 2) I can articulate how technical aspects and environment can affect movement.