

BEHIND THE CURTAIN

A CREATIVE & THEATRICAL RESOURCE GUIDE FOR TEACHERS

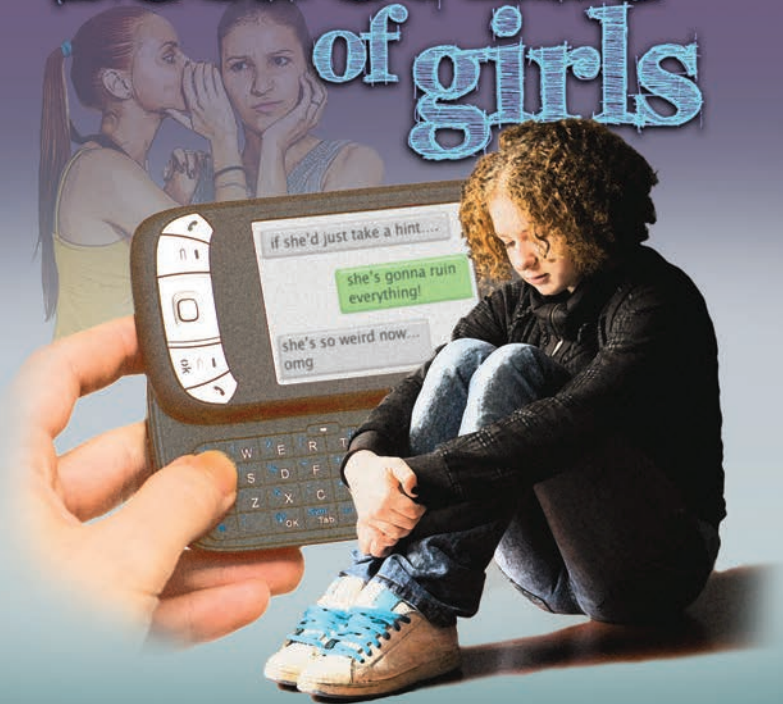
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CARL B. & FLORENCE E.
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the secret life of girls



by LINDA DAUGHERTY

GRADES 6 - HIGH SCHOOL

contains material that may be unsuitable for younger audiences

FEB. 14 - FEB. 24 STUDENT MATINEE

FEB. 10 - FEB. 26 PUBLIC SHOWS

As part of DCT's mission to integrate the arts into classroom academics, the **Behind the Curtain Resource Guide** is intended to provide helpful information for the teacher and student to use before and after attending a performance. The activities presented in this guide are suggested to stimulate lively responses and multi-sensory explorations of concepts in order to use the theatrical event as a vehicle for cross-cultural and language arts learning.

Please use our suggestions as springboards to lead your students into meaningful, dynamic learning; extending the dramatic experience of the play.

Your Family Arts Center

DALLAS CHILDREN'S THEATER

Astonishing kids & families with the fun of Broadway-like plays & a lot more!

Dallas Children's Theater

BEHIND THE CURTAIN

A Creative & Theatrical Resource Guide for Teachers

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Play THE SECRET LIFE OF GIRLS

by..... Linda Daugherty

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DALLAS CHILDREN'S THEATER, one of the top five family theaters in the nation, serves over 250,000 young people from 100 zip codes, 40 cities and 12 counties each year through its nine main stage productions, touring, educational programming and outreach activities. Since its opening in 1984, this award-winning theater has existed to create challenging, inspiring and entertaining theater, which communicates vital messages to our youth and promotes an early appreciation for literature and the performing arts. As the only major organization in Dallas focusing on theater for youth and families, DCT produces literary classics, original scripts, folktales, myths, fantasies and contemporary dramas that foster multicultural understanding, confront topical issues and celebrate the human spirit.

DCT is committed to the integration of creative arts into the teaching strategies of academic core curriculum and educating through the arts. Techniques utilized by DCT artist/teachers are based upon the approach developed in Making Sense with Five Senses, by Paul Baker, Ph.D.

DCT founder and Executive Artistic Director, Robyn Flatt defines the artistic mission and oversees the operations of the organization, consisting of twenty-five full time staff members and more than 200 actors, designers, theater artists and educators.

**See page 18 for the TEKS that your field trip to
Dallas Children's Theater satisfies!**

CURTAINS UP ON THE THEATER EXPERIENCE

Attending a play is an experience unlike any other entertainment experience. Because a play is presented live, it provides a unique opportunity to experience a story “as it happens”. DCT brings to life stories through its performances. Many people are involved in the process. Writers create or adapt the stories in order to bring them to the stage. Designers and lighting technicians create lighting effects so that you can feel the mood of a scene. Carpenters build the sets and make the “place” of the story become a real place, while costumers and make-up designers can turn actors into the characters you meet in the stories. Directors help actors bring the story to life and make it happen before your very eyes. All of these things make seeing a play very different from t.v., videos, computer games, or CDs and tapes of stories.

Hold a class discussion when you return from the performance. Ask students the following questions and allow them to write or draw pictures of their experience at DCT.

1. What was the first thing you noticed when you entered the theater? What did you notice first on the stage?
2. What about the set? Draw or tell about things you remember. Did the set change during the play? How was it moved or changed? Was there any space besides the stage where the action took place?
3. How did the lights set the mood of the play? How did they change throughout? What do you think “house lights” are? How do they differ from stage lights? Did you notice different areas of lighting?
4. What did you think about the costumes? Do you think they fit the story? What things do you think the costume designers had to consider before creating the costumes?
5. Was there music in the play? How did it add to the performance?
6. What about the actors? Do you think they were able to bring the characters to life? Did you feel caught up in the story? What things do you think the actors had to work on in order to make you believe they were the character?

BEFORE THE CURTAIN RISES...

THE SECRET LIFE OF GIRLS

by Linda Daugherty

A window into the tumultuous world of a group of middle school girls is opened in this dramatization of the destructive effects of girls' bullying. The girls' attempts to deal with bullying in the form of gossiping, name-calling, exclusion, rumors, back-biting, cliques and manipulation as they struggle to find a friend, a place in the group and themselves range from humorous to heart breaking. Based upon interviews with girls on the giving and receiving end of bullying, The Secret Life of Girls also dramatizes how bullying behaviors are facilitated by technologies such as cell phones, e-mail, chat rooms and instant messaging.

"There is a hidden culture of girls' aggression in which bullying is epidemic, distinctive and destructive... girls frequently attack within tightly knit networks of friends, making aggression harder to identify and intensifying the damage to the victims."

- Odd Girls Out by Rachel Simmons
(Harcourt, Inc., 2002)

"... girls can be each other's worst enemies. Girls' friendships in adolescence are often intense, confusing, frustrating, and humiliating.... These early relationships can propel girls into making dangerous decisions and shape how they mature into young women."

- Queen Bees and Wannabes by Rosalind Wiseman
(Three Rivers Press, 2002)

CURTAINS UP ON DISCUSSION...

TEACHERS: USE THESE QUESTIONS TO INITIATE DISCUSSION AFTER THE PLAY

1. Think about the play's title, "The Secret Life of Girls". Why do you think the author chose this title? Do girls tend to lead "secret lives"? What secrets do the characters keep from each other? What secrets do they keep from their moms and coaches? What secrets do they keep from themselves? What could have been avoided if the girls had been less secretive and more open about their feelings?
2. The story begins with Abby's message: "I'm going to tell you a secret-and I don't want you to tell. The secret is about me-about my life-how it will never be the same again." What is Abby's secret? Why will she never be the same? What about each of the other girls? How have their lives changed?
3. While each of the girls reacts differently to difficult situations, all of them lack self-esteem. What is self-esteem? How can we strengthen esteem in ourselves and others? How did each character's image of herself affect how she dealt with her peers and peer pressure?
4. What qualities does a good friend possess? Is it possible to be a good friend to others if you're not a friend to yourself? What did Abby need to find in herself before she was able to help Stephanie?
5. Abby's mom asks "Was it so hard when we were her age?" What are your thoughts? Is it harder to be a girl in today's society than it was for your mom? What pressures do you face today that are different from those of earlier generations of women? Which issues remain the same?
6. How does our society contribute to the lack of esteem in girls today? What issues do girls face that have arisen from our society's projected image of "the perfect woman"? Consider the physical, intellectual, social, and emotional expectations of a "perfect woman".
7. Find some areas in which our society is working toward projecting healthier images of women and their roles. Research and discuss steps that are being taken by the media, the fashion industry, movies and television, educators, and other professional areas to provide healthy images for girls today.
8. Discuss the "generation gap" that occurs between adults and adolescents. What gaps did you see between the characters in the play and their moms and coach? How could their relationships have been improved? How are both the adults and the girls responsible for the misunderstandings that occur between them?
9. What do you feel is the greatest source of pressure for teens today? Is it society's expectations, the media's perceptions, peer pressure, parental pressure? Is the pressure strongest from outside sources or from within yourself? What can be done to alleviate some of the pressures you face as an adolescent in today's world?
10. Discuss the theatrical elements used in DCT's production of "The Secret Life of Girls". How did the use of the screen enhance the story? What effect did the particular music that was used have throughout the performance? How did it help develop the mood in each scene?

CURTAINS UP ON CELEBRITY & CHARACTER

What qualities does a good role model possess? Does celebrity provide these qualities? How can a celebrity and a good role model differ? Choose a person you consider a good role model and explain your choice. What character qualities does your person have that makes a good model for others?

Use the following activity to jump-start your discussion.

As a group, make a list of celebrities on the board or chart paper. Consider women in the following categories:

- Musicians/Pop Stars
- Actors
- Fashion Models
- Politicians
- Writers
- Sports Figures
- Comics
- Business professionals

Then list and consider qualities that make good leaders. You may include the following qualities along with others the group agrees upon:

- Good listening and communication skills
- Integrity
- Service to others
- Positive outlook or attitude
- Inspire others
- Good organizational skills
- Strong sense of self
- Responsibility
- Perseverance

CURTAINS UP ON PROTECTING YOURSELF

Receiving a rude text message or a threatening call on your cell phone from a bully isn't just upsetting. It can be a criminal offense. The first step in protecting yourself from a bully is to understand the types of cyber-bullying. Many young people become victims because they don't know that what's happening to them is bullying.

What kinds of calls are considered "bully" calls?

Scary phone calls- these can be either calls threatening violence or calls that remain silent in order to upset and scare you.

Abusive text messages- these are any messages sent to scare, upset, or hurt someone on purpose.

Offensive picture messages- these calls include any pictures taken without your knowledge or pictures of you in situations you would rather keep private. They can also include disturbing or upsetting pictures sent to try to scare you or upset you.

Embarrassing or violent videos- can be any video of yourself that you didn't know were being taken, as well as, any videos of yourself on YouTube or another social media outlet that you did not give permission to have posted.

So what do you do if you find yourself a victim of cyber-bullying? In a word... REPORT.

Don't suffer in silence; let a parent, a teacher, school administration, or other trusted adult know what's going on.

Keep a record of the calls. DON'T DELETE! If you can take a screen shot and save the e-mail or text, even better. Keep written records of when you received the messages including the sender's detailed information and the time and date of the call. Print any screen shots you are able to so that you have a hard copy as well as the saved copy itself.

Report the bullying to your mobile phone company. They may be able to trace the person who is calling or texting you, even if they withhold their number from you.

Remember, it is a CRIMINAL OFFENSE to send threatening messages so your parents may want to contact the local police.

In a 2006 study of 824 students aged 13-17:

43% had been victims of cyber bullying

81% thought others cyber bullied because it was funny;

64% thought the bully did it because they didn't like the person;

45% thought it was because the bully viewed the victim as a loser.

59% said the cyber bully didn't think the action was a "big deal"

56% of cyber bullying victims claim to have felt angry;

3% reported feeling hurt;

32% were embarrassed; and

13% felt scared

23% were bullied by someone they don't know

45% said cyber bullies didn't think they would get caught

11% talked to their parents about incidents of cyber bullying

-Information from the National Crime Prevention Council

CURTAINS UP ON POST-SHOW ACTIVITIES

Rewind and Role-play

At the end of "The Secret Life of Girls", each of the girls resolves to improve in some aspect of her character. How could each of the events in the story differ with the resolutions the girls have made? Role-play one of the following situations as one of the characters after she has resolved to improve.

Abby- "I resolve to try to find myself again."

Anna Marie- "I resolve to try to stand up for what's right."

Sutton- "I resolve not to gossip or spread rumors."

Rebecca- "I resolve to try to express my true feelings even when I'm angry."

Kayla- "I resolve to be kind to others."

Stephanie- "I resolve to be kind to myself."

- Your friend has agreed to share the expense of a birthday present for a friend with you but shows up at school with a gift she's purchased on her own. You're now left without a gift and without her
- Several members of your team have asked you to "suggest" that the new girl might be "better off" not joining but none of you have even seen her perform yet.
- You notice your friend has lost weight and is watching what she eats. In fact, she's rarely eating at all but she tells you she's just being careful about what she eats.
- You hear "through the grapevine" that one of your friends is cutting herself.
- A close friend left you out when planning a party. You heard about the party afterwards from a girl you hardly know.
- A group of friends is laughing and talking together until you join them. They suddenly quiet down and find reasons to leave.
- Your boyfriend wants you to meet him at the mall but your parents have asked you to stay home for a family evening together.

Practicing a Positive Self Image

Materials needed for this exercise: Pencil or Pen, Paper, Kitchen Timer or Clock

Write your name across the top of your paper. Set the timer for 10 minutes. In that time, write words, phrases, and sentences about every positive thing you can think about yourself. Write down every thing that comes to mind but avoid anything negative. Feel free to repeat things-it only emphasizes their importance to you. Don't worry about organization or spelling. This exercise is for you! Keep the paper in a place where you can read it over and over again...in your diary, on a bedside table, taped to your mirror, in your purse or in a binder or planner you carry each day. Read it over and over to remind yourself how truly unique and wonderful you are!

CURTAINS UP ON POST SHOW ACTIVITIES

Character Building Calendar

Materials needed for this exercise: Monthly calendar, Pencil or Pen

Make a resolution to be a better friend as the girls in the play did. Once you've chosen something to work on, list activities you can do to put your resolution into practice. Consider small things you can do each day such as: smile at three people today, say "hi" to someone new today, tell a friend something you like about them, reward yourself with a bubble bath, tell mom "I love you". Think of a variety of activities and remind yourself often of your larger goal. Write the activities on each day of your calendar repeating them as often as you like. Make sure to keep your calendar in a place where you can refer to it and consider writing an example of how you met your goal at the end of each day. Don't give up if you miss out on a goal one day, or even one whole week- just pick it back up and continue where you are TODAY.

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CURTAINS UP ON POST SHOW ACTIVITIES

Positive Role Model Scrapbook

Materials needed for this exercise:

Small scrapbook or spiral notebook, Glue stick, Scrapbook scissors, Scrapbook papers or colored construction paper, Photographs or magazine pictures of friends and people who exemplify qualities you aspire toward, Inspirational articles, poems and stories, or meaningful quotations from those you consider good role models

Take time to decorate your scrapbook cover with cut outs, stickers, drawings and a title such as "My 'Can Do' Scrapbook". Add pictures of people you know and trust or admire. Look for quotations that inspire you and articles from the newspaper telling of others who have shown strength of character and resolve and add them to the pages of your book. Let your friends fill a page with their thoughts about your strengths and admirable qualities. Add to your book whenever you find an inspiring story, quote, or have a "stand-up" moment of your own. Consider writing a letter to someone you admire and add any response you receive to your scrapbook.

"Me" Collage

Materials needed for this exercise: Magazines and newspapers, Glue sticks, 11"x17" or larger sized poster board, Scissors

Create a collage all about YOU! Cut out magazine pictures, photographs, and words that describe your strongest qualities, your hobbies and interests, your role models and ideals and glue them to poster board. Do your best to cover as much of the page as you're able. Laminate it or frame it in an inexpensive poster frame and hang it as a reminder of the uniqueness of YOU!



CURTAINS UP ON WEB RESOURCES

girlsinc.org: A national nonprofit organization dedicated to inspiring all girls to be strong, smart & bold.

ncpc.or/cyberbullying: National Crime Prevention Council website with cyber bullying and internet safety information for parents.

wiredsafety.org: Internet safety information for children, teens and adults as well as a downloadable translator for cyber-ling and acronyms used online and in text messages by teens.

c cyberbully411.org: resources for youth who have questions about or have been targeted by online harassment, including a discussion forum.

ccyberbullying.info: Teens direct themselves on an interactive journey through a detective's office to learn more about cyber bullying, uncovering clues and information about cyber bullying and how to recognize what to do.

stopcyberbullying.org: Cyber bullying prevention and internet safety information for parents, teachers, police officers and teens.

safechild.org/bullies.htm: How to identify and deal with bullies. What to do if you are the bully.

Opheliaproject.org: social and emotional support for adolescent girls.

stopbullyingnow.hrsa.gov: for elementary through 6th grade.

clubophelia.com/aggression: deals with relational aggression; helps girls learn positive relationship skills.

relationalaggression.com: good food for thought questions to inspire conversations.

namesdohurt.com: deals with relational aggression. Good public service announcement. Interactive.

fightcrime.org/cyberbullying: tips for families and schools.

charactercounts.org: For educators. Offers activities and suggestions for building character strengths & self-confidence.

thewhitehouseproject.org: national, non-partisan nonprofit aims to advance women's leadership in all communities and sectors, up to the US Presidency.

youngwomensproject.org: multi-cultural organization that builds and supports teen leaders so that they can improve their own lives and transform their communities.

goalonline.org: promotes self-esteem, self-awareness and a respect for individual differences in girls and young women, resulting in an enhanced capacity for leadership.

girlsactioninitiative.org: supportive network where young women can explore & express themselves through varied interactive projects. Helps girls develop individual & career plans.

about-face.org: promotes positive self-esteem in girls and women of all ages, sizes, races and backgrounds through a spirited approach to media education, outreach and activism. Combats negative and distorted images of women in the media.

CURTAINS UP ON FURTHER READING

I. Books for Parents & Teens

- How To Step Up as a Teen Leader and still keep your friends: edited by Craig and Kelly Hillier
Provides strategies for teens in developing and keeping relationships.
- Odd Girl Out: by Rachel Simmons
If you've ever come home from school upset because your friends didn't walk with you to lunch, this book could help.
- Girls: What's So Bad About Being Good?: How To Have Fun, Survive the Preteen Years, and Remain True to Yourself: by Harriet S. Mosatche, Ph.D. and Elizabeth K. Lawner
This book is a guide to surviving the tough times and feeling good about yourself in the end. It offers ways to handle emotional issues and develop a positive self-image.
- 33 Things Every Girl should Know: Stories, Songs, Poems, and Smart Talk by 33 Extraordinary Women: by Tonya Bolden
First-hand advice from women including Lauren Hutton, Vera Wang, Natalie Merchant, and Tabitha Soren. Though from diverse backgrounds and widely varying experiences, these women help girls realize we are all surprisingly alike.
- Odd Girl Speaks Out: Girls Write About Bullies, Cliques, Popularity, and Jealousy: by Rachel Simmons
This book offers advice on how to deal with the teen crises every girl faces from time to time.
- The Girls' Book of Wisdom: Empowering and Inspirational Quotes From Over 400 Fabulous Females: by Catherine Dee
Words of wisdom from inspirational women including Anne Frank, Eleanor Roosevelt, and Jackie Joyner-Kersey, to name just a few.
- 100 Books For Girls To Grow On: by Shireen Dodson
An annotated list of books moms and daughters can read together. This book is a companion to The Mother-Daughter Book Club and offers ideas for field trips, crafts, and discussion questions to use in a moms and daughters book club.
- And Words Can Hurt Forever: How to Protect Adolescents From Bullying, Harassment Emotional Violence by James Garbarino & Ellen deLara
- Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, And Other Realities of Adolescence. by Rosalind Wiseman
- Cliques: 8 Steps to Help Your Child Survive the Social Jungle by Charlene Giannetti & Margaret Sagarese
- Easing the Teasing by Judy Freedman
- Please Stop Laughing At Me by Jodee Blanco
- Reviving Ophelia: Saving the Selves of Adolescent Girls by Mary Pipher
- A Tribe Apart by Patricia Hersch
- Our Last Best Shot: Guiding Our Children Through Early Adolescence by Laura Sessions Stepp

- Girls Will Be Girls: Raising Confident and Courageous Daughters by JoAnn Deak
- Women's Inhumanity to Women by Phyllis Chesler

II. Academic Books & Articles

BOOKS:

Understanding Early Adolescent Self and Identity, Ed. Brinthaupt & Lipka

Peer Harassment in School, Ed. Juvonen & Graham

Personal Relationships During Adolescence, Ed. Adams, Montemayor, & Gullotta

Social Networks and Social Influences in Adolescence by John Cotterell

The Role of Friendship in Psychological Adjustment, Ed. Erdley & Nangle

Adolescent Coping: Theoretical & Research Perspectives --Erica Frydenberg

ARTICLES:

"Cross Cultural Evidence of Female Indirect Aggression" Osterman, Bjorkqvist, et al, *Aggressive Behavior*, Vol 24, pp 1-8

"The Meaning of Meanness: Popularity, Competition and Conflict Among Junior High School Girls" Don E Merton. *Sociology of Education*, 1997, Vol. 70 pp 175-191

"Relational Aggression, Gender, and Social-Psychological Adjustment" N. Crick & J. Grotpeter. *Child Development*, 1995, Vol 66, pp 710-722.

Guess What I Just Heard! Indirect Aggression Among Teenage Girls in Australia Ed. L Owens, R Shute, P Slee. *Aggressive Behavior*, Vol 26, pp 67-83.

Children's Peer Cultures. William A. Corsaro and Donna Eder. *Annual Review Sociology*, 1990, Vol. 16, pp. 197-220.

Relational Aggression, Gender, and Social Psychological Adjustment. Nicki R. Crick and Jennifer K. Grotpeter. *Child Development*, 1995, Vol. 66, pp. 710-722.

Do Girls Manipulate and Boys Fight? Developmental Trends in Regard to Direct and Indirect Aggression. Kaj Bjorkqvist, Kirsti M.J.Lagerspetz and Ari Kaukiainen. In *Aggressive Behavior*, 1992, Volume 18, pp. 117-127

Bully/Victim Problems Among Middle School Children. Michael J. Boulton and Kerry Underwood. *British Journal of Educational Psychology*. 1992, Volume 62, pp 73-87

The Cycle of Popularity: Interpersonal Relations Among Female Adolescents. Donna Eder. *Sociology of Education*, 1985, Vol 58, pp. 154-165.

Exclusion in Girls' Peer Groups: Ethnographic Analysis of Language Practices on the Playground. Marjorie Harness Goodwin. *Human Development* 2002, Vol 45, pp.392-415.

Cross-Cultural Evidence of Female Indirect Aggression. Karin Osterman, Kaj Bjorkqvist, Dirsti M.J. Lagerspetz, Ari Kaukiainen, Simha F. Landau, Adam Fraczek, and Gian Virrorio Caprara. *Aggressive Behavior*, 1998, Vol. 24, pp. 1-8.

The Role of Overt Aggression, Relational Aggression, and Porsocial Behavior in the Prediction of Children's Future Social Adjustment. Nicki R. Crick. *Child Development*, 1996, Vol. 67, pp. 2317-2327.

Peer and Self-Estimated Aggression and Victimization in 8-Year-Old Children From Five Ethnic Groups. Karin Osterman, Kaj Bjorkqvist, Kirsti M.J. Lagerspetz, Ari Kaukiainen, L Rowell Huesmann, and Adam Fraczek. *Aggressive Behavior*, 1994, Vol. 20, pp. 411-428

The Social Construction of Self-Esteem. John P. Hewitt. In *Handbook of Positive Psychology*. Oxford University Press, 2002. (Ed. Snyder & Lopez) pp. 135-147.

Social Interactions and Adjustment. Jeffrey A. Kelly and David J Hansen. In *Handbook of Adolescent Psychology*. (Ed. Vincent B. VanHasselt & Michael Hersen)

Theory of Mind and Peer Rejection at School. Badenes, Estevan, and Bacete. *Social Development*, 9, 3, 2000 pp. 271-282.

Does Low Self-Regard Invite Victimization? Susan K. Egan and David G. Perry. *Developmental Psychology*, 1998, Vol 34, No. 2, pp299-309.

Peer Victimization: Cause or Consequence of School Maladjustment? Becky J. Kochenderfer and Gary W. Ladd. *Child Development*, 1996, Vol, 67, pp. 1305-1317.

Psychological Pragmatics in Preadolescents: Sociomoral Understanding, Self-Worth, and School Behavior. Sandra Leanne Bosack. *Journal of Youth and Adolescence*, 2003, Vol 32, No. 2, pp 141-155.

Peer-Group Affiliation and Adolescent Self-Esteem: An Integration of Ego-Identity and Symbolic-Interaction Theories. B. Bradford Brown and Mary Jane Lohr. *Journal of Personality and Social Psychology*, 1987, Vol. 52, No.2, pp. 47-55

T.E.K.S. satisfied by THE SECRET LIFE OF GIRLS

117.34 - Theatre, Grade 6.

6.4 - Historical/cultural heritage. The student comprehends the relationship of theatre to history, society, and culture.

B - Explain the role of theatre, film, television, and electronic media in American society.

6.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Analyze and apply audience behavior at all performances.

C - Compare and contrast ideas and emotions depicted in art, dance, music, and theatre and demonstrate uses of movement, music, or visual elements to enhance classroom dramatization.

117.37 - Theatre, Grade 7.

7.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

E - Compare and contrast dramatic performances to life.

7.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Identify and demonstrate appropriate audience behavior at various types of performances.

C - 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.

117.40 - Theatre, Grade 8.

8.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

E - Compare dramatic performances to life.

8.4 - Historical/cultural heritage. The student relates theatre to history, society, and culture.

A - Demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures.

B - Define theatre heritage as it is preserved in dramatic text, traditions, and conventions and describe the roles of theatre, film, television, and electronic media in American society.

8.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Analyze and practice appropriate audience behavior at various types of live performances.

C - Identify visual, aural, oral, and kinetic components in art, dance, music, and theatre; compare character, setting, and action in art, musical theatre, dance, and theatre; and express emotions and ideas in improvisations and scripted scenes that integrate art, dance, and/or music.

117.64 - Theatre, Level I.

1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

E - Define and give examples of theatrical conventions (time, setting, fourth wall, visual elements).

4 - Historical/cultural heritage. The student relates theatre to history, society, and culture.

A - Portray theatre as a reflection of life in particular times, places, and cultures.

B - Relate historical and cultural influences on theatre and analyze

the roles of live theatre, film, television, and electronic media in American society.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Analyze and apply appropriate behavior at various types of live performances.

B - Develop appropriate theatre vocabulary to apply the concepts of evaluation (intent, structure, effectiveness, value) to live theatre, film, television, and electronic media in written and oral form with precise and specific observations.

117.65 - Theatre, Level II.

4 - Historical/cultural heritage. The student relates theatre to history, society, and culture.

A - Analyze historical and cultural influences on theatre.

B - Define the influence of American society on live theatre and film.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Judge and apply appropriate audience behavior at various types of performances.

B - Evaluate emotional responses to and personal preferences for dramatic performances, using appropriate theatre vocabulary, and apply the concepts of evaluation (intent, structure, effectiveness, value) to live theatre, film, television, and electronic media in written and oral form with precise and specific observations.

C - Identify the treatment of theme, character, setting, and action in theatre, musical theatre, dance, art, and music and integrate more than one art form in informal presentations.

117.66 - Theatre, Level III.

4 - Historical/cultural heritage. The student relates theatre to history, society, and culture.

B - Analyze the influence of television on American society.

C - Define selected theatrical styles and genres.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Compare behavior at various types of performances and practice audience etiquette.

B - Apply the concepts of evaluation to performances and evaluate theatre, film, television, and electronic media with depth and complexity, using appropriate vocabulary.

C - Compare communication methods of theatre with that of art, music, and dance and integrate more than one art form in informal and formal performances.

117.67 - Theatre, Level IV.

4 - Historical/cultural heritage. The student relates theatre to history, society, and culture.

A - Evaluate historical and cultural influences on theatre.

B - Evaluate the role of live theatre, film, television, and electronic media in American society.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Evaluate and practice appropriate audience behavior at various types of performances.

B - Apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television, or electronic media.