

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Shakespeare: Verse, Prose, plot, and scenes/ monologues from a Shakespeare play: In this unit, students will learn the importance of listening and responding. Students will build on their knowledge of basic blocking and further practice taking constructive criticism. Students will gain further exposure to changing their physicality and voice for finding a character. Students will gain confidence through performance in front of their peers and practice good behavior as audience members. Students will reflect on their own performance and the work of others; furthermore, they will share deeper observations and realizations of their own work and the work of others.</p>	<p>14 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>THEATRE 2 1.A explore characterization using sensory and emotional recall; THEATRE 2 1.B develop and apply theatre preparation and warm-up techniques; THEATRE 2 1.C create expressive and rhythmic movements; THEATRE 2 1.D develop an increased understanding of the mechanisms of vocal production; THEATRE 2 1.E demonstrate knowledge of theatrical vocabulary and terminology; THEATRE 2 1.F analyze and evaluate the structure and form of dramatic literature. THEATRE 2 2.A demonstrate safe use of the voice and body; THEATRE 2 2.B define characters by what they do, what they say, and what others say about them; THEATRE 2 2.C select movements and dialogue to portray a character appropriately; THEATRE 2 2.D create stories collaboratively and individually that have dramatic structure; THEATRE 2 2.E apply knowledge of effective voice and diction techniques to express thoughts and feelings. THEATRE 2 2.F compare and contrast dramatic performances to life. THEATRE 2 2.G create improvised scenes that include setting, character, and plot. THEATRE 2 3.A determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes THEATRE 2 3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances; THEATRE 2 3.C define the role of the director; and THEATRE 2 3.D use technology in theatrical applications such as live theatre, video, and film.</p>

Cycle 1	27 Days Aug. 23 - Oct. 1, 2021	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Students will learn that everyone can relate to and appreciate something in any given Shakespeare play. Student will rehearse and perform a 1 1/2-page scene or 14-line monologue from a given Shakespeare play. Students will learn the basic differences between verse and prose and how to recognize each. Students will learn and implement basic scansion (stressed and unstressed syllables). Students will watch a video of a live performance of a Shakespeare play.</p>		<p>THEATRE 2 4.A demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; THEATRE 2 4.B explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; THEATRE 2 4.C explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society. THEATRE 2 5.A identify and apply audience etiquette at all performances; THEATRE 2 5.B evaluate the effectiveness of selected film and television performances; THEATRE 2 5.C demonstrate knowledge of production elements in theatre, film, television, and other media; THEATRE 2 5.D explore career and vocational opportunities in theatre.</p>

Cycle 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	15/29 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Devised Theatre/Process Drama: In this unit, students will learn the importance of listening and responding. Students will build on their knowledge of basic blocking, gain further practice taking constructive criticism, and gain further exposure to changing their physicality and voice for finding a character. Students will gain confidence through performance in front of their peers and practice further how to behave as audience members. Students will reflect on their own performance and the work of others and share deeper observations and realizations of their own work and the work of others. Students will create a piece of Devised Theatre with a group. Students will build upon their improvisation skills when creating a scene based on a given structure. Students will create a script based on what was said in the improvised creation of the scene.</p>	<p>15 class periods (90-min. each) or 29 class periods (45-min. each) Teacher Service Day (no students) Oct. 4</p>	<p>THEATRE 2 1.A explore characterization using sensory and emotional recall; THEATRE 2 1.B develop and apply theatre preparation and warm-up techniques; THEATRE 2 1.C create expressive and rhythmic movements; THEATRE 2 1.D develop an increased understanding of the mechanisms of vocal production; THEATRE 2 1.E demonstrate knowledge of theatrical vocabulary and terminology; THEATRE 2 1.F analyze and evaluate the structure and form of dramatic literature. THEATRE 2 2.A demonstrate safe use of the voice and body; THEATRE 2 2.B define characters by what they do, what they say, and what others say about them; THEATRE 2 2.C select movements and dialogue to portray a character appropriately; THEATRE 2 2.D create stories collaboratively and individually that have dramatic structure; THEATRE 2 2.E apply knowledge of effective voice and diction techniques to express thoughts and feelings. THEATRE 2 2.F compare and contrast dramatic performances to life. THEATRE 2 2.G create improvised scenes that include setting, character, and plot. THEATRE 2 3.A determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes THEATRE 2 3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances; THEATRE 2 3.C define the role of the director; and THEATRE 2 3.D use technology in theatrical applications such as live theatre, video, and film. THEATRE 2 4.A demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; THEATRE 2 4.B explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and THEATRE 2 4.C explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society. THEATRE 2 5.A identify and apply audience etiquette at all performances; THEATRE 2 5.B evaluate the effectiveness of selected film and television performances; THEATRE 2 5.C demonstrate knowledge of production elements in theatre, film, television, and other media; THEATRE 2 5.D explore career and vocational opportunities in theatre.</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	15/30 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Rehearsal techniques in preparation for a piece of Devised Theatre (for example: Theatre-in-Education) performance. In this unit, students will: learn that theatre can be used to teach, learn how to use theatre to teach 4th and 5th graders about something they need to know about safety or what they need to know before coming to middle school. Students will learn how to write a script based on improvisation. Students will use their listening skills and learn basic blocking. Students will learn the importance of audience awareness in rehearsal and learn the power of letting the audience imagine an event. Students will learn to take constructive criticism and gain exposure to changing their physicality and voice for finding a character. Students will gain confidence through performance in front of an audience of younger students. Students will reflect on their own performance and the work of others.</p>	<p>15 class periods (90-min. each) or 30 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p>THEATRE 1.A explore characterization using sensory and emotional recall; THEATRE 1.B develop and apply theatre preparation and warm-up techniques; THEATRE 1.C create expressive and rhythmic movements; THEATRE 1.D develop an increased understanding of the mechanisms of vocal production; THEATRE 1.E demonstrate knowledge of theatrical vocabulary and terminology; THEATRE 1.F analyze and evaluate the structure and form of dramatic literature. THEATRE 2.A demonstrate safe use of the voice and body; THEATRE 2.B define characters by what they do, what they say, and what others say about them; THEATRE 2.C select movements and dialogue to portray a character appropriately; THEATRE 2.D create stories collaboratively and individually that have dramatic structure; THEATRE 2.E apply knowledge of effective voice and diction techniques to express thoughts and feelings. THEATRE 2.F compare and contrast dramatic performances to life. THEATRE 2.G create improvised scenes that include setting, character, and plot. THEATRE 3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances; THEATRE 3.C define the role of the director; and THEATRE 3.D use technology in theatrical applications such as live theatre, video, and film. THEATRE 5.A understand and demonstrate appropriate audience etiquette at various types of performances; THEATRE 5.B evaluate the effectiveness of selected film and television performances. THEATRE 5.C demonstrate knowledge of production elements in theatre, film, television, and other media; and THEATRE 5.D explore career and vocational opportunities in theatre.</p>

Cycle 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
Unit	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Improvisation I: In this unit, students will learn the importance of listening and responding and build on their knowledge of basic blocking. Students will further practice taking constructive criticism and gain further exposure to changing their physicality and voice for finding a character. Students will gain confidence through performance in front of their peers. Students will practice further how to behave as audience members, reflect on their own performance and the work of others and share deeper observations and realizations of their own work and the work of others. Students will build upon their improvisation skills when creating a scene based on a given structure. Students will learn and play several theatre games that call upon theatre skills.</p>	<p>14 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>THEATRE 2 1.A explore characterization using sensory and emotional recall; THEATRE 2 1.B develop and apply theatre preparation and warm-up techniques; THEATRE 2 1.C create expressive and rhythmic movements; THEATRE 2 1.D develop an increased understanding of the mechanisms of vocal production; THEATRE 2 1.E demonstrate knowledge of theatrical vocabulary and terminology; THEATRE 2 1.F analyze and evaluate the structure and form of dramatic literature. THEATRE 2 2.A demonstrate safe use of the voice and body; THEATRE 2 2.B define characters by what they do, what they say, and what others say about them; THEATRE 2 2.C select movements and dialogue to portray a character appropriately; THEATRE 2 2.D create stories collaboratively and individually that have dramatic structure; THEATRE 2 2.E apply knowledge of effective voice and diction techniques to express thoughts and feelings. THEATRE 2 2.F compare and contrast dramatic performances to life. THEATRE 2 2.G create improvised scenes that include setting, character, and plot. THEATRE 2 3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances; THEATRE 2 3.C define the role of the director; and THEATRE 2 3.D use technology in theatrical applications such as live theatre, video, and film. THEATRE 2 5.A understand and demonstrate appropriate audience etiquette at various types of performances; THEATRE 2 5.B evaluate the effectiveness of selected film and television performances. THEATRE 2 5.C demonstrate knowledge of production elements in theatre, film, television, and other media; and THEATRE 2 5.D explore career and vocational opportunities in theatre.</p>

Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit	17/33 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Contemporary Monologues: In this unit, students will learn the importance of listening and responding; paying particular attention to imagining a vis-à-vis talking and responding. Students will build on their knowledge of basic blocking. Students will further practice taking constructive criticism and gain further exposure to changing their physicality and voice for finding a character. Students will gain confidence through performance in front of their peers and practice further how to behave as audience members. Students will reflect on their own performance and the work of others and share deeper observations and realizations of their own work and the work of others. Students will rehearse and perform a one-minute contemporary monologue.</p>	<p>17 class periods (90-min. each) or 33 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p>THEATRE 2 1.A explore characterization using sensory and emotional recall; THEATRE 2 1.B develop and apply theatre preparation and warm-up techniques; THEATRE 2 1.C create expressive and rhythmic movements; THEATRE 2 1.D develop an increased understanding of the mechanisms of vocal production; THEATRE 2 1.E demonstrate knowledge of theatrical vocabulary and terminology; THEATRE 2 1.F analyze and evaluate the structure and form of dramatic literature.</p> <p>THEATRE 2 2.A demonstrate safe use of the voice and body; THEATRE 2 2.B define characters by what they do, what they say, and what others say about them; THEATRE 2 2.C select movements and dialogue to portray a character appropriately; THEATRE 2 2.D create stories collaboratively and individually that have dramatic structure; THEATRE 2 2.E apply knowledge of effective voice and diction techniques to express thoughts and feelings. THEATRE 2 2.F compare and contrast dramatic performances to life. THEATRE 2 2.G create improvised scenes that include setting, character, and plot.</p> <p>THEATRE 2 3.A determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes THEATRE 2 3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances; THEATRE 2 3.C define the role of the director; and THEATRE 2 3.D use technology in theatrical applications such as live theatre, video, and film.</p> <p>THEATRE 2 4.A demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities; THEATRE 2 4.B explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and THEATRE 2 4.C explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society. THEATRE 2 5.A identify and apply audience etiquette at all performances; THEATRE 2 5.B evaluate the effectiveness of selected film and television performances; THEATRE 2 5.C demonstrate knowledge of production elements in theatre, film, television, and other media; THEATRE 2 5.D explore career and vocational opportunities in theatre.</p>

HISD | Secondary Curriculum and Development

ALIGN, ADVANCE, ENGAGE.

2021-2022 Scope and Sequence

Fine Arts – Middle School Theatre 2

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
Unit	16/31 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: Auditioning I</p> <p>In this unit, students will: be reminded that theatre needs very little design/ technology to exist and that theatre doesn't need an auditorium to exist; it can happen in ANY space. Students learn the importance of how an actor enters the room at an audition, how and actor creates and uses a slate, and how an auditioning person's behavior is watched from the moment they arrive at the audition site. Students will build on their knowledge of basic blocking and further practice taking constructive criticism. Students will gain further exposure to changing their physicality and voice for finding a character. Students will gain confidence through performance in front of their peers and practice further how to behave as audience members. Students will reflect on their own performance and the work of others. Students will share deeper observations and realizations of their own work and the work of others and rehearse and perform a one-minute contemporary monologue. Students will learn how to do cold readings.</p>	<p>16 class periods (90-min. each) or 31 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>THEATRE 2 1.A explore characterization using sensory and emotional recall;</p> <p>THEATRE 2 1.B develop and apply theatre preparation and warm-up techniques;</p> <p>THEATRE 2 1.C create expressive and rhythmic movements;</p> <p>THEATRE 2 1.D develop an increased understanding of the mechanisms of vocal production;</p> <p>THEATRE 2 1.E demonstrate knowledge of theatrical vocabulary and terminology;</p> <p>THEATRE 2 1.F analyze and evaluate the structure and form of dramatic literature.</p> <p>THEATRE 2 2.A demonstrate safe use of the voice and body;</p> <p>THEATRE 2 2.B define characters by what they do, what they say, and what others say about them;</p> <p>THEATRE 2 2.C select movements and dialogue to portray a character appropriately;</p> <p>THEATRE 2 2.D create stories collaboratively and individually that have dramatic structure;</p> <p>THEATRE 2 2.E apply knowledge of effective voice and diction techniques to express thoughts and feelings.</p> <p>THEATRE 2 2.F compare and contrast dramatic performances to life.</p> <p>THEATRE 2 2.G create improvised scenes that include setting, character, and plot.</p> <p>THEATRE 2 3.A determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes</p> <p>THEATRE 2 3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;</p> <p>THEATRE 2 3.C define the role of the director; and</p> <p>THEATRE 2 3.D use technology in theatrical applications such as live theatre, video, and film.</p> <p>THEATRE 2 4.A demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities;</p> <p>THEATRE 2 4.B explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life; and</p> <p>THEATRE 2 4.C explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society.</p> <p>THEATRE 2 5.A identify and apply audience etiquette at all performances;</p> <p>THEATRE 2 5.B evaluate the effectiveness of selected film and television performances;</p> <p>THEATRE 2 5.C demonstrate knowledge of production elements in theatre, film, television, and other media;</p> <p>THEATRE 2 5.D explore career and vocational opportunities in theatre.</p>

GLOBAL GRADUATE



PS - State Process Standard

AR - Aligned to Upcoming State Readiness Standard

RS - State Readiness Standard

SS - State Supporting Standard

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2021-2022

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