

7TH GRADE DRAMA CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF DRAMA

- _____ Analyze vocal and physical qualities used to communicate character, setting, and emotion.
- _____ Defend the choice of design elements (props, costumes, lights, sound, make-up, and/or sets) to communicate an idea.
- _____ Analyze a drama for techniques used to enhance plot (e.g., choice of time and place, use of minor characters, introduction of new information, type of conflict).
- _____ Analyze how rhythm is used to communicate ideas.
- _____ Identify pattern and repetition in written or performed dramas.
- _____ Analyze the interrelationship among character, conflict/problem, and resolution Explain the differences among dialogue, monologue, and narration.
- _____ Analyze how the use of shape and level impact the communication of character status, character relationship, emotion, mood, and message.
- _____ Analyze the relationship of mood to tension and pacing.

CONNECTIONS TO THE ARTS

- _____ Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes).

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Analyze how the primary tools (mind, body, and voice) influence and/or affect a director and playwright's skills.
- _____ Analyze how the support tools (i.e., costumes, sets, lights, props, sounds, make-up) and the primary tools work together to communicate an idea.
- _____ Compare playwriting to improvising and directing to acting.
- _____ Analyze the acting process (e.g., memorizing, determining and enacting character's wants, listening, maintaining concentration).

_____ Analyze advanced negotiation strategies used to plan a drama (e.g., win-win, compromise, chance, voting, agree to disagree).

_____ Analyze the steps of the artistic process used in drama.

CREATION AND PERFORMANCE

_____ Adapt non-dramatic text (e.g. poem, lyrics) into a drama.

_____ Invent a character or situation based on imagination, personal experience, or research.

_____ Demonstrate concentration, physical action/reaction, imagination, listening, and memorization in acting a character.

_____ Combine vocal techniques with physical techniques to tell a story or enact a character.

_____ Plan, design, and/or alter a space, prop, costume, and/or sound source to communicate idea.

_____ Demonstrate planning, practicing, evaluating, and revising techniques with a team.

HISTORY, SOCIETY OF THE ARTS

_____ Demonstrate good audience behavior and evaluate the behavior of self and others.

_____ Describe how audience behavior changes a product or performance.

_____ Compare and contrast the function of the arts in two similar types of ceremonies (e.g., parades - Thanksgiving Day Parade and Mardi Gras; Opening Ceremony - Super Bowl and World Series).

_____ Explain the way the various arts are used to persuade and promote ideas in advertising.

_____ Explain the ways technology is used to communicate in each of the arts.

_____ Describe in each art form at least two artists' roles and how those roles contribute to the world of work.

_____ Determine the reasons why certain artists or works of art reflect culture (e.g. totems, ritual).

_____ Connect artists or their works with the trends and/or influences they create(d).