

6-12 Residency Models:

Process-Based Theatre Arts Residency:

Overview: Academic content and theme is brought to life through theatre arts integration. Students explore, analyze, compare and contrast, generalize, translate and examine curriculum-specific themes and/or learning goals.

Theatre arts teaching strategies are applied to the curriculum to bring a multiple-intelligence and learning-styles differentiated approach to learning activities. These strategies may include: role drama, improvisation, tableau, mime and expressive movement, or group story telling.

"An analysis of many research studies on the effects of classroom drama exercises showed positive effects on language development including written and oral story recall, reading achievement, reading readiness, oral languages development, and writing."

-Strengthening Verbal Skills Through the Use of Classroom Drama: A Clear Link, Critical Links: Learning in the Arts and Student Academic and Social Development, 2002, p. 47

"Students involved in drama performance coursework or experience outscored non-arts students on the 2005 SAT by an average of 65 points in the verbal component and 34 points in the math component."

-Report from the Student Descriptive Questionnaire, a self-reported component of the SAT as reported by the College Entrance Examination Board

Linking to the Standards: Process-Based Theatre Arts Residency

Example

Content Area, Strand and Scenario:

Social Studies

Strand:

Government and Citizenship, Grades 9-12

Benchmarks:

- 7.A.2 Students will describe the expansion of protection of individual rights through legislative action and court interpretation.
- 7.A.3 Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14th Amendment to apply the Bill of Rights to the states.

Scenario:

Students have been engaged in a unit exploring and analyzing the rights in the Constitution and Bill of Rights, and the expansion of individual rights through legislative action and court interpretation.

Theatre Process-Based Work:

Some examples of what the teaching artist would implement:

- Improvisational games and exercises to explore role of individual rights in a variety of scenarios
- Character elaboration work to analyze role of individual rights through the lens of demographics, cultural identities, and age
- Playwriting work to devise court scenes in which reinterpretation of legislature took place, and to deconstruct justifications for these new perspectives
- Role Drama in which alternative scenarios to the creation of the Bill of Rights are explored, analyzed, and evaluated

Link to Standards:

MN Social Studies Standards, 9-12th Grade:

- VII. A The student will understand the scope and limits of rights, the relationship among them, and how they are secured.

Language Arts Standards, Grades 9-10:

- 9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9.5.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail,” and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts.
- 9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9.7.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.