

COMMUNITY UNIT SCHOOL DISTRICT 200

Oral Interpretation High School – One Semester Intermediate Level Elective

1. Subject Expectation (State Goal 25) The student will know the language of the arts.

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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| Critical Content | 25.A.4 | a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual art |
| | 25.A.5 | b. analyze and evaluate student and professional works of how aesthetic qualities are used to convey intent, expressive ideas and/or meanings |
| | | <u>Sensory Elements:</u> <ul style="list-style-type: none"> • explain how speakers/storytellers make sure they are seen, heard, and understood * • understand and compare the use of voice among different characters in a performance * • describe timing, reaction, rhythm, pacing, listening, and spontaneity as it relates to storytelling skills • analyze the speaker’s use of relaxation, reaction, timing, pause, focus, pacing, spatial relationships, diction, accent and dialect in rehearsal • identify the effective use of vocal pause, rate rhythm, pitch, intensity, and volume • determine the effective use of interaction between speaker/storyteller and the audience • understand and determine a target audience for a particular story or poem • understand placement of speakers/storytellers on stage to communicate levels and relationships between characters * • analyze the effectiveness of technology used to support the spectacle * • demonstrate the use of support elements to communicate a variety of ideas |
| | | <u>Organizational Principals:</u> <ul style="list-style-type: none"> * • analyze the use of unifying and contrasting characteristics to communicate story or idea |

- identify a story or poem’s use of dramatic structure and conventions
- * • understand and identify literary elements in a story or poem
- analyze the use of voice and language to communicate locale, time, place, culture, genre/style, theme, conflict, and tension
- * • analyze collaboration used to create an interpretative presentation
- * • analyze how a presentation is altered by audience
- evaluate the effectiveness of a dramatic ensemble (i.e. reader’s theatre, group interpretation, etc)
- evaluate a presentation’s individuality, originality, and universality

Expressive Qualities:

- determine the emotional quality or theme of performed pieces
- * • use appropriate language to reflect or analyze student and/or professional work
- * • determine how the elements and organizational principles combine to create an emotional effect
- evaluate how “moments” in a performance create an emotional impact
- * • identify aesthetic criteria for evaluating one’s own and other’s art works

**2. Subject Expectation
(State Goal 26)**

Through creating and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.4b | a. understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing rehearsing, refining, presenting) interact and shape drama, theatre and film production |
| | 26.A.5 | b. analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas |
| | * | • predict audience reactions to visual, audible, and language stimuli |
| | * | • compare how traditional theatre and oral interpretation are similar and distinct |
| | * | • demonstrate rehearsing and memorizing techniques |
| | * | • document a process used in the creation of a performance project |
| | * | • explain a range of resources one can use for oral interpretation performance preparation (e.g., web-sites, dialect tapes, source books, fieldtrips, and interviews) |

**Essential Learning 2
(Learning Standard B)**

**Apply skills and knowledge necessary to create and perform
in one or more of the arts**

- 26.B.3b a. demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre
- 26.B.4b b. create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, and props)
- 26.B.5 c. create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making
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 - use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch and volume) to perform a story, poem, reader’s theatre, group interpretation, scene, etc.
 - memorize and deliver character lines, actions, and reactions from a story, poem, script, or original work
 - demonstrate verbal and non-verbal choices in character interpretation showing physical, emotional, and environmental influences
 - select set, props, costumes, lights, and sounds to support a oral interpretation
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 - demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of an oral interpretational piece
 - perform an oral interpretation using research, collaboration, and appropriate staging
 - analyze text for physical, social, and psychological dimensions of the characters
 - demonstrate rehearsal techniques (e.g., memorization, pacing, polishing work, vocal, and physical encoding) used to prepare characterization for an audience
 - develop a prompt book for performance
 - select and use elements of spectacle/technology that will support the performance
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 - create and perform a complex work of art (e.g., story, poem, reader’s theatre, group interpretation, performance art, open mic night, etc.) using advanced techniques and technologies
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 - refine a performance based on review

**3. Subject Expectation
(State Goal 27)**

The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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| Critical Content | 27.A.4a | a. | evaluate how consumer trends in the arts affect the types and styles of art products |
| | 27.A.4b | b. | analyze how the arts are used to inform and persuade through traditional and contemporary art forms |
| | 27.A.5 | c. | analyze how careers in the arts are expanding based on new technologies and societal changes |
| | * | • | evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms |

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society
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| Critical Content | 27.B.4a | a. | analyze and classify the distinguishing characteristics of historical and contemporary art works by style, periods and culture |
| | 27.B.4b | b. | understand how the arts change in response to changes in society |
| | 27.B.5 | c. | analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period |
| | * | • | analyze how the works of a particular artist (e.g., playwright, author, poet, performance artist or group, etc.) shape or reflect a given time period or event |
| | * | • | analyze selected historical and contemporary works of art for distinguishing characteristics or style, period, or culture |
| | | • | cite examples of where the arts shaped aspects of a culture (e.g., history of oral tradition, literature, etc.) |