



Portfolio Planning Worksheet: Middle School Theater Arts II

Teacher Name: Ms. Gonzalez
Campus: Tumbleweed Middle School

Date: 4/26/23
Course: Theater Arts II

Part A: Curricular Content Focus

1. What are the most important skills I develop in students through this course? (In your own words)

The most important skills that I develop in students through this course are the literary, technical, and performance elements of theater. Additionally, this course is to serve as an intermediary class for students pursuing further studies in the Theatrical Arts.

2. Where are my students actually with respect to these skills upon entering my class? (How will I know?)

Upon entering my class students should have a cursory understanding of the subject as they would have all taken Theater Arts I during the previous school year. I will know where they are doing a performance review of their work from the previous school year by watching videos of their performances or by administering a short answer test that also requires students to perform three dramatic methods learned during Theater I, at the beginning of the year for students missing data from the previous school year.

3. Based on where my students actually are with these skills, where should they be at the end of the course if I provide effective instruction?

If I provide effective instruction my students should be able write their own scripts, design their own costumes, understand the fundamentals of lighting/sound, and be able to select appropriate movements and dialogue to use in the school performance at the end of the year.

Part B: TEKS Selection and Justification

1. **List the TEKS** to include in student portfolios to measure their growth. Include those that “persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application.”
2. **Explain the importance of these TEKS.** How do these skills persist or transfer to other life experiences?

TEKS #	§117.212 Theatre, Middle School 2, Adopted 2013
2(C)	2(C) <u>select movements</u> and dialogue to portray a character appropriately
2(D)	2(D) <u>create</u> stories collaboratively and individually that have dramatic structure
2(F)	2(F) <u>compare and contrast</u> dramatic performances to life
3(B)	3(B) <u>create</u> theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances
3(D)	(D) <u>explore</u> career and vocational opportunities in theatre.
Justify or Explain the importance of these TEKS:	Example: As part of the Fine Arts cluster, this course is specifically designed to offer insight into the fundamentals of Theater Arts. The TEKS selected will not only provide the technical knowledge of dramatic movements and dialogue, but also the skill of creating dramatic stories, applying drama to life, creating theatrical elements, and exploring future careers in theater.

Part C: TEKS Breakdown & Planning for Rubric Assignments/Projects/Performances

In column 1, list the TEKS again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments/projects/performances you will have students complete in order to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

EXAMPLE: §117.212 Theatre, Middle School 2, Adopted 2013

TEKS for Portfolio (and what students need to be able to do to demonstrate)	Planned Projects/Assignments (and how you will use as evidence)
<p>2(C) <u>select movements</u> and dialogue to portray a character appropriately.</p> <p>Students need to be able to select the appropriate movements and dialogue while acting in a dramatic performance.</p> <p>Students understand and can select the appropriate movement and dialogue: mime, improvisation, manner, and verbal expression that suggests a class or profession or type of character, soliloquy, empathy, breath control, <u>vocal expression, inflection, projection, speaking style, dictation, gestures, facial expressions</u></p>	<p>Student Project: Participate in the school play by selecting movements and dialogue to portray character appropriately.</p> <p>Evidence: Student uses the correct vocal expression, inflection, projection, speaking style, dictation, gestures, and facial expressions. The Portfolio scorer will use a recording of the school play as evidence.</p>
<p>2(D) <u>create</u> stories collaboratively and individually that have dramatic structure</p> <p>Students need to be able to use a create dramatic performances throughout the semester that have the six stages of plot structure: initial incident, preliminary event, rising action, climax, falling action, and denouement (conclusion)</p>	<p>Student Project: Create both an individual and group script for a dramatic performance that includes the six stages of plot structure: initial incident, preliminary event, rising action, climax, falling action, and denouement (conclusion).</p> <p>Evidence: student-submitted individual and group dramatic scripts. Students will choose between submitting the group created script or the individually created script. Portfolio scorers will review the scripts with each section labeled for one of the 6 stages of plot structure.</p>
<p>3(B) <u>create</u> theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances</p> <p>Students need to create theatrical elements that fit appropriately with their specific performance.</p>	<p>Student Project(s): Student will design a rubric for lighting and sound based on tone and environment. Students will use the rubric to highlight parts of a script where sound and lighting may change.</p> <p>The student will design costumes for their character in the school performance using a self-created rubric based on the character they are creating. The student will then defend their costume design through a student panel process and</p>

	<p>implement feedback from the meeting. The student then creates the costume.</p> <p>Evidence: props created, pictures of make-up, costume design sketches, student-created lighting, and sound rubrics. The portfolio scorer will score the physical rubrics, with pictures of the costumes.</p>
<p>3(D) <u>explore</u> career and vocational opportunities in theatre.</p> <p>Students need to reflect on career opportunities in theater and the dramatic arts.</p>	<p>Student Project: Create a presentation that explores the qualifications, pay, and job outlook for each of the following dramatic professions: Playwright, producer, director, actor, and choreographer.</p> <p>Evidence: outline of research on job qualifications, pay, and job outlook for dramatic professions; presentations given over the professions and student reflection forms on each profession. The portfolio scorer will score the physical outline, PowerPoint, and student reflection forms.</p>

Part D: Portfolio Rubric Design: 7th Grade Theater Arts

Standards and Projects	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Place standards used and a project description here.	Detailed description of identifiable performance characteristics reflecting a beginning level of performance	Detailed description of identifiable performance characteristics reflecting a developing level of performance	Detailed description of identifiable performance characteristics reflecting a somewhat proficient level of performance	Detailed description of identifiable performance characteristics reflecting a proficient level of performance	Detailed description of identifiable performance characteristics reflecting an advanced level of performance
<p><u>TEKS: 2C</u> <u>Student Project:</u> Participate in the school play by selecting movements and dialogue to portray character appropriately. <u>Evidence:</u> Student uses the correct vocal expression, inflection, projection, speaking style, dictation, gestures, facial expressions</p>	<p>The student did not participate in the school play, or the student did not correctly use any of the 7 movements/ dialogue required. <u>vocal expression, inflection, projection, speaking style, dictation, gestures, facial expressions</u></p>	<p>The student participated in the school play and correctly used 1 to 3/7 of the movements/ dialogue required. <u>vocal expression, inflection, projection, speaking style, dictation, gestures, facial expressions</u></p>	<p>The student participated in the school play and correctly used 4/7 of the movements/ dialogue required. <u>vocal expression, inflection, projection, speaking style, dictation, gestures, facial expressions</u></p>	<p>The student participated in the school play and correctly used 5 to 6/7 of the movements/ dialogue required. <u>vocal expression, inflection, projection, speaking style, dictation, gestures, facial expressions</u></p>	<p>The student participated in the school play and correctly used 7/7 of the movements/ dialogue required. <u>vocal expression, inflection, projection, speaking style, dictation, gestures, facial expressions</u></p>
<p><u>TEKS: 2D</u> <u>Student Project:</u> Create an individual script for a dramatic performance that</p>	<p>The student did not create an individual script for a dramatic performance</p>	<p>Student-created an individual script with 3 or fewer of the 6 stages of plot structure.</p>	<p>Student-created an individual script with 4 of the 6 stages of plot structure.</p>	<p>Student-created an individual script with 5 of the 6 stages of plot structure.</p>	<p>Student-created an individual script with 6 of the 6 stages of plot structure.</p>

<p>includes the six stages of plot structure: initial incident, preliminary event, rising action, climax, falling action, and denouement (conclusion)</p> <p><u>Evidence:</u> student-submitted dramatic script.</p>					
<p><u>Student Project:</u> Create a group script for a dramatic performance that includes the six stages of plot structure: initial incident, preliminary event, rising action, climax, falling action, and denouement (conclusion)</p> <p><u>Evidence:</u> student-submitted dramatic script, student-created survey of group members.</p>	<p>The student did not participate in creating a dramatic group project or script that contained less than four of the six stages of plot structure.</p>	<p>The student participated in the project and created a script with the group. Script included 4/6 stages of plot structure.</p>	<p>The student participated in the project and created a script with the group. Script included 5/6 stages of plot structure.</p>	<p>The student participated in the project and created a script with the group. Script included 6/6 stages of plot structure.</p>	<p>The student participated in the project by taking a leading role by checking the work of their peers, asking critical questions, and creating a script with the group. Script included 6/6 stages of plot structure.</p> <p>Students received excellent results on the peer survey.</p>
<p><u>TEKS:</u> 3B</p>	<p>The student did not create a rubric for</p>	<p>Student-created a rubric for lighting</p>	<p>Student-created a rubric for lighting and</p>	<p>Student-created a rubric for lighting and</p>	<p>Student-created a rubric for lighting and</p>

<p><u>Student Project(s):</u> The student will design a rubric for lighting and sound based on tone and environment. Students will use the rubric to highlight parts of a script where sound and lighting may change.</p> <p><u>Evidence:</u> Student-created lighting, and sound rubrics.</p>	<p>lighting and sound.</p>	<p>and sound based on tone and environment. The rubric was not applied properly to the script. The justification was not given on why sound or lighting should change for a given scene.</p>	<p>sound based on tone and environment. The rubric was not applied properly to the script. Justification was poorly given on why sound or lighting should change for a given scene.</p>	<p>sound based on tone and environment. The rubric was applied properly to the script. The justification was given, in a moderate amount of detail, on why sound or lighting should change for a given scene. The student is unable to verbally defend their suppositions.</p>	<p>sound based on tone and environment. The rubric was applied properly to the script. The justification was given, in a great amount of detail, on why sound or lighting should change for a given scene. The student was able to verbally defend their suppositions.</p>
<p><u>TEKS: 3B</u></p> <p><u>Student Project(s):</u> The student will design costumes for their character in the school performance using a self-created rubric based on the character they are creating. The student will then defend their costume design through a student panel process and implement feedback from the meeting.</p>	<p>The student did not design a rubric, participate in the panel process, or create a costume.</p>	<p>Student-created a rubric for their character and defended it on the panel. The student chose not to implement feedback from the panel. Student-created costumes outside the scope of the rubric or panel recommendations.</p>	<p>Student-created a rubric for their character and defended it on the panel. The student implemented some feedback from the panel. Student-created costume with some panel recommendations.</p>	<p>Student-created a rubric for their character and defended it on the panel. Students implemented more than half of the feedback from the panel. Student-created costume within the scope of panel recommendations.</p>	<p>Student-created a rubric for their character and defended it on the panel. Student implemented all feedback from the panel or was able to defend and justify to the panel why their recommendation would not be used. Student-created costume within the scope of panel recommendations.</p>

<p>The student then creates the costume.</p> <p><u>Evidence:</u> props created, pictures of make-up, costume design sketches.</p>					
<p><u>TEKS:</u> 3D</p> <p>Student Project: Create a presentation that explores the qualifications, pay, and job outlook for each of the following dramatic professions: Playwright, producer, director, actor, and choreographer</p> <p>Evidence: outline of research on job qualifications, pay, and job outlook for dramatic professions; presentations given over the professions and student reflection forms on each profession.</p>	<p>Student did not participate in the project.</p>	<p>Student created a presentation that explores 2 or fewer of the 5 dramatic professions. The student provided little evidence for job qualifications, pay, and job outlook.</p>	<p>Student created a presentation that explores 3 of the 5 dramatic professions. The student provided some evidence for job qualifications, pay, or job outlook, but not all three.</p>	<p>Student created a presentation that explores 4 of the 5 dramatic professions. The student provided sufficient evidence for job qualifications, pay, and job outlook.</p>	<p>Student created a presentation that explores 5 of the 5 dramatic professions. The student provided significant evidence for job qualifications, pay, and job outlook.</p>