

We are all Artists: The Model Curriculum Framework Project



Terminology and definitions



Curriculum



Four ways of approaching curriculum theory and practice:

1. Curriculum as a body of knowledge to be transmitted.
2. Curriculum as an attempt to achieve certain ends – students as “products.”
3. Curriculum as a process.
4. Curriculum as praxis.

Curriculum – a working definition:

**“An organized sequence of
learning experiences”**

Curriculum framework – a working definition:

A curriculum framework is a conceptual representation of the relationship between standards, instruction and curriculum. It provides a structure for educational programs by placing the focus on mastery of commonly agreed upon elemental knowledge and skills to attain fluency and artistic literacy through sequential instruction, while promoting life long learning.

Curriculum framework in Action

The Theatre curriculum framework encompasses three separate but equally important components: 2014 National Theatre Standards, agreed upon Elements & Principles of Theatre and ultimately, sample units of instruction.

Back to the “big picture”... defining the elements and principles

**Thinking in “School to Career”
terms, theatre education serves
two practical purposes:
It creates theatrically literate
consumers and it prepares future
practitioners of the art form**



**Unlike other arts educators,
theatre teachers have not
reached consensus on what is
or is not essential to achieving
either of those goals**

***We can't even agree upon
what to call what we do:***

Drama

Dramatic Arts

Theatre

Theatre Arts

Stagecraft...

One way to determine the essential components of an art form is to derive a set of “elements” and “principles”



Elements are the smallest components/building blocks that are present in all aspects of an art form in some way.



Principles are arrangements of elements that form the specific crafts/processes of the art form.



Visual Arts

Elements

Line

Shape/Form

Color

Value

Texture

Space/Perspective

Principles

Pattern

Rhythm/Movement

Proportion/Scale

Balance

Unity

Emphasis



Music

Elements

Duration

Intensity

Pitch

Timbre

Principles

Composition

Form

Genre

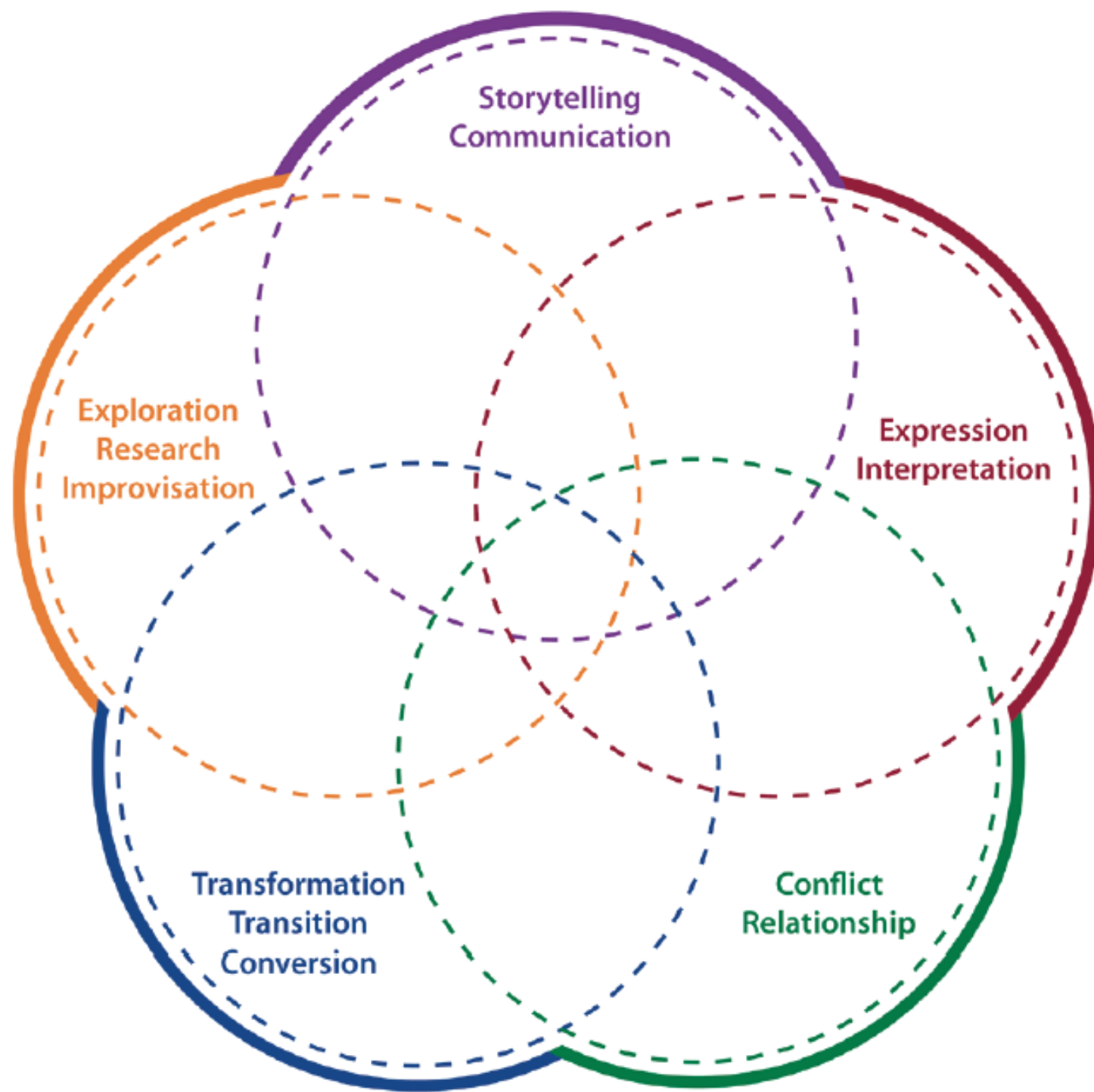
Harmony

Rhythm

Texture



Theatre Elements



Storytelling\Communication

(Creating dramatic literature)

Exploration/Research/Improvisation *(Preparation and Rehearsal Process)*

Transformation/Translation/Conversion

(Text-to-speech, characterization, etc.)

Expression/Interpretation

(Applying emphasis to express meaning)

Conflict/Relationship

(Primary motivator of dramatic action)

Combining the elements in various ways creates the component principles of the art form.




The principles reflect teachable skills and are the core of our model curriculum framework.



Theatre Principles






Acting: Behaving naturally within
the given dramatic and/or physical
circumstances

ACTIN




Designing: Creating the physical environment of a theatrical event



Writing: Creating/devising dramatic literature, analysis and criticism

WRITI



PRODUCING

Producing/directing: Preparing, directing and/or presenting theatrical events

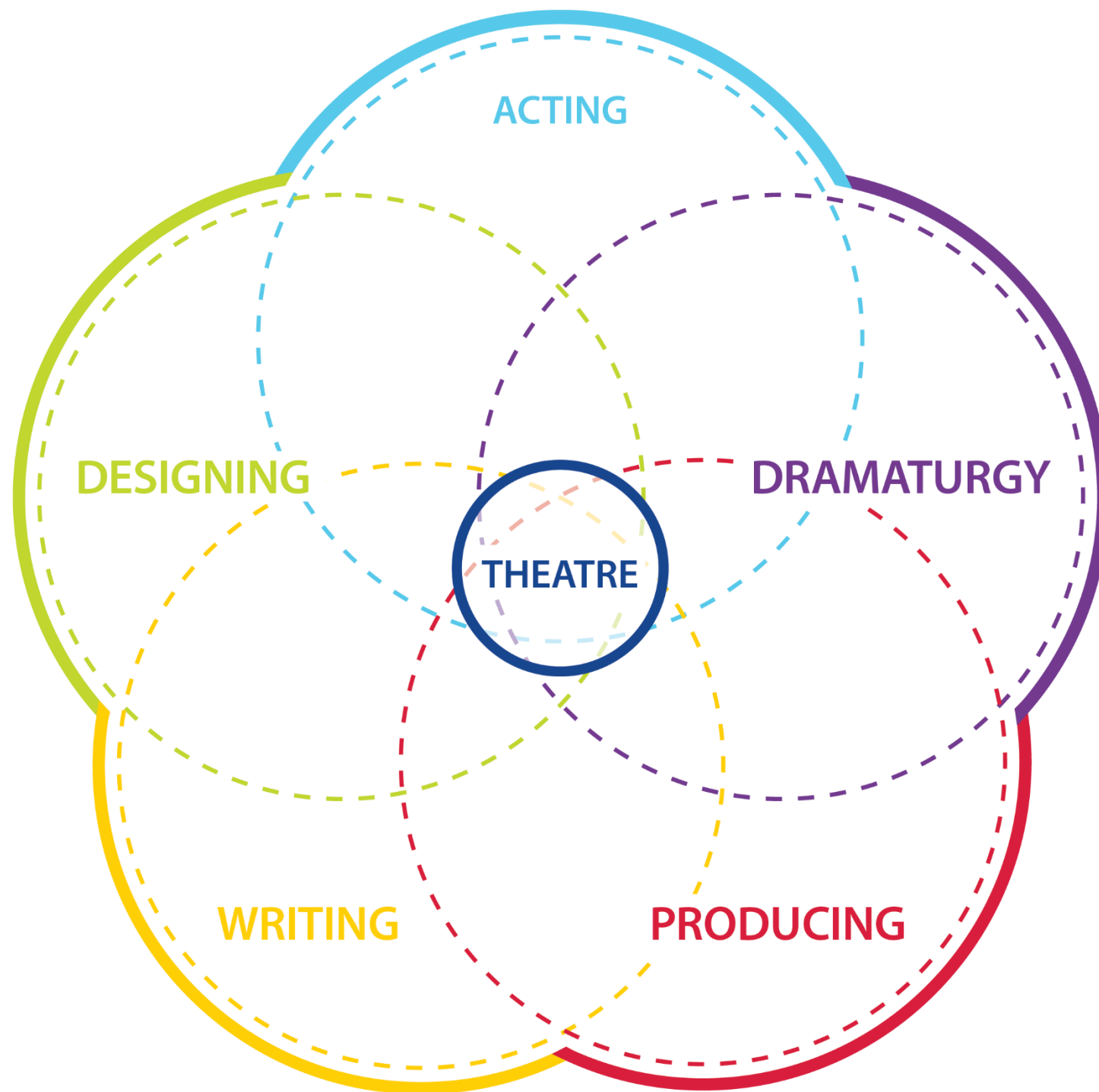


DRAMAT

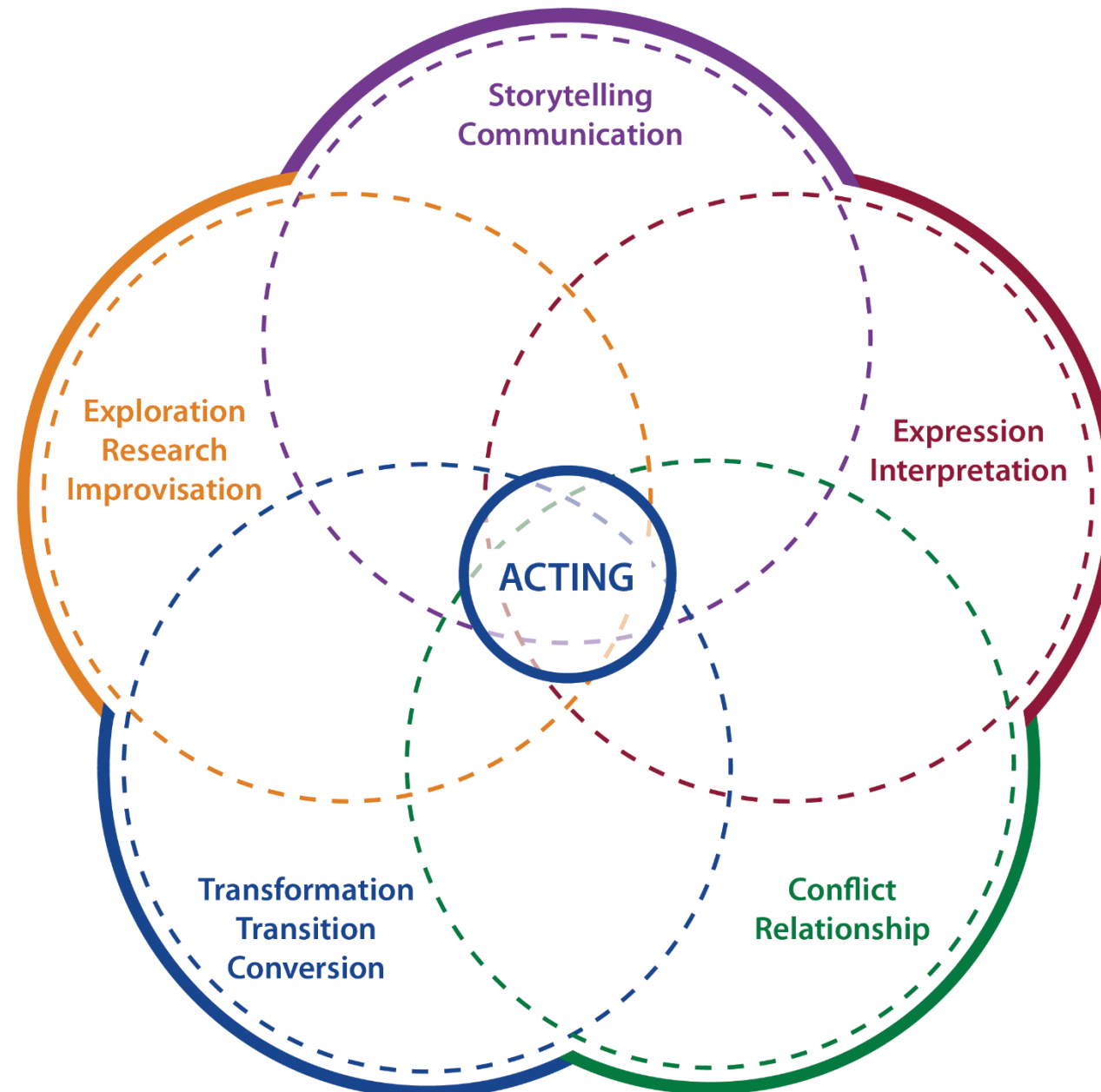
Dramaturgy: Applying specific research and study to support and inform the creation of theatrical work



The Principles interact...

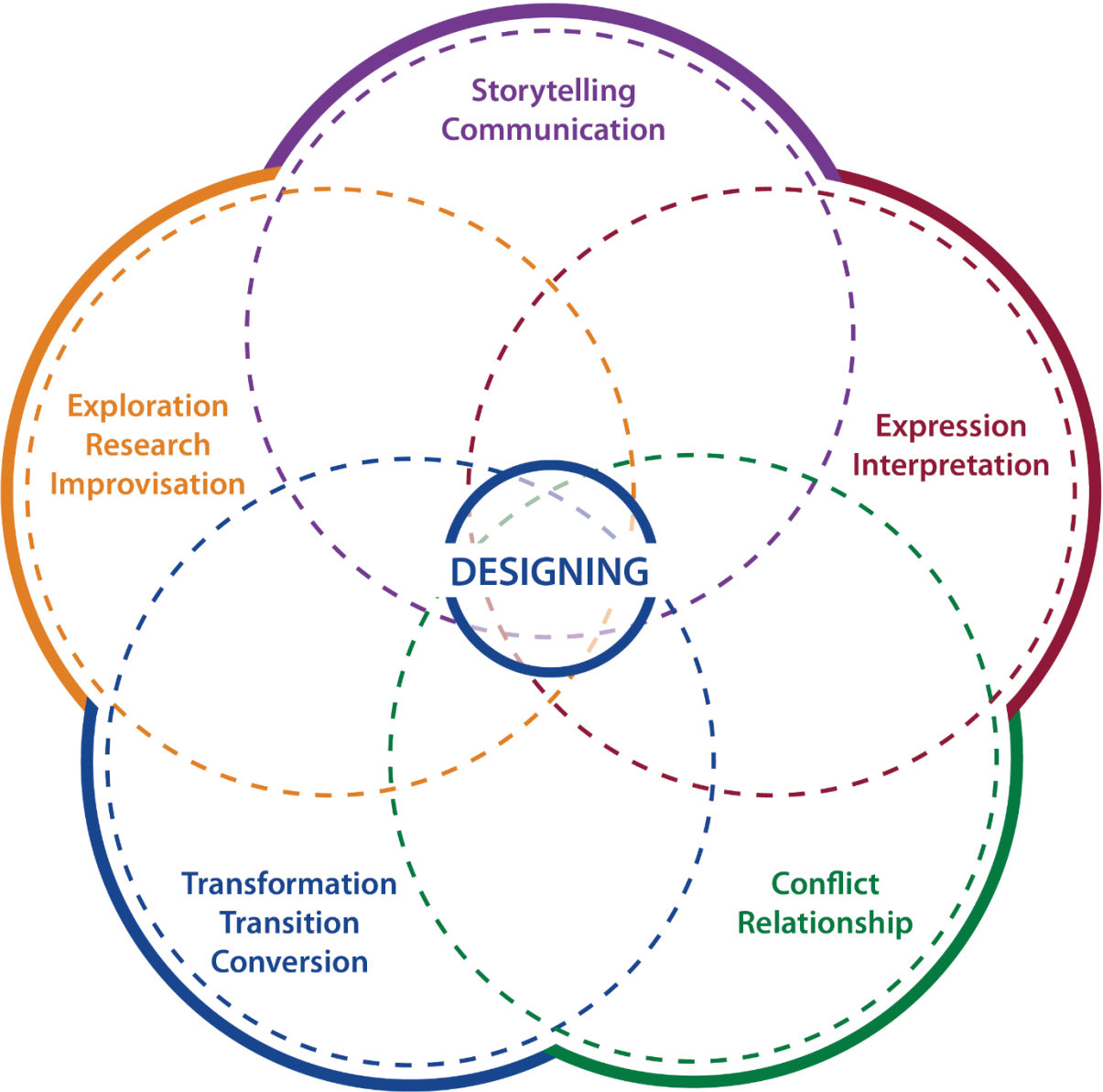


Acting





Designing



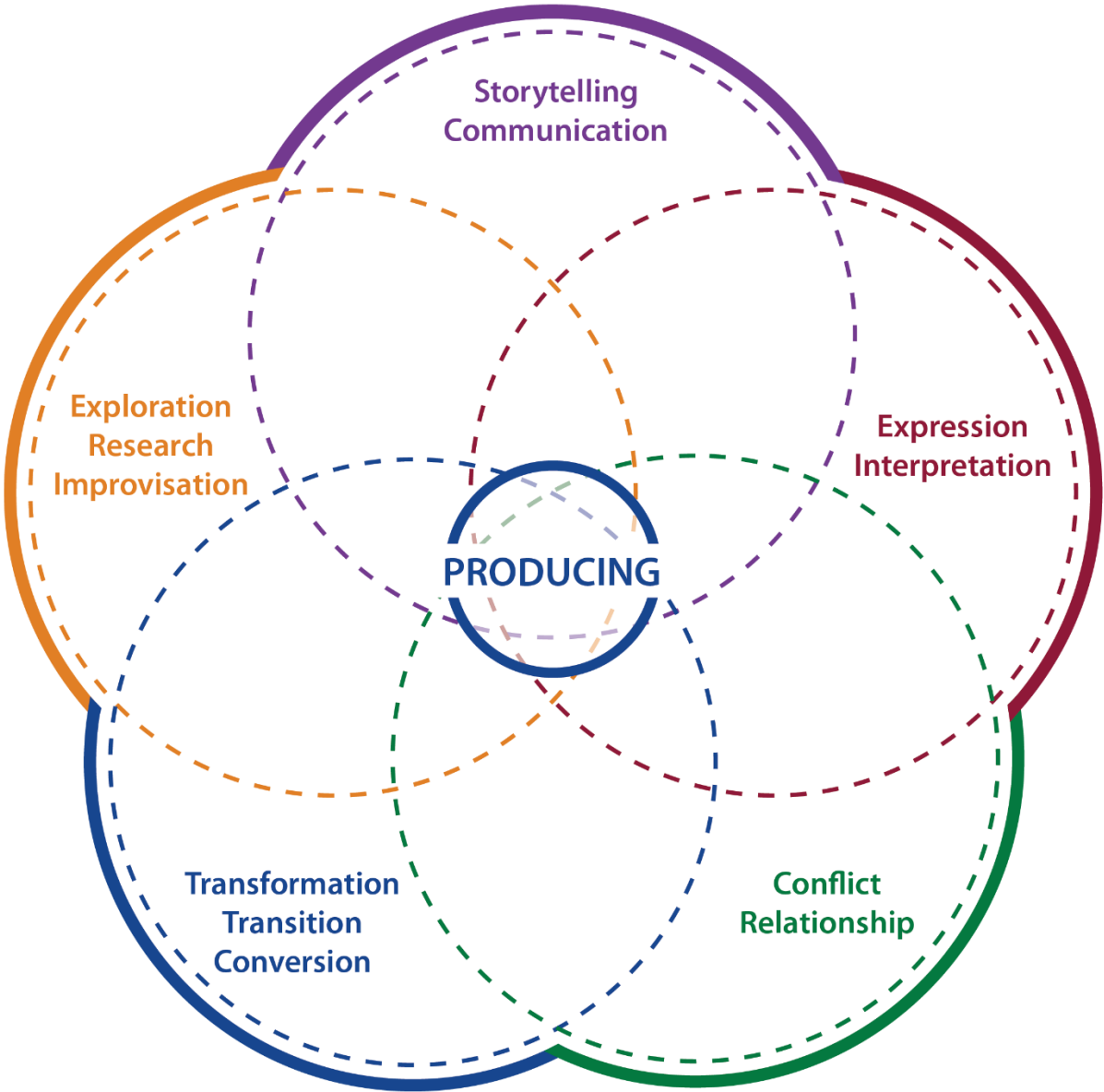


Writing



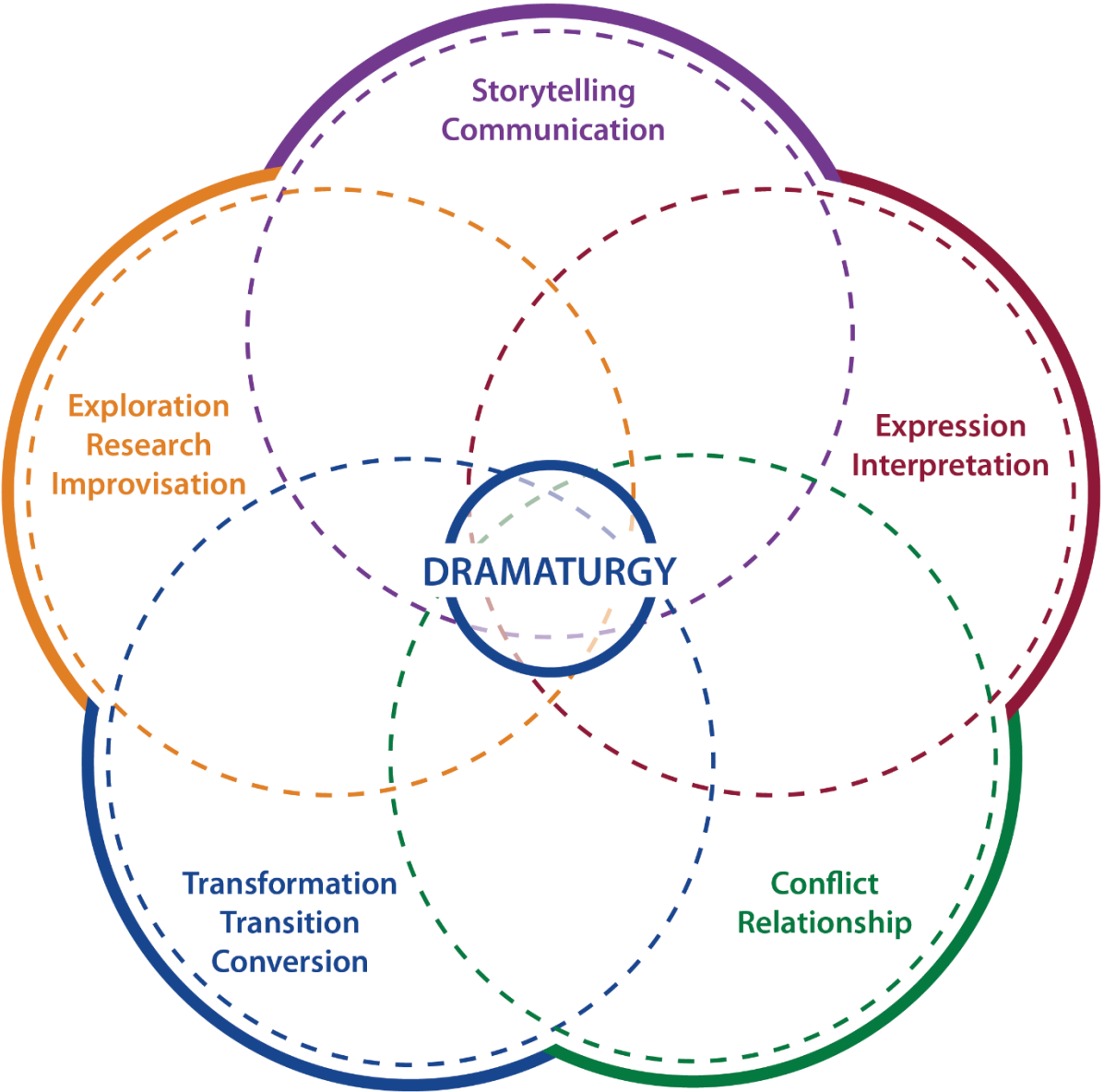


Producing/Directing





Dramaturgy





So how does this all tie together?

The conceptual framework pictured here articulates a structure emphasizing mastery of commonly agreed upon elemental knowledge and skills which lead to artistic literacy.



Mastery begins with the National Theatre Standards. The standards establish measurable learning goals Pre K – 12.



The elements and principles define the essential underlying concepts and competencies to focus instruction on need to know vs. nice to know.



Together the standards and elements and principles are used to create curriculum and assessments as represented by the books at the bottom of the image.

