

Theatre

Ninth– Twelfth Grade

Standards, Learning Expectations, and Performance Indicators

Course Description:

Students in high school theatre arts courses will study, write, research, critique, create, design, perform and participate in a variety of theatre-based learning experiences. Three levels of instruction are included in the following framework. This plan allows for a total of four years of theatre arts classes. The courses will include instruction in performance and design techniques, style, historical motifs and genres - creating performance-based experiences while using appropriate technology and media. These courses will develop critical thinking, creativity and aesthetic perception and will reinforce skills in leadership and collaboration. The program of study will generate a heightened sensitivity to the arts and will explore theatre's significance and influence on society.

Content Standard 1.0: Script Writing

Students will write scripts through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

Learning Expectations:

The student will

- 1.1 Understand the principles of script writing.
- 1.2 Examine life experiences and develop imaginary situations.
- 1.3 Demonstrate understanding of people, life, and story elements.
- 1.4 Participate in script writing by structuring the development and resolution of dramatic problems.
- 1.5 Explore dramatic situations through the creation of scripts.
- 1.6 Utilize language to express meaning, character, and subtext.
- 1.7 Utilize technical theatre elements in script writing.

Performance Indicators:

At Level 1, the student is able to

- collaborate and write original scenarios;
- improvise various characters;
- create written character sketches;
- write short scenarios following proper literary elements of plot development;
- identify dramatic situations;
- identify vernacular dialogue and subtext;
- identify stage directions, technical notations, and scenic elements in published dramatic literature.

At Level 2, the student is able to

- collaborate and write original scenes;
- improvise characters in various situations;
- create multiple characters and settings;
- write complete scenes with a beginning, middle, and end, following proper literary elements of plot development;
- write scenes employing dramatic situations;
- write scenes employing vernacular dialogue and subtext;
- use stage directions, technical notations, and scenic elements in short scenes.

At Level 3, the student is able to

- collaborate and write original scripts;
- improvise complex characters and environment;
- write scripts using complex characters in dynamic situations;
- write complete scripts following proper literary elements of plot development.
- create dramatic situations in script format;
- use vernacular dialogue and subtext in script to develop characters and situations;
- use stage directions, technical notations, and scenic elements in developed scripts.

Sample Performance Task:

The student will observe, over a period of one week, a variety of people in his or her personal life and record observations of mannerisms, situations, conversations, movement, etc., in a journal. The student will use the observations to create a short scenario involving two characters and a conflict, incorporating appropriate stage directions and dialogue.

Assessment: The teacher will read the script and use a teacher-developed rubric to check for appropriate use of dialogue, character motivation and development, and conflict.

Integration/Linkages:

Language Arts, Mass Media, Social Studies, Marketing, Advertising, Public Relations

Content Standard 2.0: Character Acting

Students will act by developing, communicating, and sustaining characters in improvisations and informal or formal productions.

Learning Expectations:

The student will

- 2.1 Use sensory perception to enact multi-faceted characters, recognizing individual differences.
- 2.2 Use emotional recall to interpret and communicate experiences as actor and viewer, recognizing individual differences.
- 2.3 Use imagination to form and to express thought, feeling, and character.
- 2.4 Use characters to develop situations and environments through individual and ensemble work.
- 2.5 Utilize improvisational skills and techniques in creating a character.
- 2.6 Develop skills of analysis in acting.
- 2.7 Identify and use vocal techniques to portray thought, feeling, and character as an integral element of theatre production.
- 2.8 Employ movement to express thought, feeling, and characterization.
- 2.9 Explore characterization through the use of various styles of acting.
- 2.10 Examine technical theatre elements to enhance characterization.

Performance Indicators:

At Level 1, the student is able to

- incorporate physical, emotional, and social dimensions of characters in monologues, duet, and improvised scenes;
- recreate characterization through observation;
- use imagination to improvise a character's thoughts and feelings;
- use improvised and scripted characters to explore resolutions to dramatic problems;
- use improvisational skills in creating a character;

- identify and examine ways to analyze a character;
- practice vocal techniques for volume and clarity;
- use movement to express thought, feeling, and character in theatre exercises and improvised scenes;
- differentiate between various styles of acting;
- recognize technical elements such as makeup, costuming, props, sound, lighting, set design, etc., and their ability to enhance character development.

At Level 2, the student is able to

- incorporate physical, emotional, and social dimensions of characters in scripted scenes from a variety of texts;
- create characterization as implied by the script;
- use imagination to develop a character's thoughts and feelings as implied through dialogue;
- use and develop improvised or scripted characters to explore resolutions to dramatic problems;
- employ improvisational skills as an acting tool;
- use analytical skills in developing characters for scripted scenes;
- practice vocal techniques to show characterization;
- use movement to express thought, feeling and character in scripted scenes;
- create characters using various styles of acting;
- demonstrate the use of technical theatre elements such as makeup, costumes, props, sound, lighting, set design, etc., to enhance characterization.

At Level 3, the student is able to

- incorporate physical, emotional, and social dimensions of characters using complete published scripts;
- create characterizations using complete published script;
- use imagination to develop a character's thoughts and feelings as implied through relationships developed in full-length scripts;
- use and develop improvised and scripted characters to explore resolutions to dramatic problems in ensemble settings;
- synthesize improvisational skills and techniques in creating complex characters;
- develop various approaches to characterizations and analyze the effectiveness of these approaches in full-length scripts;
- practice vocal techniques to show characterization as implied by the requirements of a script;
- use movement to express thought, feeling and character in ensemble work;
- compose and assess the effectiveness of various styles of acting in creating characters in a full-length framework;
- select technical elements and apply them to a specific character in a dramatic production.

Sample Performance Task:

Character Party: Each student will arrive in class for a simulated party as a character that has been previously established. They will interact focusing on relationships developed within the party environment for approximately 30 minutes. They must stand and mingle for the entire time while balancing a cup with liquid and a plate of food. Focus must be maintained. The teacher is invisible while circulating and noting character interaction.

Assessment: Teacher observation, self-evaluation and peer discussion in relationship to teacher-made rubric.

Integration/Linkages:

Social Studies, Language Arts, Public Relations, Mass Media, Advertising, Marketing, Social Work, Psychology, Criminology

Content Standard 3.0: Scene Design

Students will design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions.

Learning Expectations:

The student will

- 3.1 Understand processes, techniques, terminology and materials of technical theatre and theatre management.
- 3.2 Develop a positive sense of self through theatrical collaboration.
- 3.3 Understand and analyze theatre management positions.
- 3.4 Understand and analyze theatre design positions.
- 3.5 Demonstrate knowledge of theatre as a profession and as an avocation.

Performance Indicators:

At Level 1, the student is able to

- o identify technical and management elements in creating theatrical effects to enhance dramatic activities;
- o demonstrate a confidence in abilities through various theatrical roles and responsibilities;

- demonstrate knowledge of box office, advertising, house management and other related positions;
- demonstrate knowledge of design in scenery, costuming, sound, lighting, props, and makeup, as well as knowledge of stage management and other related positions;.
- demonstrate knowledge of theatre as a profession and as an avocation.

At Level 2, the student is able to

- contribute to dramatic works by creating technical and theatre management designs;
- collaborate as part of a team to complete various technical roles and responsibilities;
- apply knowledge of box office, advertising, house management and other related positions;
- explore theatre design positions as a participant;
- compare and contrast professional and avocational possibilities.

At Level 3, the student is able to

- create technical and theatre management requirements for a dramatic production;
- demonstrating effective leadership in organizing and overseeing the work of a technical crew, team or staff;
- organize and manage a theatrical management component of a production;
- design and execute requirements for a design element of production;
- explore various career opportunities as a participant in dramatic production.

Sample Performance Task:

The student will evaluate a scene and design lighting, sound, and set for the piece. S/he will present lighting plot, set design art work, and sound effects to the class as an oral exam.

Integration/Linkages:

Math, Sciences, Visual Arts, Dance, Vocal and Instrumental Music, Mass Media, Directing, Technical Theatre Positions, Careers and Vocations, Construction

Content Standard 4.0: Directing

Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

Learning Expectations:

The student will

- 4.1 Understand the functions and responsibilities of the director.
- 4.2 Develop leadership and collaborative skills through directing formal and informal productions.
- 4.3 Explore solutions to acting, technical theatre, and theatre production problems and evaluate consequences and implications.
- 4.4 Understand the principles of stage movement as an integral element of theatre production.
- 4.5 Analyze a dramatic text to determine appropriate production values.

Performance Indicators:

At Level 1, the student is able to

- identify and examine the various responsibilities of a director when directing a play;
- identify and demonstrate those leadership and collaborative skills that a director utilizes in the creation of a production;
- propose solutions to various problems in published scripts that a director may face in the creation of a production;
- identify and demonstrate various forms of stage movement such as blocking, choreography, gesture, mime, etc;
- identify and demonstrate a variety of genres, periods, and styles as they relate to the directing process.

At Level 2, the student is able to

- direct a short scene;
- Utilize effective leadership and collaborative skills in directing classroom scene work;
- direct a short scene and find solutions to problems inherent in the production process;
- incorporate appropriate stage movement in directing a scene;
- direct a scene demonstrating an understanding of the appropriate use of genres, periods, and styles.

At Level 3, the student is able to

- direct an ensemble work;

- direct an ensemble work employing those leadership and collaborative skills used during the production process;
- direct an ensemble work and find solutions to problems inherent in the production process;
- incorporate appropriate stage movement in an ensemble work;
- direct an ensemble work demonstrating an understanding of the appropriate use of genres, periods, and styles.

Sample Performance Task:

The student will choose a short scene from a play. He or she will audition and cast the scene, create a rehearsal schedule, floor plan, and appropriate blocking for the scene. The scene will be presented for the class for critical analysis.

Assessment: The teacher will evaluate the planning, rehearsal, and performance of the scene, using a teacher-designed rubric.

Integration/Linkages:

Math, Visual Arts, Language Arts, Directing, Leadership Skills, Technical Theatre, Human Resources, Management

Content Standard 5.0: Research

Students will research by evaluating and synthesizing cultural and historical information to support artistic choices.

Learning Expectations:

The student will

5.1 Understand, compare, and contrast various genres and periods of dramatic literature.

5.2 Discover and explore the contributions of people in a multi-cultural society in the development of theatre.

5.3 Examine historical motifs and themes of theatre.

Performance Indicators:

At Level 1, the student is able to

- identify various theatre genres and historical periods;
- identify multi-cultural contributions to theatre;
- identify historical motifs and themes of theatre.

At Level 2, the student is able to

- compare and contrast historical concepts in theatre;
- compare and contrast contributions of various cultures to the development of theatre;
- compare and contrast the historical motifs and themes of theatre.

At Level 3, the student is able to

- compare and contrast historical concepts in formal and informal theatre, film, television and electronic media;
- compare and contrast knowledge of multi-cultural influence in formal and informal theatre, film, television and electronic media;
- compare and contrast historical motifs and themes in formal and informal theatre, film, television and electronic media.

Sample Performance Tasks:

Research and create a character from chosen cultures and historical periods. Students select a character from a formal script and prepare an oral presentation defending their artistic choices. Assessment is based on accuracy of research and oral presentation.

Integration/Linkage:

Humanities, Social Studies, Language Arts, Foreign Language Studies, Sociology, Political Science, International Studies

Content Standard 6.0: Theatrical Presentation

Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

Learning Expectations:

The student will

- 6.1 Examine dramatic productions as a synthesis of all the arts.

6.2 Integrate the knowledge of other traditional arts into the creation of dramatic productions.

6.3 Integrate the knowledge of non-traditional new and emerging technological art forms into the creation of dramatic productions.

6.4 Understand elements of various arts forms.

6.5 Explore technical theatre as a means of integrating traditional and non-traditional art forms.

6.6 Achieve ensemble in performance works.

Performance Indicators:

At Level 1, the student is able to

- recognize various art forms used in theatre;
- identify various art forms in dramatic activities;
- identify and research innovative technology such as film, video, and computer technology in the creation of dramatic productions;
- describe the elements of various art forms;
- recognize the technical possibilities of a performance;
- define the components of artistic collaboration in the integration of traditional and non-traditional works.

At Level 2, the student is able to

- demonstrate and evaluate various art forms used in theatre;
- Analyze and evaluate various art forms in dramatic activities;
- experience innovative technology such as film, video, and computer technology in the creation of theatre productions;
- compare and contrast elements of various art forms;
- compare and contrast technical aspects of a performance work;
- compare and contrast the components of artistic collaboration

At Level 3, the student is able to

- compare and contrast various art forms used in theatre;
- design various art forms to be used in the creation of dramatic productions;
- experiment with innovative technology such as film, video, and computer technology in the creation of dramatic productions;
- assess the effectiveness of the integration of various art forms;
- create the technical aspects of performance works;
- create a performance work integrating traditional and non-traditional art forms.

Sample Performance Task:

Using a specific piece of literature chosen by the teacher, the students will work in groups to video a performance that integrates traditional and non-traditional art forms. Students will then present the video and lead an oral discussion of the video examining the effectiveness of the choices.

Assessment: Using a rubric developed jointly by the students and the teacher, both the production and the oral presentation will be evaluated.

Integration/Linkages:

Visual Arts, Music, Dance, Mass Media, Television Production, Performance Art, Computer Technology, Creative Writing

Content Standard 7.0: Scene Comprehension

Students will analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions.

Learning Expectations:

The student will

7.1 Respond to a variety of theatrical experiences as an effort to interpret, intensify and ennoble human experience.

7.2 Expand the depth and scope of aesthetic judgment by experiencing informal and formal theatre, film, television, and electronic media productions and theatre of diverse styles, periods, and genres.

7.3 Understand the role of the audience in creating a theatrical experience.

Performance Indicators:

At Level 1, the student is able to

- experience a variety of informal and formal theatre, film, television, and electronic media productions for the purpose of analysis and critique;
- identify and examine aesthetic qualities inherent in a variety of informal and formal theatre, film, television, and electronic media productions;
- identify and demonstrate appropriate audience behaviors.

At Level 2, the student is able to

- compare and contrast a variety of short informal and formal theatre, film, television, and electronic media productions for the purpose of analysis and critique;
- compare and contrast aesthetic qualities inherent in a variety of short informal and formal theatre, film, television, and electronic media productions;
- explore a variety of ways to engage the audience in interactive experiences utilizing short informal and formal theatre, film, television, and electronic media productions.

At Level 3, the student is able to

- compare and contrast a variety of full-length works of theatre, film, television, and electronic media productions for the purpose of analysis and critique;
- compare and contrast aesthetic qualities inherent in a variety of full-length informal and formal theatre, film, television, and electronic media productions;
- explore a variety of ways to engage the audience in interactive experiences utilizing full-length informal and formal theatre, film, television, and electronic media productions

Sample Performance Task:

The student will select a piece of work that has been produced in two different mediums. For example, he might watch a live performance and the film version of To Kill a Mockingbird. He will then compare and contrast the two dramatic works from an aesthetic standpoint with a particular emphasis on the distinctions in form, style, dialogue, and setting.

Assessment: The teacher will assess the student's understanding and appropriate use of form, style, dialogue, and setting as each relates to its particular art form.

Integration/Linkages:

Visual Art, Social Studies, Language Arts, Humanities, Sociology

Content Standard 8.0: Context

Students will understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

Learning Expectations:

The student will:

8.1 Understand dramatic conventions and theatre genres throughout history.

8.2 Discover and explore historical motifs and themes.

8.3 Understand the role of theatre, film, television and electronic media on society throughout history.

Performance Indicators:

At Level 1, the student is able to

- identify dramatic conventions and theatre genres throughout history;
- identify historical motifs and themes within a dramatic performance;
- identify the effect of various dramatic experiences and their impact on society.

At Level 2, the student is able to

- compare and contrast dramatic conventions and theatre genres throughout history;
- compare and contrast historical motifs and themes within a dramatic performance;
- compare and contrast the effect of various dramatic experiences and their impact on society.

At Level 3, the student is able to

- evaluate dramatic conventions and theatre genres throughout history;
- evaluate historical motifs and themes within a dramatic performance;
- evaluate the effect of various dramatic experiences and their impact on society.

Sample Performance Task:

Given a classical work of theatrical literature such as Antigone, each student group will be given a scene and historical/technical medium such as movie, soap opera, Shakespearean or classical style and expected to produce the scene in that medium. Assessment is based on a rubric established for the project.

Integration/Linkages:

Social Studies, Art, Language Arts, Humanities, Sociology, Television Production, Animation, Film Making, Broadcasting