

Theatre Arts

HIGH SCHOOL

STANDARD 1

The student will acquire the knowledge and skills necessary to create, to perform and to respond effectively to the arts.

To meet this standard, the student will:

Benchmark HS.1.1: Develop sensory perception

Indicators:

- HS.1.1.1 Expand interpretation of sensory perception as actor and viewer
- HS.1.1.2 Explore interactive relationships among characters
- HS.1.1.3 Recognize subtle emotional expression which conveys meaning
- HS.1.1.4 Define resolution in terms character transformation
- HS.1.1.5 Discuss cultural and social attitudes

Benchmark HS.1.2: Understand use of creativity in playmaking and communication

Indicators:

- HS.1.2.1 Respond with thought and feeling through their character in group process with new ideas and acceptance of ideas
- HS.1.2.2 Expand reactions to stimuli through scene work
- HS.1.2.3 Understand scene and character motivation and transformations
- HS.1.2.4 Discuss preparation and evaluation criteria

Benchmark HS.1.3: Develop understanding of movement in the drama process

Indicators:

- HS.1.3.1 Practice physical warm-ups to develop relaxation, concentration, coordination, and flexibility
- HS.1.3.2 Understand use of energy and space concepts in ensemble work
- HS.1.3.3 Select physical attributes and movement qualities of characters
- HS.1.3.4 Use movement to interpret psychological motivation
- HS.1.3.5 Develop a sense of blocking toward character relationship

Benchmark HS.1.4: Explore use of language, and recognize and develop voice for expression, thought, and meaning

Indicators:

- HS.1.4.1 Expand use of language to define characters
- HS.1.4.2 Understand vocal mechanism to project voice audibly, clearly and without strain
- HS.1.4.3 Blend vocal and physical expression to interpret characters
- HS.1.4.4 Incorporate point of view, attitudes, and ideas into a personal frame of reference
- HS.1.4.5 Discover connotative and denotative meanings of language in a dramatic text
- HS.1.4.6 Expand extemporized dialogue
- HS.1.4.7 Express abstract ideas and concepts regarding theatre

Key: 1, Grade 1, Standard 1.1, Benchmark 1.1.1, Indicator

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Benchmark HS.1.5: Expand interpersonal and communication skills, and heighten understanding of self-concept

Indicators:

- HS.1.5.1 Understand importance of careful and thorough preparation
- HS.1.5.2 Discover personal and artistic discipline required in the collaborative process
- HS.1.5.3 Participate in a variety of audience/actor situations
- HS.1.5.4 Evaluate theatre experience with social and philosophical personal concerns

Benchmark HS.1.6: Understand and analyze dramatic elements

Indicators:

- HS.1.6.1 Discuss methods used to present themes
- HS.1.6.2 Analyze and interpret dialogue for appropriateness to situation, style, period, and characterization
- HS.1.6.3 Analyze texts and determine visual elements of spectacle needed to convey author's intent
- HS.1.6.4 Discuss theatrical conventions such as asides and soliloquies
- HS.1.6.5 Explore a range of dramatic theatrical criticism
- HS.1.6.6 Discuss how theatrical activity allows perception of the strengths and possibilities of human potential
- HS.1.6.7 Discuss scenes and plays in terms of criticism studies and personal criteria established

Benchmark HS.1.7: Respond to and interpret diverse theatrical experiences

Indicators:

- HS.1.7.1 Identify available theatre opportunities within education, the community, and professionally
- HS.1.7.2 Discuss aspects of theatrical collaboration and audience collaboration
- HS.1.7.3 Differentiate between personal likes and dislikes and the aesthetic merits of theatrical productions
- HS.1.7.4 Expand personal criteria to evaluate theatre experiences including intent, structure, effectiveness, and worth

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STANDARD 2

The student will *apply the creative process with arts knowledge and skills to reason and solve problems*

To meet this standard, the student will:

Benchmark HS.2.1: Develop and expand skills for individual and group problem-solving

Indicators:

- HS.2.1.1 Explore resolutions to dramatic problems and evaluate consequence and implications
- HS.2.1.2 Develop and use criteria to evaluate scenes and characters
- HS.2.1.3 Develop intuitive, analytical, and reflective evaluation for artistic choices
- HS.2.1.4 Compare a variety of performance modes and settings

Benchmark HS.2.2: Apply dramatic concepts to play production and playwriting

Indicators:

- HS.2.2.1 Write and perform scenes and short plays integrating content and form
- HS.2.2.2 Understand role of playwright as collaborating artist with director, actors, designers, and technicians
- HS.2.2.3 Compare conventions of theatre, film, radio, television, and emerging technologies
- HS.2.2.4 Evaluate plots for plays based on existing scripts, stories, news events, life experiences
- HS.2.2.5 Collaborate to create original scenes developing character, human interaction, conflict, and resolution
- HS.2.2.6 Apply research from print and non-print sources to script writing, acting, design and directing choice

Benchmark HS.2.3: Understand the role of directing in the theatre process

Indicators:

- HS.2.3.1 Understanding role of director as maker of creative choices, as unifying force toward production, and as a theatre educator
- HS.2.3.2 Recognize the director's responsibility to the script, actors, designers, technicians, and audience
- HS.2.3.3 Direct by interpreting dramatic texts and organizing and conducting rehearsals for informal and formal productions
- HS.2.3.4 Develop multiple interpretation and visual and aural production choices for scripts and production ideas and choose those that are the most interesting
- HS.2.3.5 Justify selections of text, interpretation, and visual and aural artistic choices
- HS.2.3.6 Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark HS.2.4: Understand and apply technical elements to the theatre process

Indicators:

- HS.2.4.1 Explore processes for design, construction, acquisition, and operation of scenery, properties, lighting, sound, costumes, and make-up in theatre production
- HS.2.4.2 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements
- HS.2.4.3 Develop designs that use visual and aural elements to convey environments that clearly support the text
- HS.2.4.4 Apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup
- HS.2.4.5 Design coherent stage management, promotional, and business plans

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STANDARD 3

The student will use the elements of theatre arts to communicate ideas and feelings

To meet this standard, the student will:

Benchmark HS.3.1: Develop and expand interpersonal skills and collaboration skills

Indicators:

- HS.3.3.1 Understand and encourage role of ensemble
- HS.3.3.2 Examine and manage personal emotions as person and performer
- HS.3.3.3 Accept and adjust to others' creative ideas
- HS.3.3.4 Identify ways to improve interpersonal relationships as person and performer
- HS.3.3.5 Participate in variety of public performance as audience member
- HS.3.3.6 Examine interpersonal relationship among literary characters
- HS.3.3.7 Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and in daily life

Benchmark HS.3.2: Explore and expand dramatic concepts through improvisation

Indicators:

- HS.3.2.1 Use improvisation as an approach to scripted material
- HS.3.2.2 Improvise within defined styles with voice, action, gesture, and subtext
- HS.3.2.3 Understand audience role in improvisation
- HS.3.2.4 Expand character relationships, plot action, and literary theme through improvisation

Benchmark HS.3.3: Explore and expand methods and techniques for characterization

Indicators:

- HS.3.3.1 Expand analysis and interpretation in creating characters
- HS.3.3.2 Identify main objectives, action, and obstacles
- HS.3.3.3 Interpret dialogue with appropriate vocal qualities and techniques
- HS.3.3.4 Improvise language and actions to define character objectives and situations
- HS.3.3.5 Analyze text for physical, social, and psychological dimensions
- HS.3.3.6 Determine character function within the script
- HS.3.3.7 Compare and demonstrate various classical and contemporary acting techniques and methods
- HS.3.3.8 In an ensemble, create and sustain characters that communicate with audiences

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 4

The student will *understand how the arts connect to other subject areas, life, and work*

To meet this standard, the student will:

Benchmark HS.4.1: Develop an awareness of multicultural concepts, dramatic and literary genres, and theatre conventions

Indicators:

- HS.4.1.1 Explore theatre history through dramatic literature
- HS.4.1.2 Identify ways in which theatre practitioners in different cultures and time periods have used motifs and themes which remain appropriate and prominent
- HS.4.1.3 Identify theatre contributors of different cultures and historical periods
- HS.4.1.4 Recognize that drama is a major form of literature and that some of the world's greatest writers have written for the stage
- HS.4.1.5 Understand how theatrical expression is one index to the artistic and social values and accomplishments of civilization
- HS.4.1.6 Explore character roles and settings depicted in dramatic historical literature
- HS.4.1.7 Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present
- HS.4.1.8 Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts
- HS.4.1.9 Identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods
- HS.4.1.10 Identify cultural and historical sources of American theatre and musical theatre
- HS.4.1.11 Analyze the effect of their own cultural experiences on their dramatic work

Benchmark HS.4.2: Compare and contrast theatre with life situations

Indicators:

- HS.4.2.1 Analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions
- HS.4.2.2 Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues
- HS.4.2.3 Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement
- HS.4.2.4 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices
- HS.4.2.5 Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions
- HS.4.2.6 Reflect upon personal and universal meanings in theatre
- HS.4.2.7 Identify motifs, symbols, and metaphors in theatrical activity and relate to personal experience
- HS.4.2.8 Apply a definition of universality to the validity of the themes of plays read and seen
- HS.4.2.9 Discuss differences in knowing and feeling that exist when performing and seeing a play

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark HS.4.3: Understand roles and careers for theatre

Indicators:

- HS.4.3.1 Explore in depth selected occupations in theatre
- HS.4.3.2 Assess relationship of personal interest and abilities to selection of theater as a career
- HS.4.3.3 Become familiar with the range of careers in theatre
- HS.4.3.4 Define qualifications and skills required to enter various theatre occupations
- HS.4.3.5 Explore various aspects of theatre production through classroom and out-of-classroom theatre activities

Benchmark HS.4.4: Understand and explore the relationship between theatre and other art forms

Indicators:

- HS.4.4.1 Discuss how aesthetic learning involves artistic action which is dramatic in nature
- HS.4.4.2 Recognize that visuals, sounds, movement, and words are unique ways of presenting ideas and feelings, which are manifested through theatre and all of the arts
- HS.4.4.3 Use the symbol system of theatre and the other arts to develop metaphoric and symbolic thought
- HS.4.4.4 Use theatre and the other arts to synthesize ideas and feelings concerning objective facts
- HS.4.4.5 Draw legitimate connections between theatre and the other arts through careful analysis of similarities and differences
- HS.4.4.6 Examine theatre as a synthesis of all of the arts
- HS.4.4.7 Describe and compare the basic nature, materials, elements, and means of communicating in theatre, dance, music, and the visual arts
- HS.4.4.8 Determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre
- HS.4.4.9 Illustrate the integration of several arts media in informal presentations