

Theatre Arts

MIDDLE 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 MS.1.1: Develop sensory perception

Indicator:

- MS.1.1.1 Recognize and discuss individual differences in sensory perception and emotional states
- MS.1.1.2 Understand importance of point-of-view in scene development and evaluation
- MS.1.1.3 Explore psychological motivation for plot and character
- MS.1.1.4 Discuss value of differing perceptions among individuals

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

Indicators:

- MS.1.2.1 Respond to and build on ideas of others in improvisation
- MS.1.2.2 Develop trust in one's intuition through spontaneous dramatic interaction
- MS.1.2.3 Explore different methods to build and sustain characters
- MS.1.2.4 Understand creative and collaborative roles in performing scenes
- MS.1.2.5 Expand understanding of plot and scene movement and consistency

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

Indicators:

- MS.1.3.1 Understand and explore facial expression and body movement to express character and mood
- MS.1.3.2 Understand the impact of space and blocking
- MS.1.3.3 Define movements to respond to other characters' actions and dialogue
- MS.1.3.4 Understand importance of action and reaction in planning and enacting ensemble improvisations and scripted scenes

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

Indicators:

- MS.1.4.1 Use language to represent self in relation to others
- MS.1.4.2 Merge verbal and nonverbal aspects to motives of the role
- MS.1.4.3 Express evaluation of dramatic activities to expanded specific criteria
- MS.1.4.4 Expand scene dialogue with understanding of setting, situation, and character
- MS.1.4.5 Expand verbal adaptability and vocal expression in character development
- MS.1.4.6 Understand components of voice mechanism

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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

Indicators:

- MS.1.5.1 Demonstrate roles of leader and follower
- MS.1.5.2 Understand compromise and modify plans to solve problems
- MS.1.5.3 Understand how to respond to criticism and to give positive criticism
- MS.1.5.4 Become aware of and encourage the collaborative role of all participants
- MS.1.5.5 Question and expand personal attitudes
- MS.1.5.6 Acknowledge personal achievements, needs, and areas for improvement

Benchmark MS.1.6: Understand and analyze dramatic elements

Indicators:

- MS.1.6.1 Discuss rising actions, climax, conclusion, and denouement
- MS.1.6.2 Express the central ideas of stories and plays in clear, concise statements
- MS.1.6.3 Create and interpret dialogue appropriate to characters and situation
- MS.1.6.4 Expand use of sets, properties, lighting, costume, and make-up in creating characters and scenes
- MS.1.6.5 Investigate and compare different theatre genres
- MS.1.6.6 Explore ways in which experience with diverse theatre activities enrich artistic, intellectual, social, and spiritual responses
- MS.1.6.7 Discuss how the whole of an artistic experience is more than the sum of its parts
- MS.1.6.8 Develop personal criteria for evaluating theatre experiences
- MS.1.6.9 Share and understand others' criteria for evaluation

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

Indicators:

- MS.1.7.1 Express how character traits are illustrated by dialogue and movement in performances viewed
- MS.1.7.2 Discuss how themes are portrayed and highlighted throughout specific productions
- MS.1.7.3 Discuss the believability of characters, scenes and plays
- MS.1.7.4 Expand perceptions and personal criteria for evaluating theatre experiences
- MS.1.7.5 Discuss plot structures and how characters move the action
- MS.1.7.6 Express how character relationship relates to the conflict and resolution of the story
- MS.1.7.7 Describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

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

Indicators:

- MS.2.1.1 Enact consequences of a character's or group's decision
- MS.2.1.2 Test feasibility of alternative solutions through improvisation
- MS.2.1.3 Explore implications of action and decision of characters
- MS.2.1.4 Invent and enact logical and believable solutions to fictional and real life problems

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

Indicators:

- MS.2.2.1 Write and perform scenes using dramatic form
- MS.2.2.2 Recognize unique formal characteristics of the dramatic script, including narrative description, internal views, thought processes, stage direction, action, and dialogue
- MS.2.2.3 Convert material from the narrative mode to the dramatic mode
- MS.2.2.4 Practice writing dialogue which reveals character motivation, advances action, provides exposition, and reveals social and psychological themes

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

Indicators:

- MS.2.3.1 Understand role of director as collaborating artist (with the playwright, actors, designers, and technicians), as primary interpreter of the script, as creator of stage movement, and as problem-solver and decision-maker
- MS.2.3.2 Direct scenes with sensitivity to all participants

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

Indicators:

- MS.2.4.1 Select specific scenic elements to represent a visual environment
- MS.2.4.2 Use properties suitable to character and situation
- MS.2.4.3 Use sound and lighting to focus attention and establish mood
- MS.2.4.4 Use costumes and makeup suitable to character and situation

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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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 MS.3.1: Develop and expand interpersonal skills and collaboration skills

Indicators:

- MS.3.1.1 Balance personal needs with social responsibilities and requirements of the dramatic situation
- MS.3.1.2 Share perceptions of self and others
- MS.3.1.3 Express and deal with emotions as person and as character
- MS.3.1.4 Constructively deal with competition and conflict
- MS.3.1.5 Accept group decisions
- MS.3.1.6 Assume leadership roles
- MS.3.1.7 Understand need for ensemble playing in rehearsal and performance
- MS.3.1.8 Explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy and empathy apply in theatre and daily life

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

Indicators:

- MS.3.2.1 Demonstrate attitude changes and various viewpoints through role-playing
- MS.3.2.2 Confront various personal behaviors through role playing and role reversal
- MS.3.2.3 Expand verbal and nonverbal character techniques
- MS.3.2.4 Expand interpretation and add detail to characters, theme, plot movement, and text
- MS.3.2.5 Apply performance techniques in an improvisational theatre production

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

Indicators:

- MS.3.3.1 Incorporate physical, emotional, and social dimensions of characters
- MS.3.3.2 Identify the objective of a character in a given scene
- MS.3.3.3 Improvise language and action appropriate to characters objectives and situations
- MS.3.3.4 Discover characters' internal and external motivations for action
- MS.3.3.5 Begin to create three-dimensional characters

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

Indicators:

- MS.4.1.1 Explore motifs and themes in theatre
- MS.4.1.2 Discover how theatrical heritage is preserved in dramatic texts, traditions, and conventions
- MS.4.1.3 Recognize universality of character, situation, and motivation in theatre across cultures
- MS.4.1.4 Recognize roles of women, ethnic groups, the aged, and handicapped in dramatic literature as a reflection of the value of the society which produced the play
- MS.4.1.5 Discover and recognize conflict as a dominant motif in theatre and dramatic literature
- MS.4.1.6 Explore movement and dialogue of historical figures in different culture

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

Indicators:

- MS.4.2.1 Identify similar themes in stories, plays, television, film, and real life
- MS.4.2.2 Relate theatrical themes to personal experiences
- MS.4.2.3 Explain how plays, television, and film imitate life and exaggerate specific life aspects
- MS.4.2.4 Explain how plays, television, and film are different from real life
- MS.4.2.5 Perform and define specific aspects of scripts and scenes which imitate life characters, situations, social conventions, and attitudes

Benchmark MS.4.3: Understand roles and careers for theatre

Indicators:

- MS.4.3.1 Expand personal perspectives regarding how theatre reflects and shapes society
- MS.4.3.2 Expand definition of the important role of work in society
- MS.4.3.3 Define self in relation to home, school, community, and world of work
- MS.4.3.4 Expand appreciation of human achievement in the arts as a specific field of study and work
- MS.4.3.5 Identify theatre as one of many available careers
- MS.4.3.6 Become aware of different career roles in theatre
- MS.4.3.7 Understand positive and negative aspects of career roles in theatre
- MS.4.3.8 Become aware of factors to be considered in choosing a career in theatre

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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

Indicators:

- MS.4.4.1 Discuss how drama/theatre is aesthetic learning and how artistic skills assist aesthetic learning
- MS.4.4.2 Describe and analyze the creative process that artists use in each of the art forms
- MS.4.4.3 Discuss how to use creative processes and problem-solving strategies of art forms to develop aesthetic criteria
- MS.4.4.4 Make decisions concerning structuring of elements of art forms based on aesthetic criteria
- MS.4.4.5 Expand critical language skills for describing and evaluating the creative process and works of art
- MS.4.4.6 Discuss how cultures possess different aesthetic values which affect art forms