



What High School Students in Theatre Are Expected to Know and Be Able to Do

GRADES NINE THROUGH TWELVE— PROFICIENT

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of theatre after the student has attained the level of achievement in theatre required of all students in grade eight.

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. Students observe formal and informal theatrical experiences, film/video, and electronic media and respond, using the vocabulary of theatre.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatre Skills

2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre to respond to productions such as *acting values, style, genre, design, and theme*.

Comprehension and Analysis of Theatre Elements

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

Creation/Invention in Theatre

2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

2.3 Design, produce, and/or perform scenes or plays from a variety of theatrical periods and styles, including Shakespeare and contemporary realism.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.

3.2 Describe the ways in which playwrights reflect and influence their culture in such

works as *Raisin in the Sun*, *Antigone*, and the *Mahabarata*.

History of Theatre

- 3.3 Identify key figures, works, and trends in world theatre history from various cultures and time periods.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

Critical Assessment of Theatre

- 4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

Derive Meaning from Works of Theatre

- 4.2 Report on how a specific actor uses drama to convey meaning in his or her performances.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.0 Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong

learning and career skills. They learn about careers in and related to theatre.

Connections and Applications

- 5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

Careers and Career-Related Skills

- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter and technical artist, such as union membership requirements.

GRADES NINE THROUGH TWELVE—ADVANCED

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of theatre and subsequent to attaining the proficient level of achievement.

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students perceive and respond to the environment, using theatrical techniques. They use the vocabulary of theatre in responding to creative dramatics, formal and informal

theatrical productions, films/videos, and electronic media.

Development of the Vocabulary of Theatre

- 1.1 Use the sophisticated vocabulary of theatre to prepare for and derive meaning from a theatrical experience in terms of *genre*, *style*, *acting values*, *theme*, and *design*.

Comprehension and Analysis of Theatre Elements

- 1.2 Research, analyze, or serve as dramaturg for a play in collaboration with the director, designer or playwright.
1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatre Skills

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and non-realistic dramatic texts.

Creation/Invention in Theatre

- 2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex

characters with unique dialogue that motivates the action.

- 2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

- 3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.

History of Theatre

- 3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.
- 3.3 Perform, design or direct theatre pieces in specific theatrical styles including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
- 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre and theatre artists on the basis of their aesthetic qualities.

Critical Assessment of Theatre

- 4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
- 4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

Derive Meaning from Works of Theatre

- 4.3 Develop a thesis based on research on why people create theatre.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.0 Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to theatre.

Connections and Applications

- 5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/video, and electronic media.

Careers and Career-Related Skills

- 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
- 5.3 Communicate creative, design, and directorial choices to ensemble members using leadership skills, aesthetic judgment, or problem-solving skills.
- 5.4 Develop advanced or entry-level competencies for a career in a artistic or technical field in theatre arts.