

INTRODUCTION TO FINE ARTS CURRICULUM STANDARDS: THEATRE GRADES 9-12

Standard 1.0 Script Writing

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

Course Level Expectations (CLEs)

The student will

- 1.1 Understand the principles of script writing including dramatic structure and conflict.
- 1.4 Make specific language choices during the script writing process that lead to character development and reveal subtext.

Checks for Understanding

- 1.1 Identify dramatic structure within a scene.
Create an outline for an original scene that identifies dramatic structure.
Write a scene and/or short play incorporating dramatic structure.
- 1.4 Identify and use examples of vernacular language.
Identify examples of subtext and explain its importance to dramatic literature.
Discuss examples of complex characters in existing dramatic literature.
Write a short scene incorporating vernacular language, subtext, and/or complex characters.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Compose, collaboratively, an original scene that incorporates dramatic structure.
- 1.1.2 Compose, collaboratively, an original scene that incorporates dramatic structure and characterization.
- 1.1.3 Compose, collaboratively, a short play that incorporates dramatic structure and characterization.
- 1.4.1 Create a short dialogue incorporating vernacular language.
- 1.4.2 Create a short dialogue focusing on the use of subtext.
- 1.4.3 Create a scene with complex characters.

Standard 2.0 Character Acting

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

Course Level Expectations (CLEs)

The student will

- 2.1 Use improvisational skills and techniques in creating a character.
- 2.2 Develop skills of character analysis using a variety of techniques.

Checks for Understanding

- 2.1 Identify basic rules of improvisation.
Apply the rules of improvisation by participating in theatre games.
Use improvisation to create vocal and physical elements of characterization.
- 2.2 Develop a character history using a teacher-given questionnaire.
Identify ways in which vocal techniques are used to develop a character.
Identify ways in which physical techniques are used to develop a character.
Perform various vocal and/or physical warm-ups.
Perform a scene incorporating a fully developed character.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Understand and apply the basic rules of improvisation.
- 2.1.2 Perform a short improvised scene.
- 2.1.3 Perform a character-driven improvised scene.
- 2.2.1 Write a brief character history.
- 2.2.2 Use vocal techniques such as inflection, pause, rate, and pitch to more fully develop the character.
- 2.2.3 Use physical techniques such as posture, movement, gestures, and facial expressions to more fully develop the character.

Standard 3.0 Scene Design

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

Course Level Expectations (CLEs)

The student will

- 3.1 Understand and use terminology, processes, and safety protocol associated with technical theatre.
- 3.2 Understand and use various design elements.

Checks for Understanding

- 3.1 Discuss basic technical theatre vocabulary.
Identify safety protocol associated with theatre.
Identify the processes involved in operating technical equipment.
- 3.2 Identify theatrical design elements.
Create a ground plan.
Identify the responsibilities of various theatrical designers.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Understand and use basic technical theatre vocabulary.
- 3.1.2 Understand and demonstrate safety protocol associated with theatre.
- 3.1.3 Demonstrate the ability to operate technical equipment, such as fly rail, sound board, light board, and spotlights.
- 3.2.1 Demonstrate a basic knowledge of design in scenery, costuming, sound, lighting, props, and makeup.
- 3.2.2 Design a costume and/or makeup plot for a scene.
- 3.2.3 Create a scenic design.

Standard 4.0 Directing

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

Course Level Expectations (CLEs)

The students will

- 4.1 Understand the role and responsibilities of the director.
- 4.2 Explore and resolve theatrical production challenges.

Checks for Understanding

- 4.1 Identify and discuss the role and responsibilities of the director.
Compare various directorial choices for a scene, one-act play, and/or full-length production.

- 4.2 Identify stages of the rehearsal process.
Make directorial choices based on a teacher-given scene.
Define, view, and identify the production concept of a play.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Demonstrate knowledge of the role and responsibilities of the director.
- 4.1.2 Perform the role of a director by casting and staging a scene for performance.
- 4.1.3 Observe and critique the directorial choices of a full-length production.

- 4.2.1 Demonstrate knowledge of the rehearsal process.
- 4.2.2 Create a rehearsal schedule for a play.
- 4.2.3 Direct a scene using a variety of teacher-given production parameters (e.g., space, budget, time).

Standard 5.0 Research

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

Course Level Expectations (CLEs)

The students will

- 5.1 Understand, compare, and contrast various genres and periods of dramatic literature.
- 5.2 Discover and explore the contribution of various cultures in the development of theatre.

Checks for Understanding

- 5.1 Identify various genres and historical periods of theatre.
Compare and contrast various genres and historical periods of theatre.
Discuss the different acting techniques associated with various genres and historical periods of theatre.

- 5.2 Identify and discuss ways that various cultures contribute to the development of theatre.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Demonstrate an understanding of various genres and historical periods of theatre.

- 5.1.2 Perform a scene from a published work in a specified genre or from a given historical period.
- 5.1.3 Write and perform an original scene in a specified genre or in the style of a given historical period.
- 5.2.1 Demonstrate an understanding of how the Greeks contributed to the origins of theatre.
- 5.2.2 Perform a scene from the commedia dell'arte canon.
- 5.2.3 Research, select, and perform a scene from a period play or given culture.

Standards 6.0 Theatrical Presentation

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

Course Level Expectations (CLEs)

The student will

- 6.1 Examine theatre as a synthesis of all the arts.
- 6.2 Integrate the knowledge of the evolution of art forms into the creation of dramatic productions.

Checks for Understanding

- 6.1 Define underscoring.
Identify the purpose of underscoring a scene with music.
Identify the elements of musical theater.
Discuss the canon of the major musical theatre composers and their best known works.
- 6.2 Demonstrate an understanding of plot, theme, and characters using a teacher-given classic piece of dramatic literature.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Select music to underscore a performance.
- 6.1.2 Develop a scene based on a work of art.
- 6.1.3 Develop a scene that incorporates simple dance steps or unified movement.
- 6.2.1 Compare and contrast a classic piece of dramatic literature with its contemporary counterpart (e.g., *Romeo and Juliet* and *West Side Story*).
- 6.2.2 Modernize and perform classic piece of dramatic literature.
- 6.2.3 Perform a scene that incorporates another art form.

Standard 7.0 Scene Comprehension

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

Course Level Expectations (CLEs)

The student will

- 7.1 Respond to a variety of live and recorded performances.
- 7.2 Understand the role of the audience in live and recorded performances.

Checks for Understanding

- 7.1 Discuss the components of constructive criticism.
Discuss examples of effective critiques.
- 7.2 Identify the rules of audience etiquette for live and/or recorded performances.
Identify the components of a curtain speech.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Critique a live or recorded performance using a teacher-provided guide.
- 7.1.2 Write a short critique of a live or recorded performance.
- 7.1.3 Write a review in a journalistic style of a live or recorded production.
- 7.2.1 Understand and demonstrate rules of theatre etiquette for both live and recorded productions.
- 7.2.2 Write a curtain speech for a production.
- 7.2.3 Compare and contrast audience behavior throughout history.

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.

Course Level Expectations (CLEs)

The student will

- 8.1 Understand the historical significance of theatre, film, television, and/or electronic media.

- 8.2 Understand the relationship between theatre, film, television, and/or electronic media and society.

Checks for Understanding

- 8.1 Discuss the history of theatre, film, and/or television.
Identify the technological advances used in theatre, film, and/or television.
- 8.2 Discuss the impact of history on theatre, film, and/or television.
Discuss examples of the relationship between theatre, film, and/or television and society.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Describe how the Greeks and Romans contributed to the origin of theatre.
- 8.1.2 Demonstrate an understanding of contributions to theatre from given historical periods.
- 8.1.3 Demonstrate an understanding of the evolution of live to recorded performance.
- 8.2.1 Discuss the role of theatre in Greek and Roman cultures.
- 8.2.2 Demonstrate an understanding of the role of theatre throughout history.
- 8.2.3 Demonstrate an understanding of the relationship between film and television and historical events.