

THEATRE

ARTS

PROGRAM OF STUDIES

2016



Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Fairfax County Public Schools

Theatre Arts

Program of Studies

2016

The 2016 Fairfax County Public Schools Theatre Arts Program of Studies (POS) is aligned with the revised Virginia Standards of Learning (2013) and is organized into four strands- Create, Perform, Respond, and Connect. These strands reflect the structure of the National Core Arts Standards and the other fine arts curricula in FCPS.

The FCPS Theatre Arts POS defines the instructional program to be implemented in this subject area. It describes the curriculum content and identifies essential knowledge and skills of the instructional program. Teachers have the responsibility to accommodate individual student needs and to provide additional assistance or modifications that best support this POS.

Great effort was made to simplify, align, and invigorate our POS. The new standards, benchmarks, and indicators (SBIs) are cumulative, sequential, and vertically aligned to describe learning goals distinct to each level. The vertical alignment is reflected in the layout of this document which presents the information in a multi-year format. Teachers should take advantage of this format and the inclusion of both the middle and high school standards to facilitate scaffolding, remediation, and extension of learning at all levels.

Despite changes, the overall philosophy and model of all FCPS theatre arts curricula and instruction remains the same. FCPS theatre arts students will be able to demonstrate success in a variety of ways while engaging in meaningful activities and experiences through quality theatre arts instruction.

Thank you for all you do to deliver a world class theatre arts education to the students in Fairfax County Public Schools.

Sincerely,
The Fine Arts Office

Portrait of a Graduate

in Theatre Arts

The FCPS theatre arts curriculum focuses on the creative and performance processes, responding to the needs and interests of students while developing attributes identified in the FCPS Portrait of a Graduate.



Communicator

- Theatre arts instruction promotes active listening to advance understanding.
- Theatre arts instruction fosters oral and written communication skills.
- Theatre arts instruction inspires communication of feelings, ideas, and perspective.
- Theatre arts instruction develops self-confidence essential to speaking clearly and thoughtfully.



Collaborator

- Theatre arts instruction bolsters interpersonal skills.
- Theatre arts instruction promotes conflict resolution in a safe environment.
- Theatre arts instruction encourages the awareness of diversity while empowering individual expression.
- Theatre arts instruction fosters teamwork as it relates to characteristics and responsibilities of a theatre ensemble.
- Theatre arts instruction provides opportunities for meaningful collaboration in creating a unified product.



Ethical and Global Citizen

- Theatre arts instruction promotes understanding of history, culture, diversity, and the human experience.
- Theatre arts instruction introduces cultural, societal, and global perspectives in literature, design, and performance.
- Theatre arts instruction provides insight into human behavior and psychology.
- Theatre arts instruction incorporates all academic subject areas to develop ethical and global citizens.



Creative and Critical Thinker

- Theatre arts instruction provides a context for creative expression and critical thinking.
- Theatre arts instruction develops creative thinking and advanced problem solving techniques.
- Theatre arts instruction stimulates self-awareness, aesthetic appreciation, and the ability to communicate critique based on artistic criteria.



Goal-Directed and Resilient Individual

- Theatre arts instruction motivates self-discipline, work ethic, commitment, and resilience.

The FCPS Theatre Arts Program of Study is based on the model of the National Standards for the Arts and is designed in conformity with the Theatre Arts Standards of Learning of the Commonwealth of Virginia.

Best Practices

for Teaching and Learning in Theatre Arts

FCPS best practices for teaching and learning apply to theatre arts instruction as theatre teachers create a student-centered learning environment where they plan and teach a concept-based curriculum through meaningful learning experiences. Theatre teachers will implement purposeful assessment to monitor student learning while providing opportunities for student reflection. Specific best practices that apply to theatre arts instruction in FCPS are listed below.

1. Theatre arts instruction is engaging, collaborative, and active.
2. Theatre arts lessons integrate learning goals from each standard to balance instruction and assessment related to processes, performance, and knowledge.
3. Criteria are established and explicitly stated for assessment of student learning based on student outcomes described in the FCPS Theatre Arts Program of Studies.
4. Theatre arts instruction provides a safe environment which allows personal interpretation and creative expression.
5. Interdisciplinary instruction is efficient and meaningful because it connects concepts, processes, and content learned in theatre arts and other subject areas.
6. Teachers provide direct instruction in content, processes, and skills.
7. Guided practice, rehearsals, and work sessions help students to learn new skills, techniques, and concepts.
8. Instructional sequences are based on learning skills and processes ordered from simple to complex.
9. Student developmental levels are respected.
10. Regardless of skill or role, each student is accepted, valued, and empowered.

Standard 1: Create

CHARACTER

Character Development

Character Objective

Character Relationships

DRAMATIC TEXT

Dramatic Elements

Dramatic Structure

Script Development

Scriptwriting

Script Development through
Improvisation

ARTISTIC LEADERSHIP

Directorial Text Interpretation

Directorial Responsibilities

Directing

Artistic Relationships

TECHNICAL DISCIPLINE

Theatre Safety and Best Practices

Technical Elements

Technical Design

Standard 2: Perform

ACTING

Theatre Conventions

Ensemble

Stage Terminology and Notation

Body

Voice

Actor Preparation

Performance

Technical Elements in Performance

ARTISTIC DISCIPLINE

Artistic Etiquette and Process

Audience Etiquette

Memorization

Where appropriate, Virginia SOL numbers are provided following the correlating standard, benchmark, or indicator. State standards are not always assessed at the same grade level in our curriculum.

Standard 3: Respond

ANALYSIS and CRITIQUE

Text Analysis

Interpretation

Performance Criteria

Critique and Response

AESTHETICS

Aesthetics

KEY

Standard

BENCHMARK

Indicator

Standard 4: Connect

THEATRE HISTORY and CULTURAL CONTEXT

Theatre History

Society and Culture

Dramaturgy

Art Forms

Dramatic Themes

CAREERS

Professional Skills

Professional Pursuits

Arts Administration

Theatre Arts Program of Studies

AT-A-GLANCE

**THEATRE ARTS
COURSES &
PROGRAM OF STUDIES**

MS Theatre Arts Courses

THEATRE ARTS APPRECIATION

Grades: 6, 7, 8

Students will develop an appreciation of theatre and the ability to perform through an introduction to the basic concepts of acting, performance and teamwork. Through observing and participating in a variety of performance activities, students will enhance creativity, confidence and communication. Students will use skills and knowledge acquired to appreciate and understand the purpose of theatre arts in their immediate and global communities. **This course may require a student materials fee as listed in FCPS Notice 5922.**

ADVANCED THEATRE ARTS APPRECIATION

Grades: 7, 8

Prerequisite: Theatre Arts Appreciation course and/or recommendation of the theatre arts instructor.

Students who are continuing the study of theatre arts for a second year will be taught to analyze, apply and expand the skills developed in the introductory class. They will participate in a variety of dramatic activities and perform for varied audiences. Participation in co-curricular theatre performances may be required. This course is designed for students who are interested in an expanded study of theatre arts, oral communication and production. **This course may require a student materials fee as listed in FCPS Notice 5922.**

SPEECH AND THEATRE ARTS APPRECIATION

Grades: 6, 7, 8

Students will develop an appreciation of speech and theatre through an introduction to the basic concepts and skills related to oral communication, acting and performance. Through observing and participating in a variety of speech and performance activities, students will enhance creativity, confidence and communication. Students will use skills and knowledge acquired to appreciate and understand the purpose of speech and theatre arts in their immediate and global communities. **This course requires a student materials fee as listed in FCPS Notice 5922.**

ADVANCED SPEECH AND THEATRE ARTS APPRECIATION

Grades: 7, 8

Prerequisite: Speech and Theatre Arts Appreciation course and/or recommendation of the theatre arts instructor.

Students who are continuing the study of speech and theatre arts for a second year will be taught to analyze, apply and expand the skills developed in the introductory class. They will participate in a variety of speech and dramatic activities and perform for varied audiences. Participation in co-curricular activities and performances may be required to receive credit for this course. This course is designed for students who are interested in an expanded study of oral communication, theatre arts and production. **This course requires a student materials fee as listed in FCPS Notice 5922**

HS Theatre Arts Courses

THEATRE ARTS 1

Grades: 9, 10, 11, 12

Theatre Arts 1 is a foundations course that introduces students to dramatic literature, theatre history, technical theatre, artistic leadership, and acting. This course provides opportunities for students to experience and participate in the creative processes of performance and production. Course content emphasizes skill development and provides theatrical opportunities that enable students to determine personal areas of interest. Participation in co-curricular activities and performance may be required to receive credit for this course. This course may be used to satisfy the graduation requirement for a credit in fine arts. **This course may require a student materials fee as listed in FCPS Notice 5922.**

THEATRE ARTS 2

Grades: 10, 11, 12

Prerequisite: Theatre Arts 1 and/or recommendation of the theatre arts instructor.

Theatre Arts 2 integrates and builds upon concepts and skills from Theatre Arts 1. Through various modes of expression and performance, students explore dramatic literature, theatrical styles, and historical periods. Students will study and respond to a variety of theatre experiences that will refine their communicative, collaborative, analytical, interpretive, and problem solving skills. Students will expand their artistic abilities and appreciation of theatre arts. Participation in co-curricular activities and performance may be required to receive credit for this course. This course may be used to satisfy the graduation requirement for a credit in fine arts. **This course may require a student materials fee as listed in FCPS Notice 5922.**

THEATRE ARTS 3

Grades: 11, 12

Prerequisite: Theatre Arts 2 and/or recommendation of the theatre arts instructor.

Students exhibit independence, discipline, and commitment to the theatrical process through their work on assigned projects. Advanced work in script analysis, character interpretation, and performance skills are expected. Collaboration with actors and directors is augmented by special assignments and opportunities. Participation in co-curricular activities and performance may be required to receive credit for this course. This course may be used to satisfy the graduation requirement for a credit in fine arts. **This course may require a student materials fee as listed in FCPS Notice 5922.**

THEATRE ARTS 4

Grades: 12

Prerequisite: Theatre Arts 3 and/or recommendation of the theatre arts instructor.

Students identify areas of special interest in theatre arts and initiate and complete major research and/or creative projects, such as playwriting, producing, directing, designing, and stage-managing. Emphasis is placed on in-depth study and completion of projects, assumption of leadership roles, and expansion of criteria for self-evaluation. Students will analyze and evaluate scripts, concentrate on vocal and physical dramatics, and undertake a special theatre project in their area of specialization. Participation in major projects related to the co-curricular theatre productions may be required. Participation in co-curricular activities and performance may be required to receive credit for this course. This course may be used to satisfy the graduation requirement for a credit in fine arts. **This course may require a student materials fee as listed in FCPS Notice 5922.**

STANDARD 1 - CREATE***The student will develop artistic ideas and create theatrical works.***

	Theatre Arts Appreciation	Advanced Theatre Arts Appreciation	Theatre 1
1.A Character	The student will identify skills and concepts of characterization.	The student will practice using skills and concepts of characterization.	The student will develop the skills and concepts of characterization.
1.A.1 Character Development	Identify attributes of a character and explore the effect characters' backgrounds have on their actions and communications. (6.6)	Use text, experience, and creativity to explore the physical, vocal, and emotional dimensions of various characters. (T1.4.2)	Identify characterization and differentiate among archetypal, stock, and original characters. (6.8)
1.A.2 Character Objective	Identify and explore character objective.	Analyze character objectives and their effect on behavior.	Compare and use character objectives in text and performance.
1.A.3 Character Relationships	Identify and explore various relationships between characters.	Compare and demonstrate authentic interactions between characters.	Use dialogue and active listening to express character relationships. (T2.2.3)
1.B Dramatic Text	The student will identify skills and concepts used to create dramatic text.	The student will practice using skills and concepts related to creating dramatic text.	The student will develop the skills and concepts used to create dramatic text.
1.B.1 Dramatic Elements	Identify and use setting, characters, and plot in a story or dramatic text. (6.7, 7.17)	Identify additional dramatic elements in story and dramatic text. (7.19, 8.20)	Compare and explore the use of dramatic elements in dramatic text. (T1.12.1, T1.12.2)
1.B.2 Dramatic Structure	Identify and discuss the components of dramatic structure.	Differentiate between dramatic and prose literature. (6.16)	Identify and compare various dramatic structures in dramatic text. (T2.16.2)
1.B.3 Script Development	Respond to prompts to develop original plots with a beginning, middle, and end.	Discuss and develop dramatic text that incorporates character, dialogue, and action. (8.10, T1.4.1)	Create dramatic text by adapting relevant ideas from personal experience.
1.B.4 Scriptwriting	Construct scripts with a beginning, middle, and end.	Identify and distinguish among dialogue, scene, and script components.	Describe and use accepted script format.
1.B.5 Script Development through Improvisation	Improvise scenes with a beginning, middle, and end. (7.4)	Improvise scenes with setting, evolved characters, and original plots.	Construct and improvise performances inspired by prompts. (6.4, 7.5)

	Theatre 2	Theatre 3	Theatre 4
1.A Character	The student will apply the skills and concepts of characterization.	The student will synthesize and use the skills and concepts of characterization.	The student will refine the skills and concepts of characterization.
1.A.1 Character Development	Analyze and explore the impact context has on characterization. (T4.2.3)	Develop and refine characterization not specified by text.	Perform multi-dimensional characterizations in various styles. (T3.3.3, T4.1.1)
1.A.2 Character Objective	Develop and demonstrate specific character objectives through various performances.	Analyze the impact of context on character objectives in text and performance. (T4.1.2)	Justify and refine objectives of multi-dimensional characters in performance. (T2.2.1)
1.A.3 Character Relationships	Analyze interpersonal character relationships within a text and performance.	Explore the impact of context on character relationships.	Demonstrate and refine authentic character relationships in performance. (T4.1.3)
1.B Dramatic Text	The student will apply the skills and concepts used when creating dramatic text.	The student will synthesize and use the skills and concepts when creating dramatic text.	The student will refine the skills and concepts used when creating dramatic text.
1.B.1 Dramatic Elements	Apply and revise dramatic elements when creating dramatic text. (T3.5.1, T3.5.3)	Experiment ways in which altering specific dramatic elements affect dramatic text and performance.	Synthesize, use, and refine dramatic elements in original dramatic text and performance.
1.B.2 Dramatic Structure	Apply dramatic structure in the creation of dramatic text. (T3.5.2, T3.5.4)	Explore the ways altering dramatic structure affects text and performance.	Evaluate and refine use of dramatic structure in original dramatic text and performance.
1.B.3 Script Development	Incorporate historical, political, or social influences in script development.	Explore the effect style has on script development. (T3.13.1)	Use personal experience, knowledge, and creativity in script development.
1.B.4 Scriptwriting	Write original scripts and revise based on feedback. (T3.13.2, T3.13.3)	Write and compare scripts in various styles.	Assess and refine original scripts for performance. (T3.5)
1.B.5 Script Development through Improvisation	Improvise performances that incorporate dramatic elements and structures. (T2.2.2)	Improvise and compare performances that employ various styles.	Devise and assess a theatrical work developed through improvisation.

STANDARD 1 - CREATE***The student will develop artistic ideas and create theatrical works.***

	Theatre Arts Appreciation	Advanced Theatre Arts Appreciation	Theatre 1
1.C Artistic Leadership	The student will identify skills and concepts of artistic leadership.	The student will practice using skills and concepts of artistic leadership.	The student will develop the skills and concepts of artistic leadership.
1.C.1 Directorial Text Interpretation	Identify and discuss the ways a director approaches and uses a dramatic text for performance.	Explore various interpretations of a text for performance. (T4.7.4)	Identify and practice script analysis in the directorial process. (T2.5.2)
1.C.2 Directorial Responsibilities	Identify and practice the role, skills, and responsibilities of a Theatre director. (6.13)	Design and apply a rehearsal plan for performance. (T4.7.4)	Identify and discuss effective directorial leadership.
1.C.3 Directing	Practice leading a small group in rehearsing improvised or scripted performances.	Block a scene or short performance. (T1.5)	Identify various theatre spaces and compare directorial blocking choices.
1.C.4 Artistic Relationships	Identify and discuss roles and responsibilities of performers and production team. (7.10, T1.13)	Examine and practice effective relationships between performers and production team.	Practice an assigned role of a production team member. (8.13, T2.9.2)
1.D Technical Discipline	The student will identify skills and concepts of technical discipline.	The student will practice using skills and concepts of technical discipline.	The student will develop the skills and concepts of technical discipline.
1.D.1 Theatre Safety and Best Practices	Identify theatre safety guidelines and best practices in rehearsal and performance. (T1.6.3)	Discuss and apply school appropriate and ethical standards for content selection and performance. (8.15, T2.5.3)	Demonstrate theatre safety guidelines and practices in the creation and use of technical elements for performance. (T1.6.3)
1.D.2 Technical Elements	Identify and discuss technical elements and vocabulary. (6.9, 6.11, 7.11, TA.6.1)	Identify and compare effective and ineffective technical aspects. (T1.6.1, T2.6.6)	Incorporate effective technical elements in performance. (8.12, T2.6.2, T2.6.5)
1.D.3 Technical Design	Identify and discuss aspects of theatre design, and use available resources to support performance. (6.14, T1.6.2, T1.13.1)	Examine dramatic texts to determine technical requirements. (T2.7.2)	Design and develop technical elements to support performance. (8.12)

	Theatre 2	Theatre 3	Theatre 4
1.C Artistic Leadership	The student will apply the skills and concepts of artistic leadership.	The student will synthesize the skills and concepts of artistic leadership.	The student will refine the skills and concepts of artistic leadership.
1.C.1 Directorial Text Interpretation	Develop and use performance and design elements of dramatic text for performance.	Identify and develop a directorial concept of a dramatic text. (T4.6.4, T4.7.7)	Align and justify directorial concept with playwrights' intent for performance. (T4.6.2, T4.17)
1.C.2 Directorial Responsibilities	Apply effective directorial leadership for performance. (T2.5.1, T2.5.3)	Compare and analyze a performance from a directorial leadership perspective. (T4.12)	Self-assess and refine one's directorial leadership.
1.C.3 Directing	Construct and use a prompt book for performance. (T4.7.3)	Direct performers in the development of effective blocking and characterization. (T4.6.1, T4.7.10, T4.7.11)	Apply and refine the directorial process. (T4.7)
1.C.4 Artistic Relationships	Compare and incorporate individual performance and design perspectives as a production team.	Create a shared concept for performance based on guiding questions. (T4.7.9)	Collaborate to develop and create aesthetically unified performances. (T4.6.3, T4.7.8, T4.14)
1.D Technical Discipline	The student will apply the skills and concepts of technical discipline.	The student will synthesize and use the skills and concepts of technical discipline.	The student will refine the skills and concepts of technical discipline.
1.D.1 Theatre Safety and Best Practices	Identify and apply appropriate practices for copyright, technology, and available resources. (T1.6.4)	Explain and defend theatre safety guidelines and ethical practices in rehearsals and performance.	Integrate all theatre safety guidelines and ethical practices in rehearsals and performance. (T2.6.1, T3.6.1)
1.D.2 Technical Elements	Explore the relationship between technical elements and the performer. (T2.7.1)	Evaluate and revise technical choices made in various performances. (T2.6.4, T2.6.6, T3.6.5, T3.6.6)	Execute and refine effective technical elements in performance.
1.D.3 Technical Design	Research and create an artistic design for one technical element. (T2.6.3, T3.6.2, 3 & 4, T3.9.2)	Compare and justify technical designs for performance. (T3.6.6, T3.14)	Synthesize technical designs to create an aesthetically unified performance.

STANDARD 2 - PERFORM

The student will apply artistic ideas and perform theatrical works.

	Theatre Arts Appreciation	Advanced Theatre Arts Appreciation	Theatre 1
2.A Acting	The student will identify skills and concepts of acting.	The student will practice using skills and concepts of acting.	The student will develop skills and concepts of acting.
2.A.1 Theatre Conventions	Explain and explore the importance of an imagined reality during performance. (8.1)	Identify and practice using theatre conventions including suspension of disbelief, the fourth wall, and heightened use of emotion and language.	Discuss and demonstrate theatre conventions in performance. (T1.3.1)
2.A.2 Ensemble	Identify ensemble and discuss skills needed to collaborate through performance. (6.1)	Develop and interact as characters within ensemble performance.	Explore and apply practices to support ensemble performance. (7.2, 3, & 4, 8.2,3,& 4, T1.1, T1.2, T2.1 & 2)
2.A.3 Stage Terminology and Notation	Identify and discuss basic acting terminology, stage directions, and body positions. (6.9, 7.7)	Explore and practice using acting terminology, stage directions, and body positions. (6.9, 7.7)	Record blocking in scripts and apply in performance. (T2.4.1)
2.A.4 Body	Identify and explore non-verbal communication skills in performance. (6.6)	Practice and compare effective non-verbal communication skills in performance.	Demonstrate effective use of the body in performance. (T1.3.2)
2.A.5 Voice	Identify and explore effective vocal and speech skills in performance. (6.6)	Practice and compare effective use of vocal technique and breath control in performance.	Demonstrate effective use of voice through essential vocal skills in performance. (7.8, T1.3.2, T1.3.3)
2.A.6 Actor Preparation	Identify and practice actor preparation, including memorization, and physical and vocal warm-ups.	Discuss and explore an actor's methods of preparation using text, research, and creativity. (6.2, 7.15, 8.6, 8.11)	Identify and demonstrate effective preparation and etiquette for audition and performance. (T1.4.5, T4.5.1 & 4)
2.A.7 Performance	Rehearse and perform in groups and individually. (6.3, 7.5)	Perform a variety of scripted and non-scripted scenes. (7.5, 7.9, 8.1, T1.4.4)	Discuss and use the tools and resources of acting in performance. (T1.4.3)
2.A.8 Technical Elements in Performance	Identify and discuss the ways technical elements can enhance performance.	Incorporate props, costumes, and technical elements to enhance performance.	Apply and justify the use of technical elements to enhance performance. (T2.6.2)

PERFORM

	Theatre 2	Theatre 3	Theatre 4
2.A Acting	The student will apply skills and concepts of acting.	The student will synthesize and use the skills and concepts of acting.	The student will refine the skills and concepts of acting.
2.A.1 Theatre Conventions	Discuss and use theatre conventions in various styles of performance.	Compare and practice conventions of different art forms from various cultures and historical periods.	Develop and synthesize theatre conventions for aesthetically unified performances.
2.A.2 Ensemble	Explore and use a variety of given circumstances within ensemble performance. (T4.1.2)	Respond internally and externally to ensemble members in performance. (T3.3.2)	Demonstrate and refine individual artistic choices to support ensemble performance. (T2.4.6, T3.3.6)
2.A.3 Stage Terminology and Notation	Identify and use scoring techniques in various dramatic texts for performance.	Demonstrate and revise blocking for a variety of theatre spaces. (7.12, T1.5)	Synthesize and refine blocking to heighten meaning in performance. (T4.7.10)
2.A.4 Body	Analyze and apply movement to enhance characterization in performance. (8.8, T2.4.3, T3.3)	Examine and practice various movement styles in performance. (T2.4.5, T3.8)	Integrate and refine effective physicality to enhance performance (T3.3.4, T4.4).
2.A.5 Voice	Analyze and refine vocal skills to enhance characterization in performance. (8.7, T2.4.2 & 3)	Examine and practice vocal styles and speech patterns in performance. (T2.4.5)	Integrate and refine speech and vocalization to enhance performance. (T3.3.4, T4.3)
2.A.6 Actor Preparation	Explore appropriate stylistic choices in preparation for audition and performance. (T2.4.4, T4.5.2 & 4)	Compare and use various acting techniques and methods in preparation for audition and performances. (T3.4, T4.2.2)	Synthesize, use, and refine preferred actor preparations for audition and performance.
2.A.7 Performance	Perform scripted and non-scripted monologues. (7.9, 8.1, T1.4.4)	Examine and use various historical and global styles in performance.	Demonstrate the integration of preparation, knowledge, and technique in performance. (T2.4.7, T3.3.1, T4.2, T4.3, T4.4)
2.A.8 Technical Elements in Performance	Examine and use technical elements to convey historical periods in performance. (T2.6.2, T2.11.3)	Explore and compare technical elements that convey global styles to enhance performance.	Synthesize, use, and refine all technical elements to enhance performance.

STANDARD 2 - PERFORM

The student will apply artistic ideas and perform theatrical works.

	Theatre Arts Appreciation	Advanced Theatre Arts Appreciation	Theatre 1
2.B Artistic Discipline	The student will identify skills and concepts of artistic discipline.	The student will practice using skills and concepts of artistic discipline.	The student will develop the skills and concepts of artistic discipline.
2.B.1 Artistic Etiquette and Process	Identify and practice trust, cooperation, focus, and listening skills within an ensemble. (6.1, 7.1)	Identify and practice artistic etiquette in the rehearsal and performance processes. (6.2, 7.1)	Compare and practice effective rehearsal, backstage, and performance etiquette. (8.5)
2.B.2 Audience Etiquette	Identify the role of the audience and practice appropriate audience etiquette. (6.5)	Demonstrate active listening and appropriate audience etiquette. (7.6, 8.5)	Compare and demonstrate the relationship between the audience and performer in a variety of theatre spaces.
2.B.3 Memorization	Identify dramatic text, actor lines, and the importance of memorization for performance.	Explore memorization techniques and perform memorized lines with minimal prompting. (7.9)	Identify dialogue, action, and the importance of memorization for performance.

SPEECH and THEATRE ARTS APPRECIATION

This sequence of middle school courses has an additional benchmark and indicators focused on speech in the Perform strand. All other standards, benchmarks and indicators are the same.

	Speech and Theatre Arts Appreciation	Advanced Speech and Theatre Arts Appreciation
2.C Speech	The student will identify skills and concepts of speech.	The student will practice using skills and concepts of speech.
2.C.1 Preparation	Identify and explore purpose and relevant topics appropriate for performance.	Analyze and apply research to support chosen topic.
2.C.2 Language	Identify and use grammatically correct language to state points clearly. (8.2)	Apply and enhance grammatically correct language appropriate to style, topic, and audience. (7.1, 7.3, 8.2)
2.C.3 Conversation	Identify and practice conversations which demonstrate interest and respect for the opinions of others. (7.2)	Analyze and discuss ideas and opinions that appropriately communicate agreement or disagreement with others. (7.1)
2.C.4 Organizational Patterns	Identify applicable ideas and construct information into a succinct outline for performance. (7.1, 7.3)	Differentiate and apply various organizational patterns for performance.
2.C.5 Types of Speech	Identify and practice informative and persuasive speeches. (7.3, 8.3)	Identify and use interview, debate, and question and response as types of speech. (7.1, 8.1, 8.2).

PERFORM

	Theatre 2	Theatre 3	Theatre 4
2.B Artistic Discipline	The student will apply the skills and concepts of artistic discipline.	The student will synthesize and use the skills and concepts of artistic discipline.	The student will refine the skills and concepts of artistic discipline.
2.B.1 Artistic Etiquette and Process	Identify and apply artistic etiquette to maintain technical elements, equipment, and facilities. (T2.3, T3.1)	Demonstrate artistic etiquette in various processes and performances.	Model artistic etiquette as an autonomous artist to support ensemble and performance processes. (T3.2)
2.B.2 Audience Etiquette	Examine the historical and global relationships between performers and audiences.	Explore the relationship between audience and performer in various theatre styles. (7.6)	Model audience etiquette during performance. (T2.9.1)
2.B.3 Memorization	Identify copyright and discuss the importance of using the playwright's original language in performance.	Perform a fully rehearsed and memorized role. (T2.4.7)	Memorize lines on schedule and perform with effective pacing and tight cues in performance.

STANDARD 3 - RESPOND***The student will evaluate and respond to theatrical works.***

	Theatre Arts Appreciation	Advanced Theatre Arts Appreciation	Theatre 1
3.A Analysis and Critique	The student will explore approaches to critical response.	The student will practice approaches to critical response.	The student will develop critical response skills.
3.A.1 Text Analysis	Identify and discuss dramatic texts.	Explore and differentiate among dramatic texts in a variety of styles. (6.17, 7.14)	Identify script analysis and interpret the meaning of a text for performance. (8.9, 8.20)
3.A.2 Interpretation	Identify and describe the affect of interpretation and creativity on performance.	Compare and use interpretation and creativity in activities, rehearsal, and performance.	Identify artistic choices and demonstrate in rehearsal and performance. (T3.12.2)
3.A.3 Performance Criteria	Identify and use criteria to assess aspects of performance. (7.20)	Develop and apply criteria to assess dramatic text and performance. (6.20, 7.20)	Identify and use specific criteria to assess dramatic text and performance in written critique. (8.22, T2.15.1)
3.A.4 Critique and Response	Identify and practice constructive criticism and self-assessment. (6.20)	Discuss and generate constructive criticism using theatre terminology. (6.21, 7.20, T1.11.1)	Explore the ways constructive criticism and self-assessment improve performance. (8.23)
3.B Aesthetics	The student will identify and discuss personal preferences in response to theatrical works.	The student will explore personal preferences in response to theatrical works.	The student will apply aesthetic criteria to theatrical works.
3.B.1 Aesthetics	Identify and discuss personal preferences and reactions in response to dramatic text and performance. (6.22, 7.22)	Develop and use criteria to formulate personal preferences and reactions to dramatic text and performance. (6.25, T1.17)	Identify aesthetics in the context of theatre and apply aesthetic criteria to justify personal preferences and reactions. (7.23, 8.24, 8.25, T2.19, T2.20, T3.17, T4.10)

RESPOND

	Theatre 2	Theatre 3	Theatre 4
3.A Analysis and Critique	The student will apply critical response skills.	The student will synthesize and use critical response skills.	The student will refine critical response skills.
3.A.1 Text Analysis	Examine and apply script analysis for various dramatic texts and performances. (T1.12.1 & 2, T2.16.3)	Use script analysis in the development of dramatic text and performances.	Demonstrate and refine script analysis of exemplary plays to determine their significance. (T1.12.3, T4.2.4)
3.A.2 Interpretation	Formulate and justify personal interpretations and artistic choices. (T1.13.2)	Compare and synthesize interpretations and artistic choices in performance. (T1.1.3)	Align artistic choices with the intent of the playwright in a unified performance. (T2.16.1)
3.A.3 Performance Criteria	Justify and refine critiques using established criteria to assess dramatic text and performance. (T1.11.2, T2.15.1, T4.12)	Compare and analyze various critiques to formulate artistic standards. (T2.15.3, T4.11)	Critique dramatic text and performance using established artistic criteria and standards. (T2.15.2 & 4, T3.12)
3.A.4 Critique and Response	Employ constructive criticism and self-assessment in the performance processes. (8.23)	Synthesize and evaluate constructive criticism and self-assessment to refine performance.	Use constructive criticism and self-assessment to improve skills and foster artistic growth. (T1.14, T2.18)
3.B Aesthetics	The student will formulate aesthetic criteria to theatrical works.	The student will compare aesthetics of theatrical works.	The student will refine personal aesthetic to enhance artistic choices in theatrical works.
3.B.1 Aesthetics	Examine artistic and design choices in various performances based on shared aesthetic criteria. (T1.17, T3.16, T3.18, T4.13)	Compare and evaluate ways in which experience, culture, and current events shape aesthetics. (T1.18, T3.19, T4.18)	Develop and use aesthetic criteria to enhance artistic choices in performance. (T3.3.5, T2.21, T3.15, T4.16)

STANDARD 4 - CONNECT***The student will connect meaning and context to theatrical works.***

	Theatre Arts Appreciation	Advanced Theatre Arts Appreciation	Theatre 1
4.A Theatre History and Cultural Context	The student will identify and discuss historical and cultural aspects of theatrical works.	The student will explore historical and cultural aspects of theatrical works.	The student will compare historical and cultural aspects of theatrical works.
4.A.1 Theatre History	Identify theatre arts and describe the origins of theatre and its connection to contemporary theatre. (8.17, T1.15)	Identify and explore aspects of Medieval or Renaissance Theatre. (8.17)	Identify and examine innovations in modern and contemporary dramatic text and performance. (T2.14)
4.A.2 Society and Culture	Identify and discuss the relationships among theatre, cultures, and societies. (6.15)	Explore the ways theatre can reflect the community and culture in which it is created. (T1.8, T1.10.3, T2.12)	Compare and discuss the ways theatre reflects and impacts diverse cultures and societies. (7.13, 8.14, 8.16, T2.13)
4.A.3 Dramaturgy	Identify and discuss the benefits of research for performance.	Explore the use of technology as a research tool for performance. (6.12, T2.14)	Synthesize and use research to enrich dramatic text and performance. (7.9)
4.A.4 Art Forms	Identify and discuss characteristics of theatre and other art forms. (7.18)	Explore ways in which theatre incorporates other art forms and disciplines. (6.24, 7.21)	Integrate and justify additional art forms in performance. (T2.17.4, T3.9.1)
4.A.5 Dramatic Themes	Identify and explore themes found in dramatic text, performance, and life. (6.23, T2.16.4)	Describe how theatre reflects universal themes. (6.23, T1.16)	Identify and discuss the ways theatre reflects universal themes through symbolism and implied meaning. (7.19, 8.21)

	Theatre 2	Theatre 3	Theatre 4
4.A Theatre History and Cultural Context	The student will apply historical and cultural aspects to theatrical works.	The student will examine historical and cultural aspects in theatrical works.	The student will synthesize and use historical and cultural aspects in theatrical works.
4.A.1 Theatre History	Identify and explore aspects of Ancient Greek or Roman Theatre. (T2.11)	Identify and compare origins, styles, and perspectives of non-Western Theatre. (T1.10.1 & 2)	Synthesize and apply aspects of theatre history in dramatic text and performance. (T2.4.5, T4.9)
4.A.2 Society and Culture	Analyze the impact political and social movements have had on the development of theatre. (T2.10, T3.7)	Examine the connection between theatre and the cultivation of global relationships.	Demonstrate social and cultural awareness through performance.
4.A.3 Dramaturgy	Research historical and cultural aspects to make artistic choices for dramatic text and performance.	Compare and analyze the impact of history and culture on performance content, protocols, and practices.	Apply aspects of dramaturgy to enhance dramatic text and performance.
4.A.4 Art Forms	Analyze common themes that are expressed in theatre and other art forms. (T2.17.2)	Examine and compare the interpretive and emotional nature of art forms in various cultural and historical periods. (T2.17, T3.10, T3.11)	Synthesize art forms to create and enhance a theatrical performance. (T4.15)
4.A.5 Dramatic Themes	Analyze universal themes using dramatic text and performance from selected historical periods. (T2.11.1)	Examine and compare social, cultural, and global themes in dramatic text and performance. (T2.11.2)	Synthesize and use universal themes in dramatic text and performance.

STANDARD 4 - CONNECT***The student will connect meaning and context to theatrical works.***

	Theatre Arts Appreciation	Advanced Theatre Arts Appreciation	Theatre 1
4.B Careers	The student will identify professional skills and careers in theatre.	The student will practice using skills related to theatre professions.	The student will develop skills related to theatre professions.
4.B.1 Professional Skills	Identify and discuss theatrical professions. (6.19, 7.16)	Examine and explain the benefits of theatre skill sets in life.	Differentiate the skill sets associated with theatrical professionals. (8.19)
4.B.2 Professional Pursuits	Identify local theatre resources, training programs, and performance venues. (6.18, 8.18, T1.10.3, T2.12)	Examine the factors that contribute to becoming a successful theatre professional.	Analyze specific pathways to becoming a theatre professional.
4.B.3 Arts Administration	Identify and discuss business operations of a theatre organization. (7.10)	Compare and practice using specific business operations of a theatre organization. (8.13)	Identify and describe areas of Arts Administration including leadership, planning, finances, and marketing. (T1.7)

	Theatre 2	Theatre 3	Theatre 4
4.B Careers	The student will use skills related to theatre professions.	The student will examine skills related to theatre professions.	The student will refine skills related to theatre professions.
4.B.1 Professional Skills	Discuss the relevance of theatre skill sets within other professions. (T1.9)	Research a specific theatre profession and skill set. (T4.8)	Analyze and use the skill set of a theatre professional.
4.B.2 Professional Pursuits	Discuss the importance of and compose a professional headshot and resume. (T4.5.3)	Explore components of a professional theatre portfolio.	Create and refine a professional theatre portfolio to pursue theatre opportunities.
4.B.3 Arts Administration	Select and demonstrate tasks associated with areas of Arts Administration. (T2.8.1)	Compare and analyze administrative structures and procedures of various theatre organizations. (T2.8.1)	Create and refine a business plan for one area of Arts Administration. (T2.8.2)

GLOSSARY

Active Listening: Listening and responding in a way that improves mutual understanding. Listening attentively and respectfully.

Actor: A male or female person who performs a role in performance.

Aesthetics: The understanding and appreciation of the arts.

Aesthetic Appreciation: The ability to recognize, understand, and value that which is pleasing, beautiful, cultured, and tasteful in the arts.

Aesthetic Criteria: Set of principles giving emotional and cognitive value to an artistic endeavor.

Archetypal Character: Typical characters that represent universal patterns of human nature.

Art Forms: A classification of the arts including theatre, music, dance, visual arts, film, television, radio, electronic media, and newer art forms.

Artistic Choices: Selections made by artists to convey meaning about situation, action, direction, and design.

Artistic Discipline: Development of attitudes and skills that promote quality in the arts.

Artistic Etiquette: Proper and appropriate rehearsal, performance, audience, and artistic behaviors.

Arts Administration: Field which focuses on the business operations around an arts organization. Arts administrators are responsible for facilitating the day-to-day operations of an arts organization and fulfilling its mission. The discipline includes artistic, financial, marketing, and operational management.

Audition: A practical demonstration of one's suitability and skill for a particular role or performance opportunity.

Autonomous: Acting independently.

Benchmark: Grade level expectation for a student that marks progress toward achievement of a content standard.

Blocking: Planning and communication of positioning and movements of actors for a performance.

Body Positions: The angle of an actor's body on stage in relationship to the audience: full front, full back, one-quarter, profile, and three-quarter.

Casting: Selecting actors to play specific roles in a performance.

Character: Personality or role an actor portrays in a performance.

Characterization: The development and portrayal of a personality or role through thought, action, dialogue, and technical elements.

Character Motivation: The rationale behind a character's behavior.

Character Objective: The character's goal or intention.

Collaboration: Two or more people working together to produce or create something.

Constructive Criticism: The process of offering valid and well-reasoned opinions in response to the work of others.

Context: Conditions in which a performance exists or occurs.

Copyright: The registration of ownership of a literary or musical work.

Criteria: Standards by which something may be judged or assessed.

Critique: Opinions and comments based on predetermined criteria; used in an evaluation of a person or performance.

Cues: The dialogue, sounds, movement, or business signaling an actor or technician to respond as rehearsed.

Designer: A person who creates or plans a specific part of a production, such as costumes, set, lighting, makeup, or sound.

Dialogue: The conversation between actors on stage.

Director: Oversees and orchestrates the mounting of a theatre production by unifying various endeavors and aspects of production.

Dramatic Elements: Aspects that are essential or characteristic in playwriting and/or performance including characters, climax, conflict, contrast, focus, genre, language, mood, narrative mode, point of view, rhythm, setting, symbolism, structure, tension, theme, timing, and tone.

Dramatic Literature: Literature written for performance or in a style that would allow for performance.

Dramatic Prompts: Something that inspires a response in the form of a performance including visuals, clips, literature and/ or statements.

Dramatic Structure: The literary style in which a dramatic work is written which includes exposition, rising action, climax, falling action, and resolution.

Dramatic Text: Printed words, including dialogue and stage directions, to be delivered in a dramatic performance.

Dramaturg: A person who provides specific in-depth knowledge and literary resources to a director, producer, theatre company, or even the audience.

Dramaturgy: The theory and practice of dramatic composition and the representation of the main elements of drama on the stage.

Enhance: Intensify, increase or further improve the quality, value, or extent of.

Ensemble: A group of people working together cooperatively to achieve a common goal.

Environment: The physical surroundings that establish place, time, atmosphere, mood, and the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Feedback: Constructive comments or opinions.

Genre: In literary and dramatic studies, genre refers to the main types of literary form, principally tragedy and comedy. The term can also refer to forms that are more specific to a given historical era or sub genres of tragedy, and comedy.

Given Circumstances: Environmental and situational conditions which influence performance.

Headshot: A specific type of portrait that realistically demonstrates a person's appearance for branding or casting.

Improvisation: A spontaneous style of theatre using unrehearsed and unscripted scenes.

Improvisational: Non scripted and spontaneous.

Improvise: To ad-lib or invent dialogue and actions without a script or rehearsal.

Indicator: Evidence of student achievement of a content benchmark.

Interpersonal: Of or relating to relationships or communication between people.

Interpretation: Understanding that holds a particular meaning or significance.

Medieval Theatre: Theatrical performance in the period between the fall of the Western Roman Empire in the 5th century A.D. and the beginning of the Renaissance in approximately the 15th century A.D.

Modern Theatre: Theatrical performance between 1870 into the early twentieth century and the trend towards Realism which include the works of Ibsen, Chekhov, Wagner, and Shaw.

Monologue: An uninterrupted speech spoken by one person revealing personal thoughts and feelings.

Narrative: A story told through a work of poetry, prose, song, theater, or dance.

Nonverbal communication: Communication without vocalization that includes facial expressions, gestures, and body language.

Off Book: No longer script-dependent.

Playwright: One who writes plays.

Plot: The main events of a story devised and presented by the writer as an interrelated sequence.

Post Modern Theatre: Theatrical performance from 1940 to present.

Production Team: A group of artistic and/ or technical staff members who produce a play, television show, recording, film, or performance. These roles might include producer, director, playwright, set designer, lighting designer, costume designer, production manager, technical director, choreographer, stage manager, theatrical technicians, stagehands, and/ or Actors.

Prompt Book: A copy of the script, containing blocking, cues, notes, and special instructions used for a performance.

Props: Objects or items that might be part of the stage dressing or used by actors for stage business and characterization.

Prose Literature: Form of literature that exhibits grammatical structure and natural flow of speech.

Rehearsals: Sessions in which actors and technicians prepare by repetition for performance.

Renaissance Theatre: Also known as early modern English theatre, or as Elizabethan theatre, refers to the theatre of England between 1562 and 1642. This includes the plays of William Shakespeare, Christopher Marlowe, and Ben Jonson.

Resume: Short account of a person's career and qualifications prepared by the applicant for a position.

Scene: A short situation to be acted out, with a beginning, middle, and end; a subdivision of an act in a dramatic presentation in which the setting is fixed and the time continuous.

Sequence: The progression of content and skills taught and assessed.

Scope: The range of the content and skills taught and assessed.

Score a Text: Annotation of a dramatic text indicating delivery and dynamics.

Script: The written text of a play, movie, or broadcast.

Script Analysis: A formal analysis of a script which focuses primarily on the text in an attempt to better understand the play.

Skills: A set of strategies and techniques that reflect a student's talent, learning, and aptitude in order to accomplish tasks and activities.

Skill Set: A range of skills or abilities.

Standard: Broad goal for student learning that defines a key set of skills students will demonstrate after instruction.

Stereotypical Character: A familiar character identified by an oversimplified pattern of behavior that typically labels the character as being part of a group of people.

Stock Character: An easily recognizable character with predictable actions.

Story: An account of imaginary or real events told for entertainment.

Style: The way in which a performance is written, acted, and produced. Theatrical styles are influenced by time and place, artistic, and other social structures, as well as the individual style of the particular artist or artists.

Technical Design: The creative process of developing and executing aesthetic or functional designs in a production, such as costumes, lighting, sets, and make up.

Technical Theatre: Study of backstage, business, and house elements of stage production.

Theaters: Buildings where plays are performed.

Theatre: The writing or performance of plays, as well as the formal study of the art form; to imitate or represent life in performance for other people.

Theatre Arts: The term used to cover training and instruction in the field of theatre.

Theatre Conventions: Established techniques, practices, or devices unique to theatrical productions.

Theatre Safety: Keeping the crews, cast, and audience free from harm, danger, risk, or injury.

Theatre Spaces: Venues and stages that support theatrical performances including proscenium stage, thrust stage, arena stage, auditoriums, black box, etc.

Theme: The basic idea or purpose of a play which ties together characters and plot.

Tight Cues: The appropriate timing of a response of an actor to dialogue or movement made by another performer.

Unified Production Concept: A brief statement, metaphor, or expression of the essential meaning of a play that orders and patterns all the play's parts.

Vocal Quality: The characteristics of a voice, such as shrill, nasal, raspy, breathy, booming, etc.

Vocal Skills: Skills that utilize the vocal apparatus in manners that require special practice, teaching, or learning and so uses them for the purpose of entertainment, speech, and/ or speech therapy in a manner that goes beyond that with which they are most commonly used.

**VIRGINIA STANDARDS
OF LEARNING FOR
THEATRE ARTS**

Theatre Arts Standards of Learning

for Virginia Public Schools

Adopted in June 2013 by the Board of Education

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Grade Six Theatre Arts

The standards for Grade Six Theatre Arts introduce students to the fundamental concepts of theatre and foster theatre literacy. Through experiences involving research, planning, scripting, production, and performance, students acquire skills in communicating ideas, thinking critically, and solving problems collaboratively. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

Performance and Production

- 6.1 The student will build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities.
- 6.2 The student will describe the use of concentration, discipline, and imagination necessary for theatrical performance.
- 6.3 The student will use a problem-solving process to create solo and collaborative presentations, using body, voice, and imagination.
- 6.4 The student will improvise responses to creative prompts.
- 6.5 The student will practice theatre etiquette and identify the role of the audience as integral to the performance experience.
- 6.6 The student will explain how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally.
- 6.7 The student will demonstrate theatre as dramatized storytelling by creating and presenting short scenes that include characters, setting, conflict, and a progressive chain of events.
- 6.8 The student will portray invented characters.
- 6.9 The student will describe physical performance spaces and stage positions.
- 6.10 The student will identify different types of performance spaces and productions.
- 6.11 The student will select and use available technical elements to enhance presentations.
- 6.12 The student will use contemporary technology to research an aspect of theatre arts.
- 6.13 The student will identify the functions of a theatre director.
- 6.14 The student will describe aspects of theatre design (e.g., lighting, sound, costumes, scenery).

Theatre History and Cultural Context

- 6.15 The student will explain the influences of history and culture on the development of theatre.
- 6.16 The student will classify drama as a form of literature.
- 6.17 The student will define *comedy* and *tragedy* and differentiate between them.
- 6.18 The student will identify theatrical resources in the community.
- 6.19 The student will identify various careers in the theatre arts.

Analysis, Evaluation, and Critique

- 6.20 The student will define *critique* and develop criteria for critiquing performances.
- 6.21 The student will critique a short scene and/or evaluate a script, working collaboratively.
- 6.22 The student will make connections between personal experience and dramatizations.

Aesthetics

- 6.23 The student will describe how theatre is a representation of life.
- 6.24 The student will describe how theatre incorporates other art forms.
- 6.25 The student will develop aesthetic criteria to formulate personal responses to theatrical productions.

Grade Seven Theatre Arts

The standards for Grade Seven Theatre Arts strengthen and expand upon the concepts and skills introduced in grade six. Students continue to develop creative, intuitive skills while increasing their understanding of theatre performance. They focus on more complex experiences and expand their understanding of the cultural aspects of theatre. Students continue to refine the collaborative creative process while developing their communication and critical-thinking skills. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

Performance and Production

- 7.1 The student will explain why concentration, discipline, and imagination are necessary for theatrical performance.
- 7.2 The student will communicate ideas in the context of individual and group performances, demonstrating teamwork, cooperation, and dependability.
- 7.3 The student will brainstorm, solve problems, and collaborate to create presentations.
- 7.4 The student will improvise scenes from given situations.
- 7.5 The student will demonstrate the creative process by devising, refining, and presenting dramatizations.
- 7.6 The student will practice theatre etiquette and analyze the role of the audience as integral to the performance experience.
- 7.7 The student will explain the use of posture, gesture, movement, action, and stage position to communicate meaning.
- 7.8 The student will apply vocal articulation, projection, and inflection during performance.
- 7.9 The student will work collaboratively to research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.
- 7.10 The student will identify the functions and responsibilities of the creative team and production staff.
- 7.11 The student will use technical theatre vocabulary.
- 7.12 The student will identify the three major types of stages: proscenium, thrust, and arena.

Cultural Context and Theatre History

- 7.13 The student will explain how theatre and contemporary media reflect diverse cultures.
- 7.14 The student will describe theatre styles from two different time periods.
- 7.15 The student will identify resources for scripts and materials.
- 7.16 The student will identify various careers in the fields of theatre arts and contemporary media.

Analysis, Evaluation, and Critique

- 7.17 The student will identify the elements of plot, character, setting, conflict, mood, and dialogue.
- 7.18 The student will compare and contrast theatre with other literary genres and forms of performance.
- 7.19 The student will identify symbolism and theme in theatre presentations.
- 7.20 The student will critique a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.

Aesthetics

- 7.21 The student will explain how other fine arts and fields of knowledge are applied in theatre arts.
- 7.22 The student will explain that theatre is an art form that elicits an immediate response.
- 7.23 The student will use aesthetic criteria to justify personal responses to theatrical productions.

Grade Eight Theatre Arts

The standards for Grade Eight Theatre Arts extend the techniques and skills acquired in grades six and seven. Students build ensemble skills, focus on the psychological and emotional dimensions of characters in action, and collaborate on more complex projects. Students perform scripted works, explore theatrical design concepts, and write critiques. They refine their analytical, collaborative, problem-solving, and critical-thinking skills that are necessary to make artistic decisions and present unified productions. This course prepares students for theatre arts studies at the high school level.

Performance and Production

- 8.1 The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.
- 8.2 The student will communicate themes and concepts through individual and group performances, demonstrating teamwork, cooperation, commitment, and dependability.
- 8.3 The student will refine creative problem-solving, ensemble-building, and improvisational skills while using the creative process.
- 8.4 The student will work collaboratively to achieve unified productions, demonstrating respect for self and others as well as for the theatrical form.
- 8.5 The student will demonstrate appropriate backstage and performance protocols and audience etiquette.
- 8.6 The student will use character analysis techniques to research, develop, and present a scripted character.
- 8.7 The student will refine vocal articulation and projection and use vocal choices (e.g., volume, pitch, inflection) while defining and presenting a character.
- 8.8 The student will use movement, gesture, and other forms of physical expression as a means of communicating the physical, psychological, and emotional dimensions of a character.
- 8.9 The student will analyze the playwright's use of character, setting, and theme in a script to convey meaning.
- 8.10 The student will create, memorize, and present a scripted scene containing two or more characters.
- 8.11 The student will make informed choices to communicate ideas during the rehearsal process.
- 8.12 The student will design and use two technical elements (e.g., lighting, scenery, costumes, properties, sound) to illustrate environment, character, mood, and/or theatrical style.
- 8.13 The student will fulfill the duties and responsibilities of a production staff member.

Theatre History and Cultural Context

- 8.14 The student will investigate and identify how theatre and contemporary media reflect diverse cultures.
- 8.15 The student will demonstrate knowledge of ethical and cultural issues related to theatre arts.
- 8.16 The student will identify the social, cultural, and historical influences of theatre arts.
- 8.17 The student will cite examples of theatre occurring in unique environments and physical spaces.
- 8.18 The student will identify theatre resources in the community, including professional, community, and educational theatres.
- 8.19 The student will examine a selected career in theatre, television, film, or contemporary media.

Analysis, Evaluation, and Critique

- 8.20 The student will analyze a script, focusing on literary elements that further the development of plot, character, setting, mood, dialogue, and conflict.
- 8.21 The student will analyze symbolism, implied meaning, and theme in theatrical presentations.
- 8.22 The student will write a critique of a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.
- 8.23 The student will demonstrate the ability to accept and utilize constructive criticism.

Aesthetics

- 8.24 The student will define *aesthetics* and describe how it relates to theatre as a reflection of life.
- 8.25 The student will explain personal responses to theatrical productions based on experience and aesthetic criteria.

Theatre Arts I: Introduction to Theatre

The standards for Theatre Arts I enable students to survey theatre arts, experience and appreciate theatrical works and performances, and participate in the creative processes of producing and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.

Performance and Production

- TI.1 The student will explore theatre as an ensemble art through group interaction by
 - 1. developing communication strategies;
 - 2. proposing and selecting alternatives to solve problems while building consensus;
 - 3. collaborating to implement personal artistic choices; and
 - 4. respecting the ideas and viewpoints of others.
- TI.2 The student will create and strengthen trust and expand listening skills through participation in theatre games and improvisations (e.g., solo and group dramatizations, portrayals of characters in conflict, experiments in rhythm and imagery, pantomimes, playwriting experiments).
- TI.3 The student will demonstrate the skills necessary to perform theatrical works by
 - 1. creating and maintaining an imagined reality;
 - 2. using the body and voice as expressive tools; and
 - 3. employing diction and projection so words can be heard and understood by an audience.
- TI.4 The student will apply the creative process in storytelling, playwriting, and acting by
 - 1. creating and writing a monologue and/or scene;
 - 2. analyzing the physical, emotional, and social dimensions of characters;
 - 3. employing voice, body, and imagination in role playing;
 - 4. presenting a memorized monologue and/or scene from a published work; and
 - 5. investigating and applying audition techniques.
- TI.5 The student will demonstrate theatrical direction, including blocking and staging a scene.
- TI.6 The student will apply principles of technical theatre by
 - 1. differentiating among the components of technical theatre;
 - 2. identifying the responsibilities of designers and technicians;
 - 3. demonstrating theatre safety practices; and
 - 4. practicing ethical use of available technology and other resources (e.g., music, visuals, media materials).
- TI.7 The student will examine and explain the principles of theatre management.

Theatre History and Cultural Context

- TI.8 The student will identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
- TI.9 The student will make connections between theatre and other fields of knowledge.
- TI.10 The student will explore theatre in various historical times and various cultures by
 - 1. researching historical and cultural information about theatre in other times and places;
 - 2. examining non-Western traditions in drama; and
 - 3. identifying theatrical activity in the community and the commonwealth.

Analysis, Evaluation, and Critique

- TI.11 The student will give, receive, and utilize constructive criticism by
1. making observations about theatrical performances, projects, and plans, using theatre arts vocabulary; and
 2. applying evaluative criteria to these observations.
- TI.12 The student will analyze selected works of dramatic literature by
1. identifying the elements of character, conflict, setting, plot, theme, and dialogue;
 2. examining the purpose and meaning of each element; and
 3. developing and applying evaluative criteria.
- TI.13 The student will analyze live performances by
1. identifying the elements of production—acting, directing, and design; and
 2. describing, analyzing, and evaluating artistic choices.
- TI.14 The student will use self-evaluation as a tool for growth as a theatre artist.

Aesthetics

- TI.15 The student will define *theatre* and support that definition, using theatre arts vocabulary.
- TI.16 The student will describe how theatrical presentations can entertain, inform, and interpret the human experience.
- TI.17 The student will describe a personal response to a theatrical experience, using theatre arts vocabulary.
- TI.18 The student will explain how personal experience, culture, and current events shape personal aesthetic opinions and criteria.

Theatre Arts II: Dramatic Literature and Theatre History

The standards for Theatre Arts II help students make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. They study and respond to a variety of theatrical experiences that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities and appreciation of theatre arts.

Performance and Production

- TII.1 The student will create theatre projects and productions through collaboration by
1. assuming shared responsibility for group work;
 2. practicing courtesy and respecting the ideas and points of view of others; and
 3. engaging all members of the group.
- TII.2 The student will create and strengthen trust through participation in theatre games and improvisations that
1. demonstrate characterization and justify motivations;
 2. develop a narrative that expresses dramatic conflict;
 3. incorporate dialogue and listening skills to express character relationships;
 4. integrate personal experience into the exercises; and
 5. refine concentration, observation, imagination, and sensory memory.
- TII.3 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- TII.4 The student will demonstrate acting skills and techniques in solo and group performances by
1. using movement, staging (blocking), pacing, and stage business;
 2. refining vocal projection and diction;
 3. choosing vocal and physical expressions that enhance characterization, conflict, and production style;
 4. refining research skills and audition techniques for characterization and script/text interpretation;
 5. incorporating psychological, historical, and social dynamics derived from information suggested by the script;
 6. incorporating suggestions from the director; and
 7. performing a fully rehearsed and memorized role.
- TII.5 The student will apply principles of directing by
1. selecting scenes and participating in script analysis, casting, staging, and rehearsing;
 2. communicating directorial choices, including pacing, mood, concept, and style; and
 3. employing ethical standards in script selection, revision/adaptation, and presentation.
- TII.6 The student will demonstrate skills and principles of technical theatre by
1. applying safety procedures;
 2. utilizing the elements of technical theatre, such as lighting, scenery, costumes, makeup, properties, and sound;
 3. making a three-dimensional model from design drawings;
 4. offering solutions to technical theatre problems;
 5. interpreting, preparing, and presenting elements of technical theatre to enhance a scene; and
 6. evaluating technical choices made in formal and informal presentations.

- TII.7 The student will examine the development of technical theatre by
1. explaining the effects of technological advancements on theatre production; and
 2. analyzing a variety of dramatic texts to determine their production requirements.
- TII.8 The student will demonstrate principles of theatre management/administration and the production process by
1. applying theatre-management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets; and
 2. developing a schedule and organizational plan for a selected area of theatre operation.
- TII.9 The student will participate in a variety of theatrical experiences by
1. attending live theatre performances (amateur and/or professional); and
 2. fulfilling various roles and responsibilities in class presentations and performances.

Theatre History and Cultural Context

- TII.10 The student will compare and contrast the purposes of theatre in selected historical periods.
- TII.11 The student will identify major theatrical styles, including classical, Renaissance, modern, contemporary, and non-Western, including
1. identifying universal characters, situations, themes, and ideas in theatre;
 2. identifying the use of symbolism and cultural and historical clues in dramatic texts; and
 3. describing historical production designs, techniques, and performance practices.
- TII.12 The student will research current theatrical productions in the commonwealth and the nation.
- TII.13 The student will explain the impact of theatre, television, film, and/or contemporary media on the culture in which they exist.
- TII.14 The student will examine how advancements in technology impact theatre, television, film, and contemporary media.

Analysis, Evaluation, and Critique

- TII.15 The student will give, receive, and utilize constructive criticism by
1. critiquing theatrical performances, projects, plans, and ideas objectively;
 2. evaluating the artistic choices made in informal and formal productions;
 3. evaluating reviews and critiques of dramatic works; and
 4. critiquing theatrical performances outside of the school environment.
- TII.16 The student will analyze selected works of dramatic literature by
1. summarizing the playwright's intentions and message;
 2. identifying the elements of genre, style, structure, mood, language, and symbolism;
 3. demonstrating responses visually, orally, kinesthetically, or in writing, using theatre arts vocabulary; and
 4. relating dramatic themes to personal experience or current events.

- TII.17 The student will analyze how theatre is similar to and different from other literary genres and other art forms by
1. comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts;
 2. comparing how common themes are expressed in the other literary genres and art forms;
 3. comparing the interpretive and emotional nature of other literary genres and art forms in specific cultures and/or periods; and
 4. describing ways in which dance, music, and the visual arts enhance theatrical presentations.
- TII.18 The student will apply self-evaluation as a tool for growth as a theatre artist.

Aesthetics

- TII.19 The student will define *aesthetics* in the context of theatre arts.
- TII.20 The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.
- TII.21 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.

Theatre Arts III: Intermediate Acting and Playwriting

The standards for Theatre Arts III help students assimilate and build upon the concepts learned and skills acquired in Theatre Arts II. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills. They continue to cultivate and refine their artistic abilities and appreciation of theatre arts.

Performance and Production

- TIII.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
- TIII.2 The student will exhibit independence, self-discipline, and commitment to the theatre process through work on assigned projects and productions.
- TIII.3 The student will integrate acting skills and techniques involving voice, movement, and analysis into the rehearsal process and performance by
 - 1. initiating artistic choices to enhance performance;
 - 2. listening to other actors and responding internally as well as externally;
 - 3. creating and sustaining multidimensional characters;
 - 4. enhancing characterizations, dialogue, and action;
 - 5. demonstrating self-confidence and self-expression; and
 - 6. making artistic decisions to achieve an ensemble.
- TIII.4 The student will demonstrate the audition process by
 - 1. researching and selecting contrasting monologues by established playwrights;
 - 2. developing an understanding, interpretation, and portrayal of a character; and
 - 3. presenting memorized selections for critique.
- TIII.5 The student will demonstrate playwriting by
 - 1. conceiving a theme to convey a message;
 - 2. constructing a dramatic plot structure;
 - 3. developing a central conflict;
 - 4. developing an idea through action; and
 - 5. portraying unique, multidimensional characters.
- TIII.6 The student will demonstrate the application of theatre design by
 - 1. following safety procedures;
 - 2. rendering lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production;
 - 3. making a two-dimensional drawing of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and/or properties;
 - 4. building a scale model of a setting for a stage or contemporary media production;
 - 5. implementing solutions to technical problems; and
 - 6. analyzing and justifying design choices.

Theatre History and Cultural Context

- TIII.7 The student will analyze how theatre can be a reflection of major movements/events (e.g., social, political) in historical eras.
- TIII.8 The student will research acting styles from a variety of historical periods by comparing and contrasting decorum, environments, manners, and portrayals of characters and situations.
- TIII.9 The student will trace the development of theatre design and performance by
1. explaining the use and effects of technology; and
 2. analyzing a variety of dramatic texts with reference to their historical and cultural contexts in order to determine their original production requirements.
- TIII.10 The student will investigate contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.
- TIII.11 The student will compare and contrast live performance to contemporary media performance by
1. analyzing the production methods of each; and
 2. describing the use of contemporary media and theatre in a changing world.

Analysis, Evaluation, and Critique

- TIII.12 The student will critique acting styles by
1. assessing projects, plans, or ideas;
 2. incorporating personal artistic choices into informal and formal productions; and
 3. critiquing acting styles of professional theatrical productions, using theatre arts vocabulary.
- TIII.13 The student will apply a critical methodology to playwriting by
1. comparing the components of the works of established playwrights to those found in student works;
 2. revising original student scripts; and
 3. explaining why there will be a variety of responses by audience members.
- TIII.14 The student will critique theatrical designs by
1. evaluating projects, plans, or ideas; and
 2. incorporating personal artistic choices into informal and formal productions.

Aesthetics

- TIII.15 The student will justify personal choices regarding characterizations within the acting process.
- TIII.16 The student will compare and contrast the aesthetic ideals of two or more playwrights.
- TIII.17 The student will justify personal aesthetic criteria in response to theatrical and contemporary media performances.
- TIII.18 The student will develop personal aesthetic criteria in response to theatre design.
- TIII.19 The student will justify multiple points of view regarding the interpretation of theatrical works.

Theatre Arts IV: Advanced Acting and Directing

The standards for Theatre Arts IV help students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research, performance, and evaluation, students develop artistic criteria that are applied to performing and directing. They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.

Performance and Production

- TIV.1 The student will work independently and collaboratively as an actor to create formal and informal presentations, including
1. depicting multidimensional characters;
 2. depicting given circumstances; and
 3. living truthfully in the moment.
- TIV.2 The student will create a personal acting technique by
1. investigating both external and internal acting approaches;
 2. applying different acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays);
 3. writing character analyses that include prior action, cultural background, objective, tactics, subtext, and consequences of actions; and
 4. writing script analyses that include the historical context, cultural context, through line, and playwright's intent.
- TIV.3 The student will demonstrate vocal performance skills—breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.
- TIV.4 The student will apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.
- TIV.5 The student will prepare for academic and/or professional auditions by
1. choosing and preparing contrasting one-minute and two-minute audition pieces from published works;
 2. preparing and presenting written and oral critiques of personal and peer audition pieces;
 3. developing a résumé of performance and production experience; and
 4. using established audition techniques and following audition notice guidelines.
- TIV.6 The student will work independently and collaboratively as a director to create formal and informal presentations, including
1. depicting multidimensional characters;
 2. following the playwright's intent;
 3. depicting given circumstances; and
 4. realizing directorial concepts.

- TIV.7 The student will direct a two-character scene, a multicharacter scene, and a one-act play for performance, including
1. selecting scripts from published and/or original works;
 2. researching the history, culture, and concept of each script;
 3. devising prompt books;
 4. establishing rehearsal and production schedules;
 5. applying established audition techniques in casting;
 6. modeling professional discipline in rehearsal and performance;
 7. conceiving and communicating a cohesive, artistic vision;
 8. creating a collaborative working relationship among cast and crew;
 9. creating and/or collaborating on designs for all production components;
 10. employing staging (blocking) to achieve focus and communicate meaning;
 11. working with actors to develop and ensure effective characterizations;
 12. overseeing technical and design responsibilities and solving related problems;
 13. meeting deadlines; and
 14. adhering to copyright and royalty requirements.

Theatre History and Cultural Context

- TIV.8 The student will research the development of the role of the director as a unifying force in a production.
- TIV.9 The student will use cultural and historical research to justify choices in directing and acting projects.

Analysis, Evaluation, and Critique

- TIV.10 The student will analyze and interpret meaning in personal theatre projects.
- TIV.11 The student will compare a variety of published criticisms of a play and evaluate findings.
- TIV.12 The student will critique performances, focusing on the acting or directing.
- TIV.13 The student will evaluate the qualities of a theatrical production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations.
- TIV.14 The student will analyze the intentions and choices of peer directors and designers.

Aesthetics

- TIV.15 The student will propose a definition of *art* and support that definition within the context of theatre arts.
- TIV.16 The student will explain how personal aesthetic criteria are applied to personal performance and direction.
- TIV.17 The student will justify personal perceptions of a playwright's intent, as filtered through the director's vision.
- TIV.18 The student will research current aesthetic issues in theatre (e.g., ethics, sensationalism, propaganda).

Technical Theatre

The standards for Technical Theatre help students apply and expand their knowledge of theatre design, production, and management. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment. *Note: Please refer to “Safety” in the Introduction section of this document for a detailed explanation of safety requirements.*

Design and Production

- TT.1 The student will summarize how the fundamental aspects of scene design, lighting, sound, costumes, properties, and makeup are applied in individual and collaborative theatre projects.
- TT.2 The student will explain how production design is derived from research, script analysis, and the directorial concept and how it communicates meaning to the audience.
- TT.3 The student will describe the different types of theatre spaces (e.g., proscenium, thrust, area), suggesting specific design considerations for each.
- TT.4 The student will identify the components of the theatre facility.
- TT.5 The student will identify the responsibilities of the running crews.
- TT.6 The student will demonstrate set construction by
1. adhering to safety guidelines;
 2. identifying and using construction tools and hardware; and
 3. building scenic elements (e.g., flats, platforms, step units).
- TT.7 The student will demonstrate scene design by
1. adhering to safety guidelines;
 2. analyzing required and implied design considerations;
 3. sketching preliminary designs;
 4. drawing floor plans to scale for given stage dimensions;
 5. creating front view drawings, perspective drawings, and models;
 6. applying painting techniques to scenery and backdrops; and
 7. acquiring and placing furnishings and stage properties.
- TT.8 The student will design, produce, and manage properties by
1. analyzing the required and implied design considerations;
 2. creating a prop list;
 3. constructing, gathering, and/or adapting objects to enhance the production elements; and
 4. preparing locations for storage.
- TT.9 The student will demonstrate lighting design and production by
1. adhering to safety guidelines;
 2. identifying and using lighting instruments (e.g., fresnel, ellipsoidal, parcan) as well as their parts (e.g., connectors, lamp, lenses) and accessories;
 3. identifying and operating a dimming system;
 4. demonstrating the mechanics of lighting;
 5. explaining and applying additive color mixing of light; and
 6. creating a simple lighting plot.

- TT.10 The student will demonstrate use of sound to enhance performance and convey mood and information by
1. adhering to safety guidelines;
 2. analyzing required and implied design considerations;
 3. identifying and using sound equipment;
 4. using amplification and sound effects;
 5. creating a sound plot; and
 6. adhering to relevant copyright and royalty requirements.
- TT.11 The student will demonstrate costume design and production by
1. analyzing required and implied design considerations;
 2. creating a costume plot and costume drawings;
 3. identifying tools, materials, and equipment;
 4. employing the fundamentals of sewing, following safety guidelines; and
 5. adapting an existing costume from stock.
- TT.12 The student will demonstrate hair and makeup design by
1. analyzing required and implied design considerations;
 2. creating a hair and makeup plot;
 3. identifying tools, materials, and equipment; and
 4. using safe, hygienic fundamentals of hair and makeup application and removal.
- TT.13 The student will identify the responsibilities of the stage manager, house manager, and business manager.
- TT.14 The student will apply principles of stage management by
1. creating a prompt book, noting blocking and cues for lighting, sound, and effects;
 2. assisting the director in all areas of production management; and
 3. maintaining effective communication with members of the cast and crew.
- TT.15 The student will apply principles of house management by
1. preparing and maintaining a facility during a production;
 2. recruiting and instructing house staff (e.g., ushers, concession workers);
 3. following safety regulations and emergency plans (e.g., medical, fire); and
 4. assuring the comfort of patrons.
- TT.16 The student will apply principles of business management by
1. adhering to copyright and royalty requirements for use of materials (e.g., contemporary media, recordings, written materials);
 2. preparing and tracking a budget for a production;
 3. collaborating to create and maintain a Web site; and
 4. collaborating to create a publicity plan for a production (e.g., press releases, posters, flyers, Web information, playbills, tickets).

Theatre History and Cultural Context

- TT.17 The student will examine the development of technical theatre by
1. explaining the impact of technological advancements on theatre; and
 2. analyzing a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts.
- TT.18 The student will research theatre architecture, technology, fashion, furnishings, objects, and lighting in various historical eras.
- TT.19 The student will trace the development of theatre stages and staging through history.

Analysis, Evaluation, and Critique

- TT.20 The student will justify personal choices in specific design, production, and/or management areas through a variety of completed materials.
- TT.21 The student will critique the design and production aspects of a live performance.
- TT.22 The student will devise a constructive critique of peer work.

Aesthetics

- TT.23 The student will explain how personal aesthetic criteria are applied to theatre design, production, and management.
- TT.24 The student will compare and contrast the design and production elements of theatre with other fine arts products (e.g., concerts, recitals, exhibitions).
- TT.25 The student will identify how theatre design elements elicit an emotional and/or intellectual response from the audience.