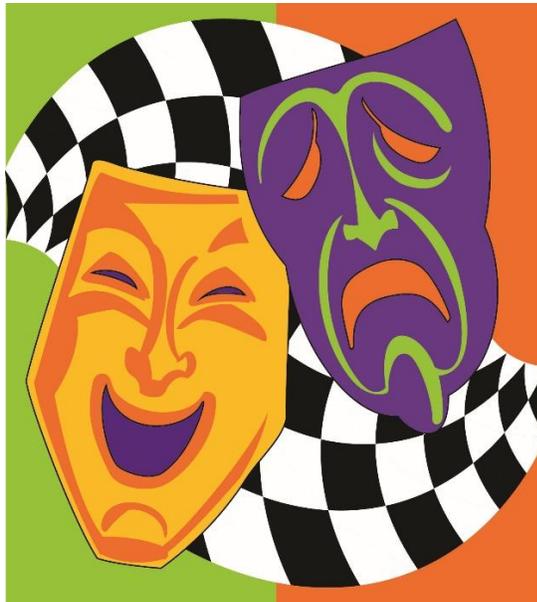

Sample Theatre Arts Curriculum for Virginia Public Schools

Grades 6–12



Commonwealth of Virginia
Department of Education
Richmond, Virginia
August 2015

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Introduction

The curriculum in this publication reflects the intent of the theatre arts standards of learning found in the 2013 *Fine Arts Standards of Learning for Virginia Public Schools*. Theatre arts educators from public schools in Arlington County, Chesterfield County, Culpeper County, Harrisonburg City, Henrico County, Prince George County, Richmond City, and Shenandoah County contributed to this curriculum to better delineate the scope of theatre arts education in Virginia's schools and to facilitate a high level of theatre arts instruction across the Commonwealth. Classroom teachers, curriculum specialists, administrators, college faculty, and theatre arts professionals assisted the theatre arts curriculum development team with reviewing and refining drafts of the document.

The *Sample Theatre Arts Curriculum for Virginia Public Schools* presents the essential content that should be included in school theatre arts education for various course offerings. Course content is expressed as instructional objectives organized into four content strands or topics: Performance and Production; Theatre History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately in order to define the theatrical experiences and instructional processes at all grade levels (6-12), the objectives overlap and integrate in actual theatrical experience. They are cumulative, progressing in complexity from grade to grade and course to course.

A vocabulary list is provided for each course for the purpose of enabling students to use course-specific theatre arts terminology to discuss and analyze their theatrical experiences.

These comprehensive instructional objectives are suggested minimum attainments in theatre arts. They set reasonable targets and expectations for what teachers should teach and students should learn by specifying clear, concise, measurable, and rigorous expectations for young people. They may be used in whole or in part by educators to design and deliver theatre arts instruction for each course. This curriculum does not prescribe how content should be taught, nor is it intended to be restrictive. Teachers are encouraged to select a variety of instructional strategies and assessment methods appropriate for their students as well as to go beyond the content presented here to meet the needs of all students.

The development of the *Sample Theatre Arts Curriculum for Virginia Public Schools* is an important step in the process of providing challenging educational programs in Virginia's public schools. A comprehensive school theatre arts program makes it possible for students to understand their own responses and the responses of others to the many forms of theatrical experience. It also enables students to develop and express their theatrical creativity as they progress toward full participation in theatrical culture, which is a defining characteristic of civilization. Furthermore, through theatre arts instruction, students acquire essential knowledge and skills that include the ability to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, and use their imagination and be creative. They also gain new understandings that enable them to apply their knowledge and skills in new situations and make critical connections.

The *Sample Theatre Arts Curriculum for Virginia Public Schools* is available on the Virginia Department of Education's website at http://www.doe.virginia.gov/instruction/fine_arts/index.shtml.

GOALS

The content of the Theatre Arts Standards of Learning is intended to support the following goals for students:

- Acquire the technical and artistic knowledge and skills necessary for expressive dramatic performance.
- Think and act creatively by employing originality, flexibility, and imagination when solving problems individually and collaboratively.
- Demonstrate knowledge of the elements of theatre production and management.
- Demonstrate understanding of theatre within the contexts of history, culture, and other art forms and the role of theatre as a vehicle for human expression.

- Develop observation and critical-thinking skills for the evaluation of theatre performances, including their impact on society.
- Demonstrate knowledge of and responsibility for the safe and ethical use of facilities, materials, methods, and technologies.
- Make connections between theatre arts and other fields of knowledge, including awareness of the impact of contemporary media on theatre creativity and performance.
- Articulate personal aesthetic preferences and apply aesthetic criteria to the making of artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for theatre as an integral component of an educated, cultured society.

INSTRUCTIONAL OBJECTIVES

Performance and Production

Students will evaluate problems and develop innovative solutions to all aspects of theatre production. They will design and implement creative presentations consistent with form and expressive intent, while applying concepts and skills that are inherent to theatre design, production, and performance. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with the crafts essential in theatre.

Theatre History and Cultural Context

Students will demonstrate their knowledge of the ways in which theatre and culture have influenced each other throughout history. They will investigate how contemporary media and technology impact the creation and production of live and recorded theatre performances. Students will focus on understanding the human experience expressed in performances of theatre works.

Analysis, Evaluation, and Critique

Students will develop a thorough understanding of the art and craft of theatre. Students will examine, interpret, and assess the content and manner in which theatre arts express meaning. They will apply processes that involve observing, listening, reflecting, analyzing, and justifying their roles as creators, performers, technicians, and audience members. These skills are required for creating, producing, and evaluating theatre works.

Aesthetics

The ability to make qualitative judgments in theatre arts depends upon the ability to perceive, reflect upon, and respond to theatre as an art form. Participation in a range of artistic experiences will enable students to develop an understanding of different cultural philosophies and factors that may alter perceptions. Such understandings are critical to the development of a personal philosophy of theatre that focuses on how artistic expression reflects life.

SAFETY

Safety must be given the highest priority in implementing the theatre arts instructional program. Students must know how to follow safety guidelines; demonstrate appropriate safety techniques; use and care for equipment, stage properties, costumes, and facilities safely; and practice theatre etiquette both on and off stage while working individually and in groups.
--

For every instructional activity, correct, safe techniques as well as wise selection of appropriate resources, materials, and theatre experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful managing, and constant monitoring during theatre activities. Class enrollment and audience size should not exceed the designated capacity of any instructional or performance setting.

Theatre production embraces a wide range of necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

Rehearsal

- Physical and vocal warm-ups are essential for students' safety.
- Stage combat should be choreographed to eliminate unnecessary risk.
- Dance rehearsals should be conducted on a smooth, resilient, nonslip floor (e.g., sprung wood floor, Marley-type floor).
- Platforms and stair units must be secured from accidental movement and have sufficient railings.
- A telephone should be available at all times, and emergency numbers should be displayed prominently in the space being used.
- Performance and technical rehearsals should be staffed by a theatre teacher as well as a stage manager, production manager, and/or technical director.

Design and implementation of technical elements

- Construction of scenery, costumes, and properties should be conducted under the same conditions and according to the same practices used for career and technical education classes, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures must be properly maintained and regularly inspected, especially for ground continuity.
- A master switch for the electrical supply to stage lighting equipment must be easily accessible.
- Amplified sound volumes must not exceed safe levels.
- All damaged and worn-out equipment must be assessed for safety issues before being used.

Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be unobstructed and usable at all times.
- All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.

Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a theatre teacher with training in theatre safety.

APPLICATION OF ACQUIRED SKILLS

While the use of various teaching strategies is left to the discretion of the teacher, the student will be able to accomplish the tasks listed in this section by the end of the course.

ASSESSMENT

Assessment provides useful and accurate information about student learning. It employs practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn in the visual arts education environment. Theatre arts educators assess and document student learning using methods that could include structured and informal observations and interviews, pre- and post-assessments, projects and tasks, exhibitions, portfolio development, journals, and multiple-choice and short-answer methods.

Classroom assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain information for understanding student progress in ways that can guide future instruction. Also, assessment provides opportunities for self-reflection and evaluation by the student.

The assessment section of this curriculum was not developed because of project time constraints. It is hoped that in the future, assessment resource materials will be developed to help teachers determine whether students have achieved each objective for grades 6-8 and for the five high school courses of study. Until the assessment section can be completed, teachers are encouraged to develop theatre arts assessment techniques and to share these techniques and assessment instruments with other theatre arts educators.

VOCABULARY

Students will use theatre arts terminology pertaining to all aspects of theatre and specifically those based on the content and skills found in the particular course objectives. Students will use these terms in oral and written communications and apply them in theatre experiences. Teachers are encouraged to supplement the identified terminology, as appropriate.

TECHNOLOGY

Teachers are encouraged to integrate use of technology into all levels of the curriculum as a means of enhancing and differentiating the learning experience for students. By using technological tools, teachers are empowering students to use their technological skills while deepening their knowledge and understanding of theatre concepts.

RESOURCES

Virginia Museum of Fine Arts

The Virginia Museum of Fine Arts (VMFA), an agency of the Commonwealth of Virginia, opened in 1936 to serve regional, statewide, national, and international audiences. Today, the mission of this state-supported, privately endowed museum is “to collect, preserve, exhibit, and interpret art, to encourage the study of the arts, and thus to enrich the lives of all.” VMFA supports and enhances the teaching of Virginia’s K-12 Standards of Learning through exhibitions, programs, student tours, teacher workshops, publications, and Web-based resources. The museum serves as an extension of the classroom through its collection of more than 33,000 objects that span 5,500 years and five continents. Visual arts educators and students across the state will find the museum’s resources invaluable as they address art processes, art history, cultural context, art analysis and evaluation, and aesthetics. More information is available on the VMFA’s Web site at <http://vmfa.museum>.

Virginia Commission for the Arts

The Virginia Commission for the Arts (VCA) is the official state agency created in 1968 that supports the arts through funding from the Virginia General Assembly and the National Endowment for the Arts. Its mission is to support artistic excellence and encourage growth in artistic quality for the benefit of all Virginians. In 2014, nearly 7.1 million people attended arts events made possible through VCA funding, including 1.6 million schoolchildren. Arts in Education is one of seven different grant programs offered by the VCA that provides funding opportunities up to \$10,000 with a one-to-one match for PreK-12 schools and not-for-profit organizations. Eligible Arts in Education grant activities include artist residencies, after-school or summer arts education programs run by not-for-profit arts organizations, or training programs for artists who work with elementary and secondary students. The teacher training activity is applicable for universities, schools, or arts organizations that want to further develop their teaching artists to work in PreK-12 schools. For more information about the Commission and the Arts in Education grant program, visit the VCA Web site at <http://www.arts.virginia.gov>.

COPYRIGHT

Through the study of issues related to copyright, fair use, public domain, plagiarism, use of primary resources, and respecting creators' rights, students will develop an understanding of an individual's rights and responsibilities as a creator and consumer of content. By demonstrating an understanding of legal and ethical considerations involved in using the creative work of others, students will be accountable, responsible, and literate creative citizens.

Teachers must be responsible for understanding and adhering to current copyright law. As copyright law consistently changes, instructors are responsible for staying up-to-date with changes. When in doubt, teachers should address concerns with their administration. Teachers are responsible for informing the audience of copyright law at each rehearsal and performance, including the use of video and still photography, audio recordings, and social media postings.

ACADEMIC CORE CORRELATIONS

Each curriculum objective is correlated with the Fine Arts Standards of Learning and with the Standards of Learning for English (January 2010), History and Social Science (January 2008), Mathematics (February 2009), and Science (January 2010). These correlations are indicated by the following abbreviations:

E	English
H	History and Social Science
M	Mathematics
S	Science
T	Theatre Arts

Middle School

Grade Six Theatre Arts

INSTRUCTIONAL OBJECTIVES

The objectives 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 theatre study and nurtures an appreciation for the various forms of theatre.

Performance and Production

- 6.1 The student will demonstrate appropriate backstage and performance protocols and safety.
T: 8.5
- 6.2 The student will demonstrate theatre etiquette and analyze the role of the audience as integral to the performance experience by
 - 1. exhibiting respect for the contributions of self and others in a theatre performance; and
 - 2. demonstrating appropriate audience behavior for the context and style of theatre performed.T: 6.6 | E: 7.1

Acting

- 6.3 The student will describe the use of concentration, discipline, and imagination necessary for theatre performance.
T: 6.2 | E: 6.2
- 6.4 The student will explain how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and vocally.
T: 6.6 | E: 6.2
- 6.5 The student will portray invented characters.
T: 6.8 | E: 6.2

Technical Theatre

- 6.6 The student will describe stage areas.
T: 6.9
- 6.7 The student will identify different types of performance spaces and productions.
T: 6.10
- 6.8 The student will select and use available technical elements to enhance presentations.
T: 6.11
- 6.9 The student will describe aspects of theatre design (e.g., lighting, sound, costumes, scenery) using appropriate theatre vocabulary.
T: 6.14 | H: CE.14, WHI.1, WHI.2, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.12, WHI.13
- 6.10 The student will identify ethical standards as applied to the use of social media and copyrighted materials.
- 6.11 The student will use contemporary technology to assist in the creative process of theatre.

Rehearsal Process

- 6.12 The student will build trust, cooperation, confidence, concentration, and listening skills through theatre exercises and team-building activities.
T: 6.1, E: 6.1 | H: CE.1, CE.4, CE.14, WHI.1, WHI.1 | M: 6.6, 6.9, 6.10 | S: 6.1

- 6.13 The student will use a problem-solving process to create solo and collaborative presentations, using body, voice, and imagination.
T: 6.3 | E: 6.1 | H: WHI.1
- 6.14 The student will improvise responses to creative prompts.
T: 6.4 | E: 6.2
- 6.15 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.
T: 6.7 | E: 6.2, 6.5
- 6.16 The student will identify the functions of a theatre director.
T: 6.13 | H: CE.14, WHI.1, WHI.2, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.12, WHI.13

Theatre History and Cultural Context

- 6.17 The student will explain the influences of history and culture on the development of theatre.
T: 6.15 | H: CE.14, WHI.1, WHI.2, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.12, WHI.13 | M: 6.15
- 6.18 The student will classify drama as a form of literature.
T: 6.16 | E: 6.4, 6.5
- 6.19 The student will define *comedy* and *tragedy* and differentiate between them.
T: 6.17 | E: 6.4
- 6.20 The student will identify theatre resources in the community.
T: 6.18
- 6.21 The student will identify various careers and opportunities in the theatre arts.
T: 6.19 | H: WHI.1

Analysis, Evaluation, and Critique

- 6.22 The student will define *critique* and develop criteria for critiquing performances.
T: 6.20 | E: 6.4, 6.7
- 6.23 The student will critique a short scene and/or evaluate a script through collaboration.
T: 6.21 | E: 6.1
- 6.24 The student will make connections between personal experience and dramatizations.
T: 6.22 | E: 6.1
- 6.25 The student will use contemporary technology to research and analyze an aspect of theatre arts.
T: 6.12 | E: 6.3, 6.9 | H: WHI.1, WHI.2, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.12, WHI.13

Aesthetics

- 6.26 The student will identify theatre etiquette and the role of the audience as integral to the performance experience.
T: 6.5 | E: 6.1
- 6.27 The student will describe how theatre is a representation of life.
T: 6.23 | H: WHI.1, WHI.2, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.12, WHI.13
- 6.28 The student will describe how theatre incorporates other art forms.
T: 6.24
- 6.29 The student will develop aesthetic criteria to formulate personal responses to theatre productions.
T: 6.25 | E: 6.7

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Recite in front of an audience.

- Participate in theatre exercises.
- Participate in improvisations to develop cooperation and problem solving.
- Create and/or participate in a structured scene.
- Present short scenes by reading aloud.
- Discuss how blocking and movement enhance meaning.
- Give an oral critique.
- Identify the technical elements of a theatre project.
- Participate in collaborative storytelling activities.
- Demonstrate physical expression through pantomime.
- Draw a diagram of the parts of the stage.
- Recognize and incorporate vocal skills in performance.
- Demonstrate appropriate audience etiquette.
- Display respect and cooperation as a performer.
- Practice safe use of theatre materials and spaces.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

VOCABULARY

acting	cross	script
actor	dialogue	set
aesthetic	director	setting
audience	downstage	sound
backstage	entrance	stage
blackout	exit	stage combat
blocking	expression	stage crew
cast	improvisation	stage fright
center	lighting	stage left
character	makeup	stage right
comedy	pantomime	theatre
conflict	playwright	theatre etiquette
costume	projection	tragedy
crew	properties	upstage
criteria	rehearsal	wings
critique	scene	

Grade Seven Theatre Arts

INSTRUCTIONAL OBJECTIVES

The objectives 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 theatre study and nurtures an appreciation for the many forms of theatre.

Performance and Production

- 7.1 The student will demonstrate appropriate backstage and performance protocols and safety.
T: 8.5
- 7.2 The student will demonstrate theatre etiquette and analyze the role of the audience as integral to the performance experience by
1. exhibiting respect for the contributions of self and others in a theatre performance; and
 2. demonstrating appropriate audience behavior for the context and style of theatre performed.
- T: 7.6 | E: 7.1

Acting

- 7.3 The student will explain why concentration, discipline, and imagination are necessary for theatre performance.
T: 7.1 | E: 7.1 | H: CE.1, CE.4, CE.14, WHL.1 | M: 6.6, 6.9, 6.10, 7.3, 7.4, 7.5
- 7.4 The student will improvise scenes from given situations.
T: 7.4 | E: 7.1, 7.2, 7.7
- 7.5 The student will demonstrate the creative process by devising, refining, and presenting dramatizations.
T: 7.5 | E: 7.1, 7.2, 7.5, 7.7 | LS.1
- 7.6 The student will explain the use of posture, gesture, movement, action, and stage position to communicate meaning.
T: 7.7 | E: 7.2
- 7.7 The student will apply vocal articulation, projection, and inflection during performance.
T: 7.8 | E: 7.2
- 7.8 The student will research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue through collaboration.
T: 7.9 | E: 7.1, 7.2, 7.5

Technical Theatre

- 7.9 The student will identify the functions and responsibilities of the creative team and production staff.
T: 7.10
- 7.10 The student will use technical theatre vocabulary during the theatrical process.
T: 7.11 | E: 7.4
- 7.11 The student will identify the three major types of stages: proscenium, thrust, and arena.
T: 7.12

- 7.12 The student will identify ethical standards as applied to the use of social media and copyrighted materials.
- 7.13 The student will use contemporary technology to assist in the creative process of theatre.

Rehearsal Process

- 7.14 The student will communicate ideas in the context of individual and group performances, demonstrating teamwork, cooperation, and dependability.
T: 7.2 | E: 7.1, 7.2 | S: LS.7
- 7.15 The student will brainstorm, solve problems, and collaborate to create presentations.
T: 7.3 | E: 7.1, 7.7 | H: WHI.1 | S: LS.1

Theatre History and Cultural Context

- 7.16 The student will explain how theatre and contemporary media reflect diverse cultures.
T: 7.13 | E: 7.3 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10
- 7.17 The student will describe theatre styles from two different time periods.
T: 7.14 | E: 7.9 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10
- 7.18 The student will identify resources for scripts and materials.
T: 7.15 | E: 7.5, 7.9 | WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10
- 7.19 The student will identify various theatre-related careers and opportunities in the field of contemporary media.
T: 7.16

Analysis, Evaluation, and Critique

- 7.20 The student will identify the elements of plot, character, setting, conflict, mood, and dialogue in a play.
T: 7.17 | E: 7.5
- 7.21 The student will compare and contrast theatre with other literary genres.
T: 7.18 | E: 7.5, 7.6
- 7.22 The student will identify symbolism and theme in theatre presentations.
T: 7.19 | E: 7.5, 7.6
- 7.23 The student will critique a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.
T: 7.20

Aesthetics

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

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Recite a monologue.
- Participate in theatre exercises.
- Participate in improvisations to develop characterizations.
- Perform short scenes from a play.
- Apply planned blocking in a scene.

- Write a critique of a television show or film.
- List and use technical elements in a theatre project.
- Participate in storytelling activities.
- Create and perform pantomimes.
- Identify types of theater spaces.
- Use vocal expression to support characterization.
- Demonstrate appropriate audience etiquette.
- Display respect and cooperation as a performer.
- Research and create a visual presentation of a costume for a character.
- Practice safe use of theatre materials and spaces.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives.

Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

VOCABULARY

action	fourth wall	plot
antagonist	full back	posture
arena stage	full front	profile
articulation	genre	proscenium stage
black box	gesture	protagonist
breaking character	house manager	setting
cheating in	inflection	stage manager
cheating out	intermission	stage position
chorus	matinee	stair unit
cue	melodrama	symbolism
curtain call	monologue	theme
designer	mood	thrust stage
ensemble	movement	wagon
flat	places	
fly space	platform	

Grade Eight Theatre Arts

INSTRUCTIONAL OBJECTIVES

The objectives 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 theatre 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 appropriate backstage and performance protocols and safety.
T: 8.5
- 8.2 The student will demonstrate theatre etiquette and analyze the role of the audience as integral to the performance experience by
1. exhibiting respect for the contributions of self and others in a theatre performance; and
 2. demonstrating appropriate audience behavior for the context and style of theatre performed.
- T: 8.4, 8.5 | E: 7.1

Acting

- 8.3 The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.
T: 8.1 | M: 6.6, 6.9, 6.10, 7.3, 7.4, 7.5, 8.3, 8.6, 8.7
- 8.4 The student will use character analysis techniques to research, develop, and present a scripted character.
T: 8.6 | E: 8.1, 8.5
- 8.5 The student will refine vocal articulation and projection and use vocal choices (e.g., volume, pitch, inflection) while defining and presenting a character.
T: 8.7 | E: 8.2
- 8.6 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.
T: 8.8 | E: 8.5

Technical Theatre

- 8.7 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.
T: 8.12
- 8.8 The student will fulfill the duties and responsibilities of a production staff member.
T: 8.13
- 8.9 The student will identify ethical standards as applied to the use of social media and copyrighted materials.
- 8.10 The student will use contemporary technology to assist in the creative process of theatre.

Rehearsal Process

- 8.11 The student will communicate themes and concepts through individual and group performances, demonstrating teamwork, cooperation, commitment, and dependability.
T: 8.2 | E: 8.3 | S: PS.1

- 8.12 The student will refine creative problem-solving, ensemble-building, and improvisational skills while using the creative process.
T: 8.3 | H: WHI.1
- 8.13 The student will demonstrate appropriate backstage and performance protocols and safety.
T: 8.5
- 8.14 The student will create, memorize, and present a scripted scene containing two or more characters.
T: 8.10 | E: 8.2
- 8.15 The student will make informed choices to communicate ideas during the rehearsal process.
T: 8.11 | E: 8.5

Theatre History and Cultural Context

- 8.16 The student will investigate and identify how theatre and contemporary media reflect diverse cultures.
T: 8.14 | E: 8.3 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16
- 8.17 The student will demonstrate knowledge of how ethical and cultural issues are represented in theatre arts.
T: 8.15
- 8.18 The student will identify the social, cultural, and historical influences of theatre arts.
T: 8.16 | E: 8.9 | M: 7.3, 8.6
- 8.19 The student will cite examples of theatre occurring in unique environments and physical spaces.
T: 8.17
- 8.20 The student will identify theatre resources in the community, including professional, community, and educational theatres.
T: 8.18 | M: 8.6
- 8.21 The student will examine a selected career in theatre, television, film, or contemporary media.
T: 8.19

Analysis, Evaluation, and Critique

- 8.22 The student will analyze a script, focusing on the development of plot, character, setting, mood, dialogue, and conflict.
T: 8.20 | E: 8.6, 8.9 | M: 7.3, 8.6
- 8.23 The student will analyze the playwright's use of character, setting, and theme in a script to convey meaning.
T: 8.9 | E: 8.5 | M: 8.9
- 8.24 The student will analyze symbolism, implied meaning, irony, and theme in theatre presentations.
T: 8.21 | E: 8.9 | M: 7.3, 8.6
- 8.25 The student will write a critique of a live or recorded dramatic performance, using designated criteria and theatre arts vocabulary.
T: 8.22 | E: 8.6, 8.7, 8.9
- 8.26 The student will demonstrate the ability to accept and use constructive criticism.
T: 8.23

Aesthetics

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

- 8.29 The student will demonstrate appropriate theatre etiquette.
T: 8.5

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Write and perform a monologue.
- Participate in theatre exercises.
- Participate in improvisations as performance projects.
- Perform in a theatre production.
- Create and use blocking in a theatre project.
- Compare and contrast performer and audience experience in various performance spaces.
- Write a critique of a theatre performance.
- Design and present technical elements for a performance project.
- Participate in story theatre.
- Use pantomime to illustrate story.
- Examine theatre in nonconventional spaces.
- Demonstrate consistent command of vocal skill and expression in performances.
- Demonstrate appropriate audience etiquette.
- Participate in the audition process.
- Display respect and cooperation as a performer.
- Write and perform a scene with two or more characters.
- Read and identify structural elements of a play.
- Question and appraise how theatre performance reflects ethical, cultural, and social issues.
- Participate in the role of director and other production staff members.
- Use technology to research and discuss a facet of theatre.
- Demonstrate safe use of theatre materials and spaces.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives.

Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

VOCABULARY

apron
audition
blackout
business
callback
choreographer
climax
conflict
copyright
costume designer
dialect
diaphragmatic breathing
diction
double casting

drama
dress rehearsal
fade
focus
irony
levels
lighting designer
motivation
objective
pace
pit
pitch
producer

production crew
rate
royalty
set designer
sight line
sound designer
stage picture
story theatre
strike
tableau
tactic
understudy
volume

High School

Theatre Arts I: Introduction to Theatre

INSTRUCTIONAL OBJECTIVES

The objectives for Theatre Arts I enable students to survey theatre arts, experience and appreciate theatre 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 theatre opportunities for students to determine areas of personal interest.

Performance and Production

- TI.1 The student will explore theatre as a collaborative art by
1. developing communication strategies; and
 2. proposing solutions to problems while respecting the ideas and viewpoints of others.
- T: TI | E: 9.1 | S: ES.1, BIO, CH.1
- TI.2 The student will identify and employ appropriate backstage and performance protocols and safety.
T: TI.6.3

Acting

- TI.3 The student will participate in theatre exercises and improvisations (e.g., solo and group dramatizations, portrayals of characters in conflict, experiments in rhythm and imagery, pantomimes, playwriting experiments).
T: TI.2 | E: 9.3
- TI.4 The student will create and maintain an imagined reality.
T: TI.3.1
- TI.5 The student will analyze and present a defined character.
T: TI.4.2
- TI.6 The student will use the body (e.g., gesture, posture, action) and voice (e.g., diction, projection, breath control) as expressive tools.
T: TI.3.2, 3.3
- TI.7 The student will apply the creative process in storytelling, playwriting, and acting by employing voice, body, and imagination in role playing.
T: TI.4.3
- TI.8 The student will present a memorized monologue and/or scene from a published work.
T: TI.4.4
- TI.9 The student will write and present a monologue and/or scene.
T: TI.4.1
- TI.10 The student will investigate and apply audition techniques.
T: TI.4.5

Playwriting

- TI.11 The student will identify the elements of theatre (e.g., plot, character, spectacle, language, theme) in storytelling and playwriting.
T: TI.12.1

Rehearsal Process

- TI.12 The student will demonstrate theatre direction, including blocking and staging a scene.
T: TI.5

Technical Theatre

- TI.13 The student will apply principles of technical theatre by identifying the responsibilities of designers and technicians and comparing and contrasting the components of technical theatre.
T: TI.6.1, 6.2 | E: 9.2, 9.8 | S: PS.6, PS.8, PS.9, PS.10, PS.11, ES.1, BIO.1, CH.1, PH.9, PH.11
- TI.14 The student will practice ethical use of available technology and other resources with regard to licensure and citation of materials used (e.g., text, music, visuals, media materials).
T: TI.6.4 | E: 9.2, 9.8 | S: PS.6, PS.8, PS.9, PS.10, PS.11, ES.1, BIO.1, CH.1, PH.9, PH.11
- TI.15 The student will examine and explain the principles of theatre management (e.g., house management, stage management, business management).
T: TI.7

Theatre History and Cultural Context

- TI.16 The student will identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
T: TI.8 | E: 9.2 | M: G.1
- TI.17 The student will make connections between theatre and other fields of knowledge.
T: TI.9 | E: 9.8 | M: G.1
- TI.18 The student will research theatre in historical periods and cultures.
T: TI.10.1 | E: 9.4 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | S: LS.8, LS.10, LS.11, LS.12, BIO.8
- TI.19 The student will examine non-Western traditions in drama (e.g., Noh, shadow puppetry, Egyptian passion play).
T: TI.10.2 | E: 9.4 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | S: LS.8, LS.10, LS.11, LS.12, BIO.8
- TI.20 The student will identify theatre activity and opportunities in the community and the Commonwealth.
T: TI.10.3 | E: 9.4 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | S: LS.8, LS.10, LS.11, LS.12, BIO.8
- TI.21 The student will examine a selected career in theatre, television, film, or contemporary media.
T: 8.19

Analysis, Evaluation, and Critique

- TI.22 The student will give, receive, and apply constructive criticism to theatre performances, projects, and plans, using theatre arts vocabulary.
T: TI.11.1 | M: G.1
- TI.23 The student will analyze 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.
T: TI.11.2, 12 | E: 9.5 | M: G.1
- TI.24 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.
T: TI.13 | M: G.1
- TI.25 The student will use self-evaluation as a tool for growth as a theatre artist.
T: TI.14

Aesthetics

- TI.26 The student will define *theatre* and support that definition, using theatre arts vocabulary.
T: TI.15 | E: 9.5, 9.6, 9.7

- TI.27 The student will describe how theatre presentations can entertain, inform, and interpret the human experience.
T: TI.16
- TI.28 The student will identify which aspects of a work of theatre art evoke an emotional response.
- TI.29 The student will describe a personal response to a theatre experience, using theatre arts vocabulary.
T: TI.17
- TI.30 The student will explain how personal experience, culture, and current events shape personal aesthetic opinions and criteria.
T: TI.18 | E: 9.6, 9.7

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Exhibit respect and demonstrate cooperation to create an environment of trust.
- Identify problem-solving skills through team-building activities.
- Participate in theatre exercises and improvisations.
- Create and sustain an imagined reality within a scene.
- Use the body and voice as expressive tools of communication.
- Perform defined characters.
- Rehearse and perform monologues and scenes from published works.
- Write monologues and/or scenes.
- Demonstrate presentation skills necessary for auditions.
- Identify elements of theatre in scripted materials.
- Demonstrate application of stage directions.
- Identify the responsibilities of designers and technicians.
- Give, receive, and apply constructive criticism, using theatre arts vocabulary.
- Analyze works of dramatic literature.
- Critique live performances.
- Employ self-assessment as an evaluative tool.
- Define *theatre* as a collaborative art.
- Demonstrate ethical use of available technology and resources.
- Explain the effects of technology on theatre production.
- Apply safety procedures.
- Exhibit theatre etiquette.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives.

Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

VOCABULARY

actor	dramatic structure	proscenium stage
aesthetics	dress rehearsal	rehearsal
arena stage	ensemble	scene
audience	entrance	script
audition	ethics	set
backstage	exit	sound
blackout	expression	spectacle
blocking	gesture	stage combat
call time	house	stage crew
callback	improvisation	stage left
cast	intermission	stage manager
center	lighting	stage right
character	makeup	strike
comedy	matinee	theatre
conflict	monologue	theatre etiquette
copyright	mood	theme
costume	pantomime	thrust stage
critique	places	tragedy
cross	playwright	understudy
cue	plot	upstage
curtain	production crew	volume
dialogue	production designers	wings
diction	projection	
drama	properties	

Theatre Arts II: Dramatic Literature and Theatre History

INSTRUCTIONAL OBJECTIVES

The objectives 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 theatre 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.

T: TII.1 | E: 10.1 | M: AII.2, T.9, COM.5 | S: ES.1, BIO.1, CH.1

TII.2 The student will participate in a variety of theatre experiences by

1. attending live theatre performances (amateur and/or professional); and
2. fulfilling various roles and responsibilities in class presentations and performances.

T: TII.9

Acting

TII.3 The student will create and strengthen trust through participation in theatre exercises and improvisations that

1. demonstrate characterization and justify motivations;
2. incorporate dialogue and listening skills to express character relationships;
3. integrate personal experience into the exercises; and
4. refine concentration, observation, imagination, and sense memory.

T: TII.2.1, 2.3, 2.4, 2.5 | E: 10.1

TII.4 The student will demonstrate acting skills and techniques in solo and group performances.

T: TII.4 | E: 10.3

TII.5 The student will demonstrate acting skills and techniques through movement, staging (blocking), and pacing.

T: TII.4.1

TII.6 The student will refine vocal projection and diction.

T: TII.4.2 | E: 10.3

TII.7 The student will choose vocal and physical expressions that enhance characterization, conflict, and production style.

T: TII.4.3 | E: 10.3

TII.8 The student will refine audition techniques and research skills for characterization and script/text interpretation.

T: TII.4.4 | E: 10.3

TII.9 The student will incorporate psychological, historical, and social dynamics derived from information suggested by the script.

T: TII.4.5 | E: 10.3

TII.10 The student will incorporate suggestions from the director.

T: TII.4.6 | E: 10.3

- TII.11 The student will perform a fully rehearsed and memorized role.
T: TII.4.7 | E: 10.3

Playwriting

- TII.12 The student will develop a written narrative that expresses dramatic conflict.
T: TII.2.2

Rehearsal Process

- TII.13 The student will exhibit rehearsal discipline (e.g., punctuality, focus, safety).
T: TII.3
- TII.14 The student will maintain stage properties, costumes, equipment, and facilities, according to established standards.
T: TII.3
- TII.15 The student will employ ethical standards in script selection, revision/adaptation, and presentation.
T: TII.5.3 | E: 10.4, 10.5
- TII.16 The student will apply principles of directing through script analysis, casting, staging, and rehearsal.
T: TII.5.1 | E: 10.4, 10.5
- TII.17 The student will communicate directorial choices, including pacing, mood, concept, and style.
T: TII.5.2 | E: 10.4, 10.5

Technical Theatre

- TII.18 The student will demonstrate skills and principles of technical theatre by applying safety procedures.
T: TII.6.1
- TII.19 The student will interpret, prepare, and present the elements of technical theatre (e.g., lighting, scenery, costumes, makeup, properties, sound) to enhance a scene.
T: TII.6.2, 6.5 | E: 10.8 | M: G.1, AII.2, T.9
- TII.20 The student will make a three-dimensional model from design drawings.
T: TII.6.3 | E: 10.8 | M: G.1, AII.2, T.9
- TII.21 The student will offer solutions to technical theatre problems.
T: TII.6.4 | E: 10.8 | M: G.1, AII.2, T.9
- TII.22 The student will evaluate technical choices made in formal and informal presentations.
T: TII.6.6 | E: 10.8 | M: G.1, AII.2, T.9
- TII.23 The student will explain the effects of technology on theatre production.
T: TII.7.1 | E: 10.8 | M: G.1
- TII.24 The student will analyze a variety of dramatic texts to determine their production requirements.
T: TII.7.2 | E: 10.8 | M: G.1
- TII.25 The student will demonstrate principles of management/administration.
T: TII.8 | M: COM.1, COM.2, COM.5
- TII.26 The student will apply theatre management components (e.g., box office, publicity/marketing, house management, stage management).
T: TII.8.1 | M: COM.1, COM.2, COM.5
- TII.27 The student will develop a schedule and organizational plan for a selected area of theatre operation.
T: TII.8.2 | M: COM.1, COM.2, COM.5

Theatre History and Cultural Context

- TII.28 The student will compare and contrast the purposes of theatre in selected historical periods.
T: TII.10 | E: 10.8 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15

- TII.29 The student will identify major theatrical periods and 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.
- T: TII.11 | E: 10.4, 10.8 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.1, WHI.2, WHI.3, WHI.14, WHI.16, VUS.6, VUS.10, VUS.12, VUS.15
- TII.30 The student will research current theatre productions in the Commonwealth and the nation.
T: TII.12
- TII.31 The student will explain the impact of theatre, television, film, and/or contemporary media on the culture in which they exist.
T: TII.13 | E: 10.2 | M: G.1
- TII.32 The student will examine how advancements in technology impact theatre, television, film, and contemporary media.
T: TII.14
- TII.33 The student will describe how meanings of works of theatre may vary according to differences in time and place for the theatre artist and audience.

Analysis, Evaluation, and Critique

- TII.34 The student will give, receive, and apply constructive criticism by
1. critiquing theatre performances, projects, plans, and ideas, according to designated criteria;
 2. defending the artistic choices made in formal and informal productions;
 3. evaluating reviews and critiques of dramatic works; and
 4. critiquing theatre performances outside of the school environment.
- T: TII.15 | E: 10.4, 10.8
- TII.35 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.
- T: TII.16 | E: 10.4, 10.5, 10.8 | M: G.1
- TII.36 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, 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 theatre presentations.
- T: TII.17 | E: 10.2, 10.4 | M: G.1
- TII.37 The student will apply self-evaluation as a tool for growth as a theatre artist.
T: TII.18

Aesthetics

- TII.38 The student will define *aesthetics* in the context of theatre arts.
T: TII.19 | E: 10.5
- TII.39 The student will support personal aesthetic opinions and criteria, using theatre arts vocabulary.
T: TII.20

- TII.40 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatre work.
T: TII.21 | E: 10.3

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Define and apply *teamwork* in the collaborative process.
- Use a characterization process to perform multi-dimensional characters.
- Write the stage blocking for a scene.
- Participate in theatre exercises and improvisations to develop defined characters.
- Write monologues and/or scenes that depict dramatic conflict.
- Apply principles of directing to a theatre project.
- Employ two or more technical elements in a theatre project.
- Analyze dramatic texts.
- Identify playwright’s intent.
- Apply principles of theatre management to a theatre project.
- Compare and contrast the purposes of theatre in historical periods.
- Explain the impacts of contemporary media on culture.
- Recognize artistic choices in a theatre project.
- Compare theatre to other art forms and disciplines.
- Refine and implement a process of self-evaluation.
- Give, receive, and apply constructive criticism, using theatre arts vocabulary.
- Explain the effects of technology on theatre production.
- Apply safety procedures.
- Exhibit theatre and audience etiquette.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

VOCABULARY

classical	characterization	professional
contemporary	concept	punctuality
modern	discipline	script
non-Western	focus	sense memory
Renaissance	genre	stage business
	house management	stage management
amateur	motivation	style
audition	observation	symbolism
box office	pacing	
casting	period	

Theatre Arts III: Intermediate Acting and Playwriting

INSTRUCTIONAL OBJECTIVES

The objectives 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 theatre 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 exhibit independence, self-discipline, and commitment to the theatre process through work on assigned projects and productions.
T: TIII.2 | S: BIO.1, CH.1

Acting

- TIII.2 The student will integrate acting skills and techniques involving voice, movement, and analysis in performance.
T: TIII.3 | E: 11.1 | M: G.1, AII.2, T.9
- TIII.3 The student will initiate artistic choices to enhance performance.
T: TIII.3.1 | E: 11.1 | M: G.1, AII.2, T.9
- TIII.4 The student will listen (in character) to other actors and respond internally as well as externally.
T: TIII.3.2 | E: 11.1 | M: G.1, AII.2, T.9
- TIII.5 The student will create and sustain multidimensional characters.
T: TIII.3.3 | E: 11.1 | M: G.1, AII.2, T.9
- TIII.6 The student will enhance characterizations, dialogue, and action.
T: TIII.3.4 | E: 11.1 | M: G.1, AII.2, T.9
- TIII.7 The student will demonstrate self-confidence and self-expression.
T: TIII.3.5 | E: 11.1 | M: G.1, AII.2, T.9
- TIII.8 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.
- T: TIII.4

Playwriting

- TIII.9 The student will demonstrate playwriting by
1. conceiving a theme to convey a message;
 2. constructing a dramatic plot;
 3. developing a central conflict;
 4. developing an idea through action;
 5. creating unique, multidimensional characters; and
 6. writing and revising an original script.
- T: TIII.5 | E: 11.6, 11.7, 11.8

Rehearsal Process

- TIII.10 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established standards.
T: TIII.1
- TIII.11 The student will integrate acting skills and techniques involving voice, movement, and analysis in the rehearsal process.
T: TIII.3
- TIII.12 The student will make artistic decisions to achieve an ensemble.
T: TIII.3.6

Technical Theatre

- TIII.13 The student will follow safety requirements and procedures.
T: TIII.6.1
- TIII.14 The student will render lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production.
T: TIII.6.2 | M: G.1, AII.2, T.9, COM.6 | S: BIO.1, CH.1, PH.2, PH.3, PH.4, PH.9
- TIII.15 The student will create blueprints or elevation, scale, or perspective drawings.
T: TIII.6.3 | M: G.1, AII.2, T.9, COM.6 | S: BIO.1, CH.1, PH.2, PH.3, PH.4, PH.9
- TIII.16 The student will create renderings (e.g., computer, drawn) for scenic design, costumes, and/or properties.
T: TIII.6.2, 6.3, 6.4, 6.6 | M: G.1, AII.2, T.9, COM.6 | S: BIO.1, CH.1, PH.2, PH.3, PH.4, PH.9
- TIII.17 The student will build a scale model of a set.
T: TIII.6.4 | M: G.1, AII.2, T.9, COM.6 | S: BIO.1, CH.1, PH.2, PH.3, PH.4, PH.9
- TIII.18 The student will devise and justify design choices.
T: TIII.6.6 | M: G.1, AII.2, T.9, COM.6 | S: BIO.1, CH.1, PH.2, PH.3, PH.4, PH.9
- TIII.19 The student will recognize technical problems and implement solutions.
T: TIII.6.5

Theatre History and Cultural Context

- TIII.20 The student will analyze how theatre can be a reflection of major movements/events (e.g., social, political) in historical eras.
T: TIII.7 | E: 11.4, 11.5 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15
- TIII.21 The student will research acting styles from a variety of historical periods (e.g., classical, Renaissance, modern, contemporary, non-Western) by comparing and contrasting decorum, environments, manners, and portrayals of characters and situations.
T: TIII.8 | E: 11.6
- TIII.22 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.
T: TIII.9 | E: 11.8 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15
- TIII.23 The student will investigate contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.
T: TIII.10 | E: 11.8
- TIII.24 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.

T: TIII.11 | E: 11.8

Analysis, Evaluation, and Critique

- TIII.25 The student will critique acting styles by
1. evaluating projects, plans, or ideas;
 2. incorporating personal artistic choices into informal and formal productions; and
 3. analyzing professional theatre productions, using theatre arts vocabulary.
- T: TIII.12 | E: 11.3
- TIII.26 The student will apply an informed and justified critique to playwriting by
1. comparing elements of student works to those of established playwrights;
 2. revising original student scripts; and
 3. explaining why there will be a variety of responses by audience members.
- T: TIII.13 | E: 11.6, 11.7
- TIII.27 The student will critique theatre designs by
1. evaluating projects, plans, or ideas;
 2. incorporating personal artistic choices into informal and formal productions; and
 3. analyzing professional theatre productions, using theatre arts vocabulary.
- T: TIII.14 | E: 11.6, 11.7

Aesthetics

- TIII.28 The student will justify personal choices regarding characterizations within the acting process.
- T: TIII.15 | E: 11.6
- TIII.29 The student will compare and contrast the aesthetic ideals of two or more playwrights.
- T: TIII.16 | E: 11.1, 11.2, 11.5
- TIII.30 The student will justify personal aesthetic criteria in response to theatre and contemporary media performances.
- T: TIII.17
- TIII.31 The student will develop personal aesthetic criteria in response to theatre design.
- T: TIII.18
- TIII.32 The student will articulate multiple points of view regarding the interpretation of theatre works.
- T: TIII.19 | E: 11.6

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Apply refined acting skills to a multi-character scene.
- Use a memorized selection as an audition for peer critique.
- Write an original script following dramatic structure.
- Use teamwork in the collaborative process.
- Create technical designs for a theatre project.
- Explain how theatre represents major cultural movements/events.
- Identify and perform historical and contemporary acting styles.
- Develop an original screenplay.
- Analyze the shared elements of theatre and film.
- Critique a film.
- Perform a monologue on stage and on camera.

- Create a storyboard for a commercial.
- Compare and contrast careers in theatre and film.
- Write an interpretation of a playwright's intent.
- Develop and use critiques.
- Explain the effects of technology on theatre production.
- Apply safety procedures.
- Exhibit theatre etiquette.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives.

Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

Vocabulary

act	diction	playwright's intent
acting styles	elevation	plot
analysis	ensemble	properties
antagonist	environment	protagonist
aside	film careers	publish
blueprint	film equipment	rendering
camera	fourth wall	royalty
camera angles	genre	scale
camera techniques	gesture	scale model
climax	inflection	setting
conflict	lighting plot	sound plot
copyright	manners	stage business
costume plates	monologue	stage directions
crew	motivation	symbolism
decorum	objective	tactic
dialect	obstacle	theme
dialogue	perspective drawing	
diaphragmatic breathing	playwright	

Theatre Arts IV: Advanced Acting and Directing

INSTRUCTIONAL OBJECTIVES

The objectives 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 theatre experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.

Performance and Production

Acting

- TIV.1 The student will work independently and collaboratively as an actor to create formal and informal presentations.
T: TIV.1 | E: 12.1
- TIV.2 The student will sustain a multidimensional character in performance.
T: TIV.1.1 | E: 12.1
- TIV.3 The student will live truthfully in the moment within the given circumstances of the scene.
T: TIV.1.2, 1.3 | E: 12.1
- TIV.4 The student will create a personal acting technique by
1. investigating both external and internal acting approaches;
 2. applying different acting approaches to different performances (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.
- T: TIV.2 | E: 12.5, 12.8
- TIV.5 The student will demonstrate vocal performance skills—breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.
T: TIV.3
- TIV.6 The student will apply movement skills in characterization—posture, gait, gesture, leading center, balance, poise, timing, and facial expression.
T: TIV.4 | E: 12.5
- TIV.7 The student will prepare for academic and/or professional auditions by using established audition techniques and following audition notice guidelines.
T: TIV.5.4
- TIV.8 The student will select and prepare contrasting one-minute and two-minute audition pieces from published works.
T: TIV.5.1
- TIV.9 The student will develop a résumé of performance and production experience.
T: TIV.5.3
- TIV.10 The student will prepare and present written and/or oral critiques of personal and peer audition pieces.
T: TIV.5.2

Technical Theatre

- TIV.11 The student will work independently and collaboratively as a director to
1. devise prompt books;
 2. establish rehearsal and production schedules;
 3. create and/or approve designs for all production components;
 4. oversee technical and design responsibilities and solve related problems;
 5. adhere to copyright and royalty requirements; and
 6. meet deadlines.
- T: TIV.7.3, 7.4, 7.9, 7.12, 7.13, 7.14

Rehearsal Process

- TIV.12 The student will work independently and collaboratively as a director to create formal and informal presentations, to include
1. developing multidimensional characters;
 2. following the playwright's intent;
 3. depicting given circumstances; and
 4. realizing directorial concepts.
- T: TIV.6 | E: 12.5, 12.8 | M: COM.5
- TIV.13 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. applying established audition techniques in casting;
 4. modeling professional discipline in rehearsal and performance;
 5. conceiving and communicating a cohesive, artistic vision;
 6. creating a collaborative working relationship among cast and crew;
 7. employing staging (blocking) to achieve focus and communicate meaning; and
 8. working with actors to develop and ensure effective characterizations.
- T: TIV.7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11 | S: LS.8

Theatre History and Cultural Context

- TIV.14 The student will research the development of the role of the director as a unifying force in a production.
- T: TIV.8 | E: 12.8
- TIV.15 The student will use cultural and historical research to justify choices in directing and acting projects.
- T: TIV.9 | E: 12.1, 12.2, 12.4, 12.8 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15

Analysis, Evaluation, and Critique

- TIV.16 The student will analyze and interpret meaning in personal theatre projects.
- T: TIV.10 | E: 12.6 | M: G.1, COM.5
- TIV.17 The student will compare a variety of published criticisms of a play and evaluate findings.
- T: TIV.11 | E: 12.1, 12.4, 12.8
- TIV.18 The student will critique performances, focusing on the acting or directing.
- T: TIV.12 | E: 12.4, 12.6, 12.8
- TIV.19 The student will evaluate the qualities of a theatre production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations.
- T: TIV.13 | E: 12.4, 12.6, 12.8

TIV.20 The student will analyze the intentions and choices of peer directors and designers.
T: TIV.14

Aesthetics

TIV.21 The student will propose a definition of *art* and defend that definition within the context of theatre arts.

T: TIV.15 | E: 12.6

TIV.22 The student will explain how personal aesthetic criteria are applied to personal performance and direction.

T: TIV.16 | E: 12.6

TIV.23 The student will justify personal perceptions of a playwright's intent, as filtered through the director's vision.

T: TIV.17 | E: 12.4

TIV.24 The student will research current aesthetic issues in theatre (e.g., ethics, sensationalism, propaganda).

T: TIV.18 | E: 12.4, 12.5

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Develop and apply personal acting technique.
- Create a character/acting journal.
- Display vocal and movement performance skills.
- Select and prepare three audition pieces from published works.
- Develop a theatre résumé or portfolio.
- Create a director's prompt book.
- Cite research used in directorial choices.
- Direct a two-character scene.
- Direct a multi-character scene.
- Direct a one-act play.
- Create a personal definition of *art*.
- Apply personal aesthetic to playwright's intent.
- Identify current aesthetic issues in theatre.
- Explain the effects of technology on theatre production.
- Apply safety procedures.
- Exhibit theatre etiquette.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives.

Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

VOCABULARY

acting
aesthetic
articulation
balance
blocking
body movement techniques
body positions
breaking character
casting
choreography
concept
copyright
director
focus
gait
gesture

given circumstances
headshot
improvisation
intention
leading center
levels
listening
objective
pace
pitch
poise
portfolio
posture
producer
production schedule
professional unions

projection
prompt book
résumé
rhythm
royalty
slate
stage picture
subtext
tableau
tactic
tempo
tone
vision
vocal placement
volume

Technical Theatre

INSTRUCTIONAL OBJECTIVES

The objectives 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.
T: TT.1 | E: 9.1, 10.1, 11.1, 11.6, 11.8, 12.1 | M: G.1 | S: LS.1, PS.1, ES.1, BIO.1, CH.1, PH.1
- 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.
T: TT.2 | E: 9.1, 9.4, 9.8, 10.4, 11.1, 11.6, 11.8
- TT.3 The student will describe the different types of theatre spaces (e.g., proscenium, thrust, arena), suggesting specific design considerations for each.
T: TT.3
- TT.4 The student will identify the components of the theatre facility.
T: TT.4
- TT.5 The student will identify the responsibilities of the running crews.
T: TT.5
- 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).
- T: TT.6
- 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, elevations, perspective drawings, and models;
 6. applying painting techniques to scenery and backdrops; and
 7. acquiring and placing furnishings and stage properties.
- T: TT.7 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | M: G.1, AII.2, T.9
- 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.
- T: TT.8 | E: 12.6 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | M: G.1

- 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, lamps, 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.
- T: TT.9 | M: G.1 | S: PH.11
- 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.
- T: TT.10 | E: 12.6 | M: G.1 | S: PS.6, PS.8, PS.11
- TT.11 The student will demonstrate costume design and production by
1. employing the fundamentals of sewing, following safety guidelines;
 2. analyzing required and implied design considerations;
 3. creating a costume plot, costume drawings, and fabric swatches;
 4. identifying tools, materials, and equipment; and
 5. adapting an existing costume from stock.
- T: TT.11 | E: 12.6 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | M: G.1
- TT.12 The student will demonstrate hair and makeup design by
1. using safe, hygienic fundamentals of hair and makeup application and removal;
 2. analyzing required and implied design considerations;
 3. creating a hair plot for a scene or production;
 4. creating a makeup plot for a scene or production; and
 5. identifying tools, materials, and equipment.
- T: TT.12 | E: 12.6 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | M: G.1
- TT.13 The student will identify the responsibilities of the stage manager, house manager, and business manager.
- T: TT.13
- 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.
- T: TT.14 | E: 9.1, 9.2
- TT.15 The student will apply principles of house management by
1. following safety regulations and emergency plans (e.g., medical, fire);
 2. preparing and maintaining a facility during a production;
 3. recruiting and instructing house staff (e.g., ushers, concession workers); and
 4. assuring the comfort of patrons.
- T: TT.15

- 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 a publicity plan for a production (e.g., press releases, posters, flyers, Web information, playbills, tickets); and
 4. collaborating to create and maintain a Web site.
- T: TT.16 | E: 9.1, 9.2, 12.6 | M: COM.2, COM.5, COM.6, COM.20

Theatre History and Cultural Context

- TT.17 The student will examine the development of technical theatre by explaining the impact of technological advancements on theatre.
- T: TT.17.1 | E: 9.2, 9.4, 9.5, 10.4, 10.5, 10.6, 11.4, 11.5, 11.8 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15
- TT.18 The student will analyze a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts.
- T: TT.17.2 | E: 9.2, 9.4, 9.5, 10.4, 10.5, 10.6, 11.4, 11.5, 11.8 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15
- TT.19 The student will research theatre architecture, technology, fashion, furnishings, objects, and lighting in various historical eras.
- T: TT.18 | E: 9.8, 10.5, 10.6, 11.6, 11.8 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15 | S: LS.8
- TT.20 The student will trace the development of theatre stages and staging through history.
- T: TT.19 | E: 9.8, 10.5, 11.5, 11.6 | H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHII.1, WHII.2, WHII.3, WHII.14, WHII.16, VUS.6, VUS.10, VUS.12, VUS.15

Analysis, Evaluation, and Critique

- TT.21 The student will justify personal choices in specific design, production, and/or management areas through a variety of completed materials (e.g., light plot, costume rendering, sound card).
- T: TT.20
- TT.22 The student will critique the design and production aspects of a live performance.
- T: TT.21
- TT.23 The student will devise a constructive critique of peer work.
- T: TT.22

Aesthetics

- TT.24 The student will explain how personal aesthetic criteria are applied to theatre design, production, and management.
- T: TT.23
- TT.25 The student will compare and contrast the design and production elements of theatre with other fine arts events (e.g., concerts, recitals, exhibitions).
- T: TT.24
- TT.26 The student will identify how theatre design elements elicit an emotional and/or intellectual response from the audience.
- T: TT.25

SKILLS

The student should be able to demonstrate the following acquired skills by the end of the course:

- Identify and list the responsibilities of the production staff.
- Identify construction tools.
- Identify components of a theatre facility.

- Identify design concerns for various performance spaces.
- Identify design elements.
- Justify design choices, using research.
- Create a design concept for a production.
- Create a scenic design.
- Create a properties design.
- Create a lighting design.
- Create a sound design.
- Create a costume design.
- Create a hair design.
- Create a makeup design.
- Apply the responsibilities of stage management with a working prompt book.
- Apply the responsibilities of house management to a production.
- Apply the responsibilities of business management to a production.
- Apply contemporary technology to theatre.
- Identify the evolution of technical theatre components.
- Identify the evolution of theatre spaces through history.
- Critique design elements of a production.
- Describe how design elements elicit an emotional response.
- Apply safe use of tools, equipment, materials, and facilities.

ASSESSMENT

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives.

Suggested assessment methods include the following:

- Pre- and post-assessment
- Individual or group critiques of student performances using teacher-generated rubrics
- Teacher-generated rubrics for specific assignments
- Written or oral evaluations conducted by student and/or teacher
- Question-and-answer assessment (e.g., large group, small group, partner, individual)
- Performance participation and personal evaluation
- Visual representations of various assignments (e.g., drawn, written, made with manipulatives, computer-generated)

VOCABULARY

amplifier

apron

arena stage

artistic director

backdrop

backstage

balance

barn door

batten

blackout

booth

border/teaser

box office

budget

cables

catwalk

character makeup

color

concept board

construction tools

contrast

costume parade

costume plot

cue

cyclorama

dimmer system

dress rehearsal

drop

electric

elevations

ellipsoidal

emphasis

fade

flat

fly rail/flies

follow spot

foot lights

form

foundation

frequency

Fresnel

gel

gobo

grand drape

green room

hair plot

highlight

house

house management	proscenium arch	spike
lamps	proscenium stage	stage crew
legs	prosthetic	stage manager
lens	publicist	stagehand
light board	raked stage	stair unit
light plot	read-through	straight makeup
line	rendering	strike
makeup plot	revolving stage	swatch
microphones	rhythm	tech rehearsal
model	rigging	technical director
monitor	running crew	texture
mood	scale	thrust stage
movement	scoop	tormentor
orchestra pit	scrim	trapdoor
par can	set/scenery	traveler
pattern	shadow	unity
perspective drawing	shape	usher
platform	shop	value
playbill	sight line	variety
press release	sound board	wagon
producer	sound effect	wash
prompt book	sound plot	wattage, voltage, amperage (WVA)
properties	space	wings
proportion	special	