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# Theatre Arts Standards of Learning

for  
Virginia  
Public Schools



Board of Education  
Commonwealth of Virginia

April 2006

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**Adopted in April 2006 by the  
Board of Education**

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# *Foreword*

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in April 2006 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at two sites across the state.

Copies of the Fine Arts Standards of Learning were distributed to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the standards. The standards are minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning continue the process for achieving that objective.



# *Table of Contents*

## **Theatre Arts Standards of Learning**

Introduction .....	1
Middle School Exploratory Dramatics .....	5
Theatre Arts I: Introduction to Theatre .....	7
Theatre Arts II: Dramatic Literature and Theatre History.....	9
Theatre Arts III: Intermediate Acting and Playwriting .....	13
Theatre Arts IV: Advanced Acting and Directing.....	15





# ***Theatre Arts Standards of Learning***

## **Introduction**

The Theatre Arts Standards of Learning identify the essential content and skills required in the theatre arts curriculum for the middle school and core high school courses in Virginia’s public schools. The standards are designed to be cumulative and progress in complexity by course from the middle school through the secondary level.

Throughout theatre arts education, course content is organized into four specific content strands or topics: Performance and Production, Cultural Context and Theatre History, Judgment and Criticism, and Aesthetics. It is through the acquisition of the concepts, content, and skills that the goals for theatre arts education can be realized. A comprehensive theatre arts program provides students with the ability to understand their own responses and the responses of others to the many forms of theatrical experience.

The standards are not intended to encompass the entire curriculum for a grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.

## **Goals**

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

- Think and act creatively by solving problems individually or collaboratively and by employing originality, flexibility, and imagination.
- Develop the acting skills necessary for creative dramatic performance.
- Demonstrate knowledge of the elements of theatre production.
- Demonstrate understanding of theatre arts in relation to history and culture.
- Develop critical skills to evaluate their own work and the work of others.
- Demonstrate awareness of and responsibility for the safe and ethical use of materials, methods, and technologies.
- Make connections between theatre arts and other fields of knowledge.
- Demonstrate ability to apply aesthetic criteria for making artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

## **Strands**

### **Performance and Production**

Students will apply concepts and skills that are inherent to theatrical performances. They will recognize problems related to all aspects of theatrical presentation. They will design and implement solutions that are consistent with form and expressive intent. Through study and practical experiences, students will develop the physical, conceptual, and intellectual skills associated with the crafts essential to theatre.

## **Cultural Context and Theatre History**

Students will demonstrate their knowledge of the ways in which cultures and theatre have related throughout history and are interacting today. They will demonstrate an understanding of the ways that other disciplines and their related technologies influence theatre and are correspondingly influenced by theatre. It is essential that students demonstrate the ability to approach the manifold creative tasks associated with theatre in order to attain group objectives.

## **Judgment and Criticism**

Criticism in the theatre arts is based upon a thorough understanding of the art and craft of theatre. Students are expected to thoughtfully examine, make judgments, and derive meaning from the theatre arts. Students will apply processes that involve observing, listening, reflecting, analyzing, interpreting, and making judgments. These skills are required for creating and producing as well as for judging and evaluating a finished product.

## **Aesthetics**

The ability to make qualitative judgments in theatre arts depends upon a student's ability to perceive, to experience an emotional response, and to relate that response to the actual qualities of the theatrical experience that generated it. Participation in a range of artistic experiences enables students to develop an understanding of different cultural philosophies and factors that may alter responses. Such understandings are critical to the development of a personal philosophy of theatre arts and aesthetic sensitivity that focuses on the nature, meaning, and value of the arts.

## **Safety**

In implementing the Theatre Arts Standards of Learning, students must know how to follow safety guidelines; practice theatre etiquette; demonstrate appropriate safety techniques; and use and care for equipment, stage properties, costumes, and facilities safely while working individually and in groups.

Safety must be given the highest priority in implementing the theatre arts instructional program. Correct and safe techniques, as well as wise selection of resources, materials, and theatre experiences appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe theatre facilities, both classroom-based and auditorium-based, require thorough planning, careful management, and constant monitoring of student activities. Class enrollments and audience size should not exceed the designated capacity of the room.

The theatre arts embrace a wide range of activities that are necessary to mounting a performance, including

- rehearsal of cast;
- design and implementation of scenery, lighting, costumes, properties, and sound
- performances with audiences; and
- strike and clean-up of production materials upon completion of performance run.

Each of these activities requires knowledgeable teachers who are prepared to teach the safe use of tools and facilities. The standards listed below are among those that should be followed to avoid potential safety problems:

1. Rehearsal

- Stage combat should be choreographed to eliminate unnecessary risk.
- Dance rehearsals should be conducted on a smooth and resilient but not slippery floor (e.g., sprung wood floors, marley floor).
- Platforms and stair units should be secured from accidental movement and have sufficient railings.
- Since rehearsals are often scheduled after regular school hours, a telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre.

2. Design and implementation of technical elements

- The construction and finishing of theatre scenery, costumes, and properties should be conducted under the same conditions and practices used in career and technical education classrooms, 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, dimmers, and fixtures should be properly maintained and regularly inspected, especially for ground continuity.
- There should be an accessible master switch for the electric supply for stage lighting equipment.
- Amplified sound volumes must not exceed safe levels so that hearing damage is avoided.
- All damaged and worn out equipment should be immediately removed from service.

3. Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- Exits must be clear and unobstructed 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.

4. Strike and clean-up

- Scheduling strike and clean-up immediately after the final performance, when fatigue and carelessness can result in accidents and injuries, should be avoided.
- Strike and clean-up must be supervised by an adult (usually the technical director) with training in theatre safety.



# Middle School Exploratory Dramatics

The middle school Exploratory Dramatics standards are designed to provide students with an introduction to the study of theatre history, dramatic literature, and theatrical production. Through research, planning, scripting, production, and performance experiences, students will acquire skills in communicating ideas, critical thinking, and collaborative problem solving. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

## Performance and Production

- M.1 The student will communicate ideas, using individual performances, group productions, or group projects to demonstrate teamwork, cooperation, and dependability.
- M.2 The student will create and build trust and develop listening skills through participation in theatre games and improvisations (e.g., solo and group characterizations, portrayals of characters in conflict, experiments in rhythm and imagery).
- M.3 The student will demonstrate acting skills by
  1. vocal production—projection and articulation;
  2. movement and gestures; and
  3. memorization.
- M.4 The student will work collaboratively and safely to select, create, and utilize the technical elements of lighting, scenery, costuming, makeup, properties, and sound.

## Cultural Context and Theatre History

- M.5 The student will investigate a variety of societal roles, occupations, and relationships, using dramatic activities.
- M.6 The student will demonstrate how theatre is similar to and different from other literary genres, using storytelling, scene presentation, improvisation, or pantomime.
- M.7 The student will demonstrate an awareness of a variety of historical and cultural concepts, using dramatic activities.
- M.8 The student will identify drama as a major form of literature and identify elements of plot, character, setting, mood, and theme.
- M.9 The student will identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.

## Judgment and Criticism

- M.10 The student will give constructive and objective criticism of class performances, using appropriate theatre arts vocabulary.
- M.11 The student will demonstrate the ability to accept and incorporate constructive criticism in subsequent work.

- M.12 The student will read and analyze scripts and respond in oral, written, or visual form.
- M.13 The student will view, analyze, and interpret live theatre in regard to directing, design, acting, and artistic presentation, using oral or written responses.

### **Aesthetics**

- M.14 The student will recognize and respond to the unique qualities of theatre, including
1. interaction of the audience and actors;
  2. immediacy of live performance;
  3. representation of life; and
  4. incorporation of the other arts.
- M.15 The student will define *aesthetics* and discuss how it is reflected in theatre arts and everyday life.

# Theatre Arts I: Introduction to Theatre

The Theatre Arts I standards are designed to provide students with a survey of theatre arts, allowing students opportunities to experience and appreciate dramatic literature and participate in the creative processes of performance and production. The course emphasizes skill development and provides theatrical opportunities that enable students to determine areas of personal interest.

## Performance and Production

- TI.1 The student will recognize that theatre is an ensemble art while developing communication strategies and problem-solving capabilities through group interaction and artistic collaboration to
1. communicate and defend artistic choices;
  2. offer and select alternatives to solve problems and build consensus; and
  3. participate in group collaborations.
- 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 characterizations, portrayals of characters in conflict, experiments in rhythm and imagery, playwriting experiments).
- TI.3 The student will apply the creative process to the skills of storytelling, acting, and playwriting by
1. using an acting vocabulary that includes terminology for blocking and character development;
  2. employing voice, body, and imagination in character development;
  3. analyzing and describing the physical, emotional, and social dimension of characters;
  4. creating and writing a monologue and/or scene; and
  5. memorizing and presenting a monologue and/or scene from a published work.
- TI.4 The student will understand and apply principles of technical theatre by
1. defining types of stages and the terms used to delineate stage areas;
  2. demonstrating knowledge of the technical components of theatre—set, properties, lighting, sound, costuming, and makeup;
  3. identifying the responsibilities of technical personnel, including designers, builders, and operators;
  4. demonstrating theatre safety practices; and
  5. practicing ethical use of available technology and resources.
- TI.5 The student will explore and discuss principles of theatre management, administration, and the production process by
1. identifying the functions of business management, including funding, publicity, and house management;
  2. identifying the duties of the director and stage manager in the production process;
  3. explaining the role of the playwright; and
  4. practicing ethical use of literary material.

## Cultural Context and Theatre History

- TI.6 The student will demonstrate how theatre is similar to and different from other literary genres and art forms.

- TI.7 The student will make connections between theatre and other curricular areas.
- TI.8 The student will reflect on life in historical times, places, and cultures by
1. researching and applying cultural and historical information to artistic choices;
  2. examining non-Western traditions in drama; and
  3. demonstrating knowledge of theatrical institutions and opportunities available in the community and the commonwealth.

### **Judgment and Criticism**

- TI.9 The student will give and integrate constructive criticism by
1. developing and using appropriate theatre arts vocabulary;
  2. discussing performances, projects, and plans; and
  3. applying the concepts of evaluation to oral and written observations, including intent, structure, effectiveness, and value.
- TI.10 The student will read, analyze, and respond to selected dramatic literature to
1. identify the elements of dramatic literature, including conflict, plot, theme, character, and dialogue; and
  2. develop and apply criteria to describe and evaluate dramatic literature.
- TI.11 The student will view and analyze live performances and make informed responses by
1. identifying the elements of production—directing, design, and acting;
  2. describing, analyzing, and evaluating artistic choices in dramatic presentations; and
  3. exhibiting considerate audience behavior at theatrical performances.

### **Aesthetics**

- TI.12 The student will describe how theatrical activity can entertain, instruct, and interpret the human experience.
- TI.13 The student will describe the elements of a theatrical experience that evoke a personal aesthetic response and will describe the response, using appropriate theatre arts vocabulary.
- TI.14 The student will define *aesthetics* and discuss how it is reflected in theatre arts.
- TI.15 The student will discuss and analyze the purposes, values, and meanings of theatrical works.
- TI.16 The student will discuss how personal experience, culture, and current events shape individual aesthetic experience.



# Theatre Arts II: Dramatic Literature and Theatre History

The Theatre Arts II standards are designed to help students integrate and build upon concepts and skills acquired in Theatre Arts I. Through various modes of expression and performance, students will investigate 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 the theatrical arts.

## Performance and Production

- TII.1 The student will exhibit rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established classroom standards.
- TII.2 The student will collaborate with others to create theatre projects and productions.
- TII.3 The student will demonstrate acting skills and techniques, including vocal control, stage movement, script analysis, and rehearsal techniques representing selected styles, by
1. using gestures, blocking, pacing, and stage business;
  2. making vocal and physical choices that represent characterization, conflict, and production style;
  3. performing a fully rehearsed and memorized role;
  4. incorporating suggestions from the director;
  5. continuing to refine research skills for characterization and script/text interpretation;
  6. using preparation and awareness activities to improve concentration, observation, imagination, and sensory memory;
  7. researching and presenting solo and group performances; and
  8. incorporating psychological, historical, and social dynamics derived from information suggested by the script.
- TII.4 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. develop dialogue and listening skills to express character relationships; and
  4. incorporate personal experiences into improvisation and play-writing exercises.
- TII.5 The student will apply principles of directing by
1. selecting scenes and participating in script analysis, casting, rehearsal, and staging;
  2. utilizing principles of blocking;
  3. communicating directorial choices, including pacing, mood, concept, and style;
  4. employing ethical choices in script selection, editing, and presentation; and
  5. evaluating choices made in the directorial process.

- TII.6 The student will explore and demonstrate skills and principles of technical theatre by
1. applying basic safety procedures;
  2. applying the components, functions, and operations of technical theatre elements, including lighting, scenery, costuming, makeup, properties, and sound;
  3. making a model of a three-dimensional form 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 in formal and informal presentations.
- TII.7 The student will explore principles of theatre management/administration and the production process by
1. applying the components, functions, and relationships of theatre management, including box office, publicity/marketing, house, tickets, and concessions;
  2. developing a schedule and organizational plan for selected areas of theatre operation; and
  3. applying the concepts of stage management.
- TII.8 The student will demonstrate skill in communicating concepts and information through the study of theatre arts by
1. generating a variety of theatre experiences, using various resources, media materials, and available technology; and
  2. researching current theatrical institutions and opportunities available in the community, commonwealth, and world.

### **Cultural Context and Theatre History**

- TII.9 The student will identify major stylistic movements and connections to historical periods, including classical, Renaissance, Elizabethan, modern, and contemporary, by
1. describing and comparing universal characters, situations, themes, and ideas in theatre;
  2. identifying, researching, and analyzing symbolism and cultural and historical clues in dramatic texts; and
  3. researching and describing historical production designs, techniques, and performances from various cultures.
- TII.10 The student will trace the development of technical theatre by
1. explaining the effects of technological advances on theatre; and
  2. analyzing a variety of dramatic texts to determine their production requirements by referencing historical and cultural contexts.
- TII.11 The student will describe how theatre is similar to and different from other art forms, other fields of knowledge, and literary genres by
1. identifying characteristics and comparing the presentation of characters, environments, and actions in theatre and other art forms;
  2. comparing the interpretive and expressive natures of various art forms in specific cultural or historical periods; and
  3. making connections between theatre and other fields of knowledge.

## **Judgment and Criticism**

- TII.12 The student will give and receive constructive criticism by
1. discussing and critiquing performances, projects, plans, or ideas objectively;
  2. evaluating personal artistic choices and the artistic choices of others in informal and formal productions;
  3. analyzing and evaluating reviews and critiques of dramatic works; and
  4. attending and critiquing theatrical productions outside of the school environment.
- TII.13 The student will read, analyze, and respond to selected dramatic literature by
1. using an expanded theatre arts vocabulary and terminology;
  2. identifying elements in dramatic literature, including structure, style, form, mood, language, spectacle, symbolism, genre, and setting;
  3. demonstrating responses visually, orally, aurally, kinesthetically, or in writing; and
  4. applying dramatic themes to personal experiences or current events.
- TII.14 The student will analyze how theatre is similar to and different from other literary genres and art forms by
1. comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts;
  2. viewing various art forms and comparing how common themes are expressed; and
  3. discussing ways in which dance arts, music, and the visual arts enhance theatrical presentations.

## **Aesthetics**

- TII.15 The student will describe personal responses to theatrical productions in terms of the qualities of the production as a whole.
- TII.16 The student will respond to a variety of dramatic literature in terms of aesthetic philosophies of cultures, including classical, modern, Western, and non-Western.
- TII.17 The student will support aesthetic opinions by reasoned processes, using an expanded theatre arts vocabulary.
- TII.18 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a theatrical work.
- TII.19 The student will research and investigate the intentions of those who created specific theatrical works.



## Theatre Arts III: Intermediate Acting and Playwriting

The Theatre Arts III standards are designed to help students integrate and build upon concepts and skills acquired in Theatre Arts II. Through various modes of expression and performance, students will investigate acting styles and the process of playwriting, which includes character development, research, dramatic structure, conflict, and resolution. Students will study and respond to a variety of theatre experiences that will refine their collaborative, analytical, interpretive, and problem-solving skills. Students will deepen their artistic abilities and appreciation of the theatrical arts.

### Performance and Production

- TIII.1 The student will apply rehearsal discipline and maintain stage properties, costumes, equipment, and facilities according to established classroom standards.
- TIII.2 The student will exhibit independence, discipline, and commitment to the theatre process through work on assigned projects and productions.
- TIII.3 The student will integrate acting skills and techniques incorporating voice, movement, and analysis in the rehearsal process and performance by
1. creating and sustaining multi-dimensional characters;
  2. initiating artistic choices to enhance performance;
  3. enhancing characterizations, dialogue, and action;
  4. exercising artistic discipline to achieve an ensemble in rehearsal and performance;
  5. listening to other actors and responding internally as well as externally; and
  6. demonstrating self-confidence and self-expression.
- TIII.4 The student will demonstrate the audition process by
1. researching and selecting classical, modern, tragic, and comic monologues by established playwrights; and
  2. presenting memorized selections for critique.
- TIII.5 The student will investigate basic film/video production, including camera techniques, appropriate terminology, screenplays, acting for the camera, and the editing process.
- TIII.6 The student will explore playwriting by writing monologues, dialogues, scenes, and short plays that
1. exhibit unique character voices;
  2. use basic dramatic structure; and
  3. develop an idea through action.
- TIII.7 The student will demonstrate the principles of design by
1. applying safety procedures;
  2. making a two-dimensional study of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and properties;
  3. building a scale model of a setting for a stage or film/video;
  4. rendering lighting plots and costume plates for a stage or film/video;
  5. applying solutions to technical problems; and
  6. analyzing and justifying design choices.

## **Cultural Context and Theatre History**

- TIII.8 The student will research multiple acting styles from a variety of historical periods by
1. comparing and contrasting decorum, environments, and manners; and
  2. interpreting characters, situations, and themes.
- TIII.9 The student will trace the development of performance design by
1. explaining the effects of technology; and
  2. analyzing a variety of dramatic texts with reference to their historical and cultural contexts in order to determine their design requirements.
- TIII.10 The student will compare and contrast theatre to film/video by
1. listing characteristics of production methods of each;
  2. analyzing the difference between theatre scripts and film/video screenplays; and
  3. describing the use of film/video and theatre in a changing world.

## **Judgment and Criticism**

- TIII.11 The student will use theatre, playwriting, acting, and film/video vocabulary.
- TIII.12 The student will apply oral and written critiques to acting styles by
1. assessing projects, plans, or ideas;
  2. incorporating personal artistic choices in informal and formal productions; and
  3. critiquing acting styles of professional theatrical productions.
- TIII.13 The student will apply a critical methodology to playwriting by
1. revising original student scripts;
  2. exploring the structure of the works of established playwrights in relation to student works; and
  3. recognizing that there will be a variety of responses by audience members.
- TIII.14 The student will compare and contrast narrative structure, acting styles, and production methods of theatre with those of film/video.

## **Aesthetics**

- TIII.15 The student will develop and defend personal criteria in response to theatrical and film/video performances and production values.
- TIII.16 The student will defend personal criteria in response to original theatrical writings.
- TIII.17 The student will research, compare, and contrast the aesthetic ideals of two or more playwrights.
- TIII.18 The student will defend multiple points of view regarding theatrical works.

## Theatre Arts IV: Advanced Acting and Directing

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

### Performance and Production

- TIV.1 The student will work independently and collaboratively to raise the standards of formal and informal performance and production work.
- 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 pieces (e.g., 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 historical and cultural context, through line, and intent of the playwright.
- TIV.3 The student will demonstrate vocal performance skills—articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect.
- TIV.4 The student will demonstrate movement skills—use of facial expression, posture, control of gesture, leading center, balance, poise, timing, and breath control.
- TIV.5 The student will prepare for professional auditions by
1. choosing and preparing a repertoire of one- and two-minute audition pieces of both classical and modern selections from full-length plays;
  2. preparing and presenting written and oral critiques of his/her own and peer audition pieces;
  3. preparing a written performance and production résumé; and
  4. following the audition notice guidelines.
- TIV.6 The student will direct a two-character scene, a multi-character scene, and a one-act play for performance by
1. selecting scripts;
  2. auditioning and casting actors;
  3. establishing rehearsal and production schedules;
  4. creating prompt books;
  5. creating designs for set, sound, lighting, makeup, and costumes;
  6. researching the history, culture, and concept of the scripts;
  7. employing blocking to achieve focus;
  8. working with actors to develop effective characterizations;
  9. overseeing technical responsibilities;
  10. solving technical and design problems inherent in the scripts;
  11. demonstrating knowledge of current copyright laws and their applications (e.g., royalties, rights);
  12. creating a collaborative working relationship among casts and crews; and
  13. modeling artistic discipline in rehearsal and performance situations.

- TIV.7 The student will apply principles of stage management by
1. creating a prompt book noting blocking, lighting, sound, and effect cues;
  2. assisting the director in all areas of the production;
  3. creating production and rehearsal schedules, contact sheets, and cue sheets; and
  4. maintaining effective communication and safety procedures with members of the cast and crew.

### **Cultural Context and Theatre History**

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

### **Judgment and Criticism**

- TIV.10 The student will use acting and directing vocabulary to analyze, evaluate, and interpret meaning in personal projects and other productions.
- TIV.11 The student will research, analyze, and compare published criticisms from a variety of sources and present a written and oral defense of the findings.
- TIV.12 The student will defend a personal point of view expressed in acting and directing performances by conducting an effective critique.
- TIV.13 The student will describe, interpret, and evaluate in oral and written form, the qualities of theatrical productions that affect the audience response, including
1. directors' interpretations;
  2. balanced production elements;
  3. actors' abilities to sustain and project believable characters; and
  4. audience catharsis.

### **Aesthetics**

- TIV.14 The student will explain how personal criteria is applied to personal performance.
- TIV.15 The student will discuss in writing the application of personal criteria for making aesthetic judgments in theatrical works.
- TIV.16 The student will study, analyze, interpret, and relate the aesthetic qualities of theatrical work of others to personal theatrical work.
- TIV.17 The student will justify personal perceptions of a director's vision of the playwright's intent.







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