

THEATRE CURRICULUM STANDARDS GRADES 9-12

Standard 1.0 Script Writing

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

Course Level Expectations (CLEs)

The student will

- 1.1 Understand the principles of script writing including dramatic structure and conflict.
- 1.2 Understand the principles of improvisation.
- 1.3 Use personal experience, literature and history to write original texts.
- 1.4 Make specific language choices during the script writing process that lead to character development and reveal subtext.
- 1.5 Incorporate production elements during the process of writing a script.

Checks for Understanding

- 1.1 Identify dramatic structure within a scene.
Create an outline for an original scene that identifies dramatic structure.
Write a scene and/or short play incorporating dramatic structure.
- 1.2 Identify basic rules of improvisation.
Apply the rules of improvisation by participating in theatre games.
Use an improvisation as a prompt for a scripted scene.
- 1.3 Discuss the importance of observation as a tool for script writing.
Identify the difference between adapted and original script writing.
Write a short script.
Identify the characteristics of readers' theatre.
- 1.4 Identify and use examples of vernacular language.
Identify examples of subtext and explain its importance to dramatic literature.
Discuss examples of complex characters in existing dramatic literature.
Write a short play incorporating vernacular language, subtext, and/or complex characters.
- 1.5 Identify the technical elements of a production.
Identify technical elements of a teacher-given historical period.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Compose, collaboratively, an original scene that incorporates dramatic structure.
- 1.1.2 Compose, collaboratively, an original scene that incorporates dramatic structure and characterization.
- 1.1.3 Compose, collaboratively, a short play that incorporates dramatic structure and characterization.
- 1.1.4 Compose, collaboratively, a short play for practical application.

- 1.2.1 Improvise various characters to be used in a script.
- 1.2.2 Improvise dialogue to be used in a script.
- 1.2.3 Improvise conflict-based dialogue to be used in a script.
- 1.2.4 Improvise a scene to be used in a script.

- 1.3.1 Create an observation journal.
- 1.3.2 Adapt existing non-dramatic literature for the stage.
- 1.3.3 Create a short script based on a historical event or character(s).
- 1.3.4 Collaborate to create a readers' theatre script.

- 1.4.1 Create a short dialogue incorporating vernacular language.
- 1.4.2 Create a short dialogue focusing on the use of subtext.
- 1.4.3 Create a scene with complex characters.
- 1.4.4 Create a short play.

- 1.5.1 Use a prop and/or costume to inspire a short dialogue.
- 1.5.2 Create a scene inspired by an artwork or musical selection.
- 1.5.3 Create a scene using production elements unique to a specific historical period.
- 1.5.4 Write a scene reliant on lighting to establish mood and/or setting.

Standard 2.0 Character Acting

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

Course Level Expectations (CLEs)

The student will

- 2.1 Use improvisational skills and techniques in creating a character.
- 2.2 Develop skills of character analysis using a variety of techniques.
- 2.3 Explore characterization through the use of outside-in and inside-out approaches.
- 2.4 Portray characters in a performance setting.

Checks for Understanding

- 2.1 Identify basic rules of improvisation.

Apply the rules of improvisation by participating in theatre games.
Use improvisation to create vocal and physical elements of characterization.

- 2.2 Develop a character history using a teacher-given questionnaire.
Identify ways in which vocal techniques are used to develop a character.
Identify ways in which physical techniques are used to develop a character.
Perform various vocal and/or physical warm-ups.
Perform a scene incorporating a fully developed character.
- 2.3 Identify outside-in and inside-out approaches.
Define emotional recall and sense memory.
Compare and contrast a variety of acting styles.
Create a character using a teacher-given acting style.
- 2.4 Perform a variety of characters.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Understand and apply the basic rules of improvisation.
- 2.1.2 Perform a short improvised scene.
- 2.1.3 Perform a character-driven improvised scene.
- 2.1.4 Perform an improvised scene that conforms to the rules of dramatic structure.
- 2.2.1 Write a brief character history.
- 2.2.2 Use vocal techniques such as inflection, pause, rate, and pitch to more fully develop the character.
- 2.2.3 Use physical techniques such as posture, movement, gestures, and facial expressions to more fully develop the character.
- 2.2.4 Incorporate a fully developed character into a performance.
- 2.3.1 Create a character based on observing physical characteristics of another person.
- 2.3.2 Create a character using a technique such as emotional recall or sense memory.
- 2.3.3 Demonstrate an understanding of a variety of acting styles (e.g., those developed by Meisner, Stanislavski, Hagen, Strasberg and Mamet).
- 2.3.4 Use a specific acting style (e.g., those developed by Meisner, Stanislavski, Hagen, Strasberg and Mamet) to create a character.
- 2.4.1 Perform a character in a short scene.
- 2.4.2 Perform a monologue.
- 2.4.3 Perform a character in a ten-minute play.
- 2.4.4 Perform a character in a one act play.

Standard 3.0 Scene Design

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

Course Level Expectations (CLEs)

The student will

- 3.1 Understand and use terminology, processes, and safety protocol associated with technical theatre.
- 3.2 Understand and use various design elements.
- 3.3 Understand the roles of technical theatre personnel.

Checks for Understanding

- 3.1 Discuss basic technical theatre vocabulary.
Identify safety protocol associated with theatre.
Identify the processes involved in operating technical equipment.
- 3.2 Identify theatrical design elements.
Create a ground plan.
Identify the responsibilities of various theatrical designers.
- 3.3 Identify the responsibilities of various theatre personnel.
Discuss the elements of an effective publicity campaign.
Compare and contrast budgets for a variety of venues and types of productions.
Identify various elements that comprise a prompt book.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Understand and use basic technical theatre vocabulary.
- 3.1.2 Understand and demonstrate safety protocol associated with theatre.
- 3.1.3 Demonstrate the ability to operate technical equipment, such as fly rail, sound board, light board, and spotlights.
- 3.1.4 Contribute to the construction of a set for a production.
- 3.2.1 Demonstrate a basic knowledge of design in scenery, costuming, sound, lighting, props, and makeup.
- 3.2.2 Design a costume and/or makeup plot for a scene.
- 3.2.3 Create a scenic design.
- 3.2.4 Perform the duties of a designer, such as lightning, props, sound, costumes, or makeup, for a production.
- 3.3.1 Demonstrate an understanding of the responsibilities of various theatre personnel.

- 3.3.2 Create a publicity campaign.
- 3.3.3 Demonstrate an understanding of the role of the producer by creating a budget for a play.
- 3.3.4 Prepare a prompt book for a play.

Standard 4.0 Directing

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

Course Level Expectations (CLEs)

The students will

- 4.1 Understand the role and responsibilities of the director.
- 4.2 Explore and resolve theatrical production challenges.
- 4.3 Understand and use the principles of blocking.
- 4.4 Understand the process of selecting and analyzing a dramatic text.

Checks for Understanding

- 4.1 Identify and discuss the role and responsibilities of the director.
Compare various directorial choices for a scene, one-act play, and/or full-length production.
Identify the styles of recognized directors.
- 4.2 Identify stages of the rehearsal process.
Make directorial choices based on a teacher-given scene.
Define, view, and identify the production concept of a play.
- 4.3 Identify acting areas, stage directions, body positions, and blocking terminology.
Identify and discuss the composition of effective stage pictures.
- 4.4 Define plot and theme.
Identify the basic components of script analysis.
Discuss the role of audience as it relates to play selection.
Compare and contrast the season selections of two or more theatre companies.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Demonstrate knowledge of the role and responsibilities of the director.
- 4.1.2 Perform the role of a director by casting and staging a scene for performance.
- 4.1.3 Observe and critique the directorial choices of a full-length production.
- 4.1.4 Use research about a recognized director to direct a scene in the style of that director.

- 4.2.1 Demonstrate knowledge of the rehearsal process.
- 4.2.2 Create a rehearsal schedule for a play.
- 4.2.3 Direct a scene using a variety of teacher-given production parameters (e.g., space, budget, time).
- 4.2.4 Prepare a presentation in which the vision of a play is communicated as if in a production meeting.

- 4.3.1 Demonstrate knowledge of basic blocking guidelines.
- 4.3.2 Communicate a story through a series of stage pictures.
- 4.3.3 Block a scene in which relationship is conveyed through placement on stage.
- 4.3.4 Block a musical ensemble number.

- 4.4.1 Analyze a selected play for plot, theme, and characterization.
- 4.4.2 Select and pitch a play for possible production at the high school level.
- 4.4.3 Select plays to create a balanced season for a theatre company.
- 4.4.4 Select, analyze, and direct a scene.

Standard 5.0 Research

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

Course Level Expectations (CLEs)

The students will

- 5.1 Understand, compare, and contrast various genres and periods of dramatic literature.
- 5.2 Discover and explore the contribution of various cultures in the development of theatre.
- 5.3 Examine themes and motifs within a given play.

Checks for Understanding

- 5.1 Identify various genres and historical periods of theatre.
Compare and contrast various genres and historical periods of theatre.
Discuss the different acting techniques associated with various genres and historical periods of theatre.
- 5.2 Identify and discuss ways that various cultures contribute to the development of theatre.
- 5.3 Define theme and motif.
Identify themes and motifs within a given play.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Demonstrate an understanding of various genres and historical periods of theatre.
- 5.1.2 Perform a scene from a published work in a specified genre or from a given historical period.
- 5.1.3 Write and perform an original scene in a specified genre or in the style of a given historical period.
- 5.1.4 Analyze the production requirements of a play from a specified genre or a given historical period.

- 5.2.1 Demonstrate an understanding of how the Greeks contributed to the origins of theatre.
- 5.2.2 Perform a scene from the commedia dell' arte canon.
- 5.2.3 Research, select, and perform a scene from a period play or given culture.
- 5.2.4 Research, select, and perform a scene from an American play or musical.

- 5.3.1 Demonstrate an understanding of themes and motifs within a play.
- 5.3.2 Write and perform a scene based on a given theme.
- 5.3.3 Determine common themes within the works of a given playwright.
- 5.3.4 Create a scene design based on a motif within a published play.

Standards 6.0 Theatrical Presentation

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

Course Level Expectations (CLEs)

The student will

- 6.1 Examine theatre as a synthesis of all the arts.
- 6.2 Integrate the knowledge of the evolution of art forms into the creation of dramatic productions.
- 6.3 Explore technology as a means of integrating various art forms.

Checks for Understanding

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

Identify and discuss the technical requirements of a particular production.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Select music to underscore a performance.
- 6.1.2 Develop a scene based on a work of art.
- 6.1.3 Develop a scene that incorporates simple dance steps or unified movement.
- 6.1.4 Perform a scene from a musical.

- 6.2.1 Compare and contrast a classic piece of dramatic literature with its contemporary counterpart (e.g., *Romeo and Juliet* and *West Side Story*).
- 6.2.2 Modernize and perform a classic piece of dramatic literature.
- 6.2.3 Perform a scene that incorporates another art form.
- 6.2.4 Use existing contemporary music in a scene (e.g., *Mama Mia*).

- 6.3.1 Research and report on the use of technology in a theatrical production.
- 6.3.2 Research and report on the evolution of lighting and/or sound in theatrical productions.
- 6.3.3 Research and report on the use of special effects in a theatrical production.
- 6.3.4 Incorporate the use of modern technology in a scene.

Standard 7.0 Scene Comprehension

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

Course Level Expectations (CLEs)

The student will

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

Checks for Understanding

- 7.1 Discuss the components of constructive criticism.
Discuss examples of effective critiques.

- 7.2 Identify the rules of audience etiquette for live and/or recorded performances.
Identify the components of a curtain speech.
Compare and contrast representational and presentational theatre.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Critique a live or recorded performance using a teacher-provided guide.
- 7.1.2 Write a short critique of a live or recorded performance.
- 7.1.3 Write a review in a journalistic style of a live or recorded performance.
- 7.1.4 Critique and identify areas for improvement for a live or recorded production.

- 7.2.1 Understand and demonstrate rules of theatre etiquette for both live and recorded productions.
- 7.2.2 Write a curtain speech for a production.
- 7.2.3 Create a performance piece in which the actors interact with the audience.
- 7.2.4 Compare and contrast audience behavior throughout history.

Standard 8.0 Context

Students will understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

Course Level Expectations (CLEs)

The student will

- 8.1 Understand the historical significance of theatre, film, television, and/or electronic media.
- 8.2 Understand the relationship between theatre, film, television, and/or electronic media and society.
- 8.3 Examine the global significance of live and recorded performances, past and present.

Checks for Understanding

- 8.1 Discuss the history of theatre, film, and/or television.
Identify the technological advances used in theatre, film, and/or television.

- 8.2 Discuss the impact of history on theatre, film, and/or television.
Discuss examples of the relationship between theatre, film, and/or television and society.

- 8.3 Identify the contributions of various cultures to theatre.
Identify ways in which theatre, film, and/or television raise social awareness.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Describe how the Greeks and Romans contributed to the origin of theatre.
- 8.1.2 Demonstrate an understanding of contributions to theatre from given historical periods.
- 8.1.3 Demonstrate an understanding of the evolution of live to recorded performance.

- 8.1.4 Demonstrate an understanding of the significant impact technology has on live and recorded performances.

- 8.2.1 Discuss the role of theatre in Greek and Roman cultures.
- 8.2.2 Demonstrate an understanding of the role of theatre throughout history.
- 8.2.3 Demonstrate an understanding of the relationship between film and television and historical events.
- 8.2.4 Demonstrate an understanding of how the evolution of electronic media informs and influences society.

- 8.3.1 Discuss theatre in various cultures.
- 8.3.2 Demonstrate an understanding of theatre in various cultures.
- 8.3.3 Analyze how live and recorded performances raise social awareness.
- 8.3.4 Create a short live or recorded performance that addresses a current societal issue.