

High School

Drama & Theatre Arts



Colorado Academic Standards Drama and Theatre Arts

"The stage is not merely the meeting place of all the arts, but is also the return of art to life." --Oscar Wilde

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"Too often, we glimpse the outlines of a scene and fail to notice the details that fill it in, making it truly interesting and unique." --Eric Booth

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Theatre Arts are Important to Life and Learning

Theatre arts are a universal force in the everyday life of people around the world. This force connects each new generation to those who have gone before. Students need theatre arts to make these connections and to express the otherwise inexpressible. Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life – about actions and consequences, customs and beliefs, and others and themselves.

Theatre arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy, including innovations in technology, while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21st century. Additionally, as they work at increasing their understanding of the challenges presented by theatre arts, they prepare to make their own contributions to the nation's storehouse of culture. The theatre process also is important for a student's individual growth. A strong and clear sense of the theatre process, which takes the creative theatrical act from inception to completion, teaches the importance of follow-through and responsibility.

Theatre arts have both intrinsic and instrumental value. That is, they have worth in and of themselves and also can be used to achieve a multitude of purposes such as to present issues and ideas, to teach or persuade, to entertain, to design, to plan, and to beautify. Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions, and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value." The modes of thinking and methods of theatre arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. Attributes necessary to the arts such as self-discipline, collaboration, and perseverance transfer to the rest of life.

The more students live up to these high expectations, the more empowered our citizenry becomes. Indeed, helping students meet these standards is among the best possible investment in the future of not only our children, but also our country and civilization.

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

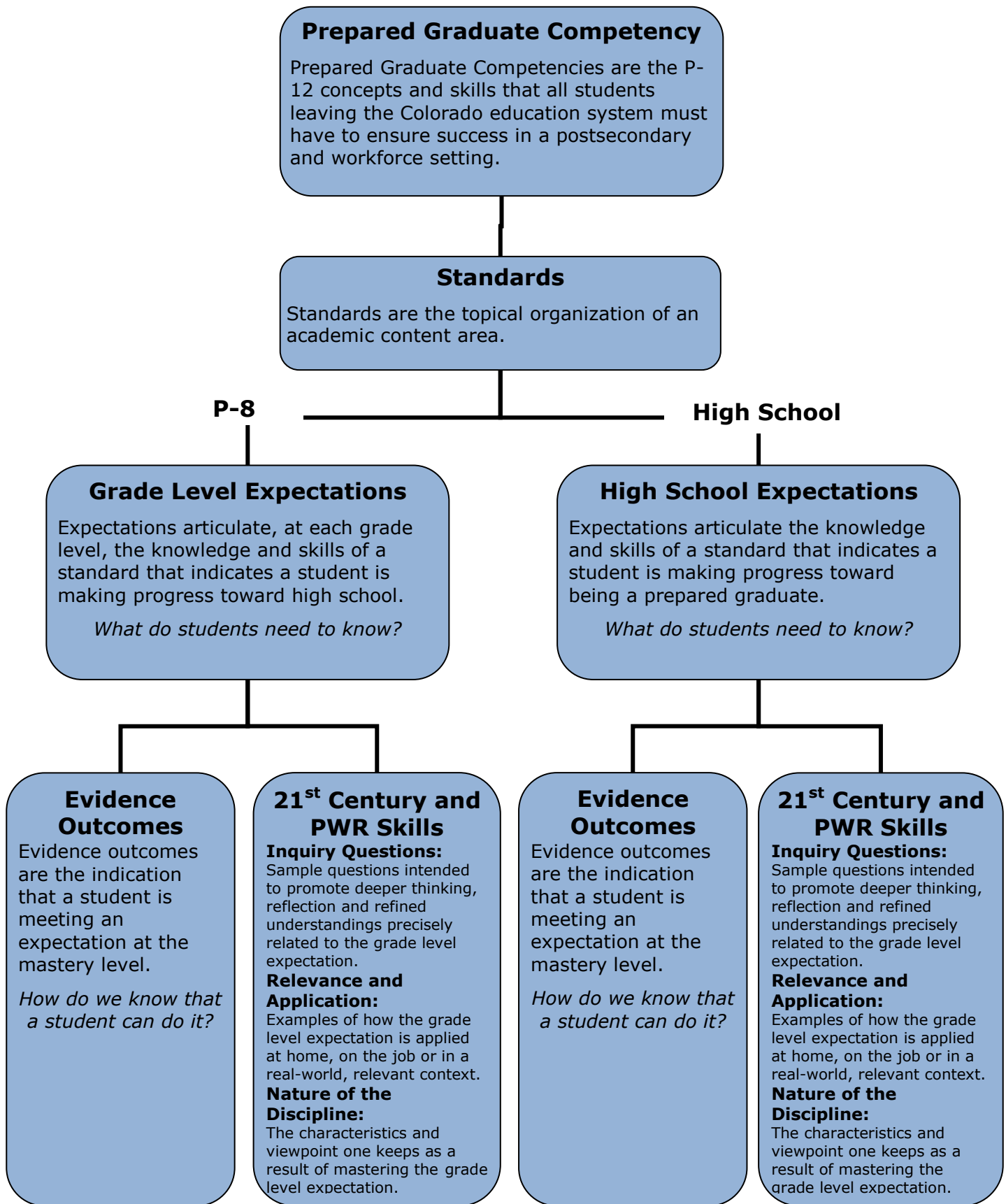
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Drama and Theatre Arts

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles
- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process
- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Standards in Drama and Theatre Arts

Standards are the topical organization of an academic content area. The three standards of drama and theatre arts are:

1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.

2. Perform

The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

Purpose of Fundamental and Extended Pathways in High School:

In order to meet the basic needs of all students and the advanced needs of those pursuing careers in theatre, the standards review subcommittee developed *Fundamental* and *Extended* pathways.

The *Fundamental* pathway describes students who have limited interest in theatrical performance or theatre-related vocations, or whose interest lies within other aspects of theatre-related vocations, such as acoustic and structural engineering, advertising and marketing, event management, fashion design, mass communications, or publishing.

The *Extended* pathway is directed at students who intend to pursue postsecondary education or vocation in theatre, which might lead to careers in theatre education, performance, technical production, theater management, or other theatre-related areas. The expectations in the *Extended* pathway meet all of the prepared graduate competencies with a much higher degree of rigor appropriate to the expectations of postsecondary theatre opportunities.

Drama and Theatre Arts

Grade Level Expectations at a Glance

Standard

Grade Level Expectation

High School – Extended Pathway	
1. Create	<ol style="list-style-type: none"> 1. Character development in improvised and scripted works 2. Technical design and application of technical elements 3. Ideas and creative concepts in improvisation and play building 4. Creation, appreciation, and interpretation of scripted works
2. Perform	<ol style="list-style-type: none"> 1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences 2. Technology reinforces, enhances, and/or alters a theatrical performance 3. Direction or design of a theatrical performance for an intended audience
3. Critically Respond	<ol style="list-style-type: none"> 1. Contemporary and historical context of drama 2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions 3. Respect for theatre professions, cultural relationships, and legal responsibilities
High School – Fundamental Pathway	
1. Create	<ol style="list-style-type: none"> 1. Creative process in character development and script improvisation 2. Technical elements of theatre in improvised and scripted works 3. Expression, imagination, and appreciation in group dynamics 4. Interpretation of drama using scripted material
2. Perform	<ol style="list-style-type: none"> 1. Communicate meaning to engage an audience 2. Technology reinforces, enhances, and/or alters a theatrical performance 3. Directing as an art form
3. Critically Respond	<ol style="list-style-type: none"> 1. Analysis and evaluation of theatrical works 2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions 3. Respect for theatre, its practitioners, and conventions

21st Century Skills and Readiness Competencies in Drama and Theatre Arts

The drama and theatre arts subcommittees embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's Description of 21st Century Skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Drama and theatre arts are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

As this century progresses, it becomes clear that the world needs citizens who are able to penetrate unfolding of events and conflicts with pure thought. The greatest exercise for the development of solid rationalization and logical solution has to do with problem-solving and critical response. Whether searching for strong or better choices in production or dramatic literature, or exploring the spontaneous ingenuity of improvisation, the mind is engaged in analytic and logical examination. Through script analysis, character analysis, design interpretations, or marketing planning, the theatre student develops practical thinking skills along with the ability to respond through writing, speaking, and logical expression. Equal to the ability to develop thought through observation and the identification of substantive ethic in plot, character, or style is the mindfulness of how one's choices affect others within the theatre group and from an audience's perspective. Once the mind is engaged through decision-making in writing, directing, acting, critiquing, using mathematics in design and construction, or simply attending a performance, the theatre student is developing abilities and skills that serve society to progress and evolve, to be flexible in solving cultural conflicts, and to celebrate the uniqueness of the individuality and the common bond in humanity.

Information Literacy

Processing the awareness and demands of an ever-changing, modern world is more and more a function of an individual's ability to respond to what the world offers with one's foundation of knowledge, imagination, inventiveness, and attention to detail. The research required to master a faction of theatrical endeavor entreats the student to utilize all the sources available for study and to know the laws and limitations relevant to their audience, community, and culture. Theatrical production, as well as study in history and criticism, demands knowledge of customs, ideals, and technologies. Theatre students must use their knowledge from all other disciplines, including history, politics and social studies, mathematics and science, and media technology and mass communications in order to create and to understand their roles and created environments. These bodies of knowledge must be enhanced by skills and awareness in knowing where and how to find the information and how to discern its truth and relevance. What follows lies in knowing how to utilize the information in writing, characterization, directing, designing, and fashioning implements and environments. Theatre expresses the differences of time and cultures from all over the world and the spectrum of disciplines from all of history.

Collaboration

The spirit of collaboration lives in the very heart of theatre study. Theatrical production includes a dynamic mix of all the arts – as visual art, music, dance, and literary works are all embraced to recreate stories of the human condition. The study of theatre arts is a group dynamic. To produce theatrical works requires an interaction of artists and technicians from many different disciplines. This interaction is inherently related to the interaction our young citizens will encounter in their roles as citizens. In preparation for a theatrical event, planning, staffing, and practicing are required of the entire company of actors, artisans, managers, designers, technicians, and marketing specialists. The result of this intense collaboration is an understanding and appreciation of leadership, talent, and reliability. A work of theatre for an audience is the reenactment of conflict and consequence in time and space as interpreted by the group in plot, characterization, and spectacle. This provides the essence of understanding and loving in a community bound together by language, custom, age, gender, history, race, or privilege.

Self Direction

The guiding lights for students of theatre are in learning the concepts of initiative and responsibility. Because of its collaborative nature and that a task must be completed on time and out of one's own initiative, theatre production is an invaluable tool for developing the personality and sense of community responsibility. Each individual finds an important place to contribute to the whole of the project, and each one learns to express himself or herself to their best sense of excellence for the good of the entire company. For personal growth, theatre equips the participant with the communication skills and the ego strength to make mature choices and evaluations. As theatre students progress from learner to leader, they have the opportunity find their gifts and individual talents. Theater students learn to rely on themselves and to trust the response of their community of artists and their audiences. To stand in the midst of fellow students, teachers, and administrators, or face an audience and deliver the fruits of their labor and study is the most internally strengthening human activity. Students of theatre can rely on this strength for self-expression and self direction, and those qualities stay with them for the rest of their lives.

Invention

Exercising the creativity and inventiveness of the human soul begins at the very first stages of theatre study and continues beyond the high school years. The actor learns to take risks in characterization and spontaneity; the writer learns to explore all possibilities of development; and the technician learns to solve all sorts of problems in nonverbal forms. Each time a theatrical production is undertaken, it is a new invention, no matter if that title has been done before or if it is an original work. The solutions to that particular production concept are inventions created to serve the performance; the particular invention may live only in the time and place for which it is created, or it may be discarded after performance – but the inventiveness and appreciation for those solutions will live on in the individual and group –each time an actor, out of technique or spontaneity, creates a personal event or interpretation, or each time an artisan creates a working piece of scenery, sound effect, implement, or environmental effect, or each time a publicist finds a new incentive for a greater audience, an invention has come to life. The appreciation of new inventions also has a place in theatre study, as the discerning theatre group always embraces the newest technologies and latest developments in theory. The skill developed in the creation of the moment, implement, or method will serve the theatre student through many years to come.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, developing characters, and analyzing roles.

Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Create Standard:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Grade Level Expectation: High School Expectation – Extended Pathway

Concepts and skills students master:

1. Character development in improvised and scripted works

Evidence Outcomes

Students in the extended pathway can:

- Master fundamental vocal techniques, and demonstrate knowledge of dialects and accents, International Phonetic Alphabet, increased range and control, intonation, and connotation (DOK 1-4)
- Master fundamental movement techniques, and show increased poise and flexibility (DOK 1-2)
- Demonstrate fundamental motivation knowledge, and employ several strategies to discover what the character wants (DOK 2-3)
- Demonstrate several ways to overcome the character's obstacle (DOK 2-3)
- Identify and employ numerous tactics to get what the character wants (DOK 1-3)
- Connect internal and external work to fully realize the character (DOK 2-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What choices must you make to create a character unlike yourself?
- How can the use of character development techniques, both internal and external, result in well-rounded characters?
- How does creating a believable character affect the final product and inform the playwright's intent?
- How can one incorporate dance, music, and visual arts in creating a character?

Relevance and Application:

- Taking risks and making interesting choices enhances character development.
- Using technology and the Internet in cinema facilitates exploring characters and making alternative choices.
- Creating believable characters such as literary and political figures enhances real-world connections to literary and historical figures and diverse cultures.
- Character development skills lead to learning about empathy and playing the objective, both of which are important in the mastery of acting.

Nature of Drama and Theatre Arts:

- The process of creating a character is the foundation of human development and interaction.

Content Area: Drama and Theatre Arts

Standard: 1. Create

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy ➤ Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
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Grade Level Expectation: High School Expectation – Extended Pathway

<p>Concepts and skills students master:</p> <p>2. Technical design and application of technical elements</p>

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students in the extended pathway can:</p> <ul style="list-style-type: none"> a. Analyze, research, and design scenery, lighting, makeup, costumes, stage properties, sound, film, and cinema or electronic media (DOK 3-4) b. Employ a publicity campaign for a given production (DOK 2-3) c. Describe and demonstrate artistic choices in the use of technology pertaining to technical elements of production (DOK 1-2) d. Develop theatrical production concepts through collaboration with directors, designers, and actors (DOK 2-4) e. Employ a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning (DOK 2-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why is the technical design crucial to a theatrical endeavor? 2. How do the efforts of theatrical managers, technical designers, and artisans affect the final presentation or production? 3. How does the inclusion of media, cinema, film, and environmental and technical effects enhance the final product? 4. How can music, visual arts, and dance be utilized in a theatrical performance? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Exploring alternative choices in technology helps to convey a production concept. 2. Investigating historical progress and diverse cultures informs theatrical decisions. 3. Understanding the roles of live drama and theatre arts, film, cinema, television, and electronic media help to deconstruct and reinvent the world at large. 4. Applying knowledge in theatrical technical arts and production staffing leads to viable careers such as stage design, architecture, interior design, construction arts, television, and film production. <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> 1. Drama and theatre are multifaceted collaborations that involve numerous levels of production aspects, problem-solving, and critical thinking skills to achieve a vision or concept.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

Grade Level Expectation: High School Expectation – Extended Pathway

Concepts and skills students master:

3. Ideas and creative concepts in improvisation and play building

Evidence Outcomes

Students in the extended pathway can:

- Create an interdisciplinary project involving drama and theatre, which can be integrated to enhance school wide curriculum (DOK 2-4)
- Use correct form and structure independently to write a one-act play that includes full character development, believable dialogue, and logical plot outcomes (DOK 2-4)
- Use improvisation to create extended theatrical pieces (DOK 2-3)
- Participate in virtual playwriting and virtual society using contemporary Internet technology (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why is creating an interdisciplinary drama or theatre project significant?
- How does improvisation aid in the development of believable dialogue and characters?
- How does playwriting form and structure assist in creating a one-act play?
- How can a musical instrument enhance a performance?

Relevance and Application:

- Creating a play may be enhanced through the use of current social, political, historical, and cultural themes and issues, and philosophies.
- Employing improvisational skills clearly informs the playmaking and writing processes.
- Developing improvisational skills contributes to spontaneous ingenuity and self direction.
- Contributing to a creative work by utilizing various technical resources such as digital, projections, and video/audio techniques enhances the overall production.

Nature of Drama and Theatre Arts:

- In creating devised works, an inventive, collaborative process is employed.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:
 ➤ Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

Grade Level Expectation: High School Expectation – Extended Pathway

Concepts and skills students master:
 4. Creation, appreciation, and interpretation of scripted works

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students in the extended pathway can:</p> <ul style="list-style-type: none"> a. Select a one-act play for public performance, and write a director's concept statement for the interpretation of the work (DOK 2-4) b. Develop a plan for the audition casting process, and create and implement a complete rehearsal production schedule (DOK 2-3) c. Prepare a director's promptbook to record blocking and other notation, while maintaining a journal of approaches to coaching actors and solving artistic problems (DOK 2-4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How can a one-act play that is relevant to a time, place, or social situation be selected? 2. Does the selection of a one-act play and writing a director's concept statement reflect the capabilities of the ensemble process? 3. How does the knowledge of historical periods impact overall production value? 4. What are the best methods to determine effective casting, staging, and technical choices? 5. How can current visual arts methods and materials aid in dramatic interpretation? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Creating a promptbook and researching the background of a play expands one's knowledge base and enhances the overall product. 2. Understanding historical timelines and a play's influence on society gives one a basis for interpreting current events. 3. Determining relevance and truth in artistic choices expands one's global awareness about topics such as the power of negotiations, diplomacy, social interactions, and critical awareness. 4. Incorporating technological advances to recreate environment builds one's awareness of the production process. <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> 1. The ability to work collaboratively is realized through coordinating with a production staff to finalize production details.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Grade Level Expectation: High School Expectation – Fundamental Pathway

Concepts and skills students master:

1. Creative process in character development and script improvisation

Evidence Outcomes

Students in the fundamental pathway can:

- a. Apply these vocal techniques: Breath control, diction, projection, inflection, rhythm, and pace (DOK 1-2)
- b. Employ these movement techniques: body alignment, control of isolated body parts, and rhythms (DOK 1-2)
- c. Demonstrate knowledge of motivation (what the character wants) through the recall of emotional experience, blocking, and observations of the external world (DOK 2-3)
- d. Recognize and work against the obstacle – what's in the character's way (DOK 1-3)
- e. Identify and employ several tactics to get what the character wants (DOK 1-3)
- f. Connect feelings to thought process when creating a character (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does analyzing character help to understand human behavior?
2. How does creating characters enhance real-world connections to literary and historical characters and diverse cultures?
3. How can using current technologies such as social networking, Internet research, and media support and assist with creating a character?

Relevance and Application:

1. Analyzing character helps to understand human behavior (e.g., pedagogical growth, and mental health issues).
2. Creating characters enhances real-world connections to literary and historical characters, and diverse cultures.
3. Using current technologies, such as social networking, Internet research, and media can support assist with creating a character.
4. Creating a character can assist in developing one's personal voice.
5. Identification with a character connects one's empathy to themselves and others as human beings who live and work together.

Nature of Drama and Theatre Arts:

1. The process of creating a character is the foundation of human development and interaction.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

Grade Level Expectation: High School Expectation – Fundamental Pathway

Concepts and skills students master:

2. Technical elements of theatre in improvised and scripted works

Evidence Outcomes

Students in the fundamental pathway can:

- a. Demonstrate how to run a sound board and light board (DOK 1-2)
- b. Show how to build simple pieces of scenery, and apply several different painting techniques (DOK 1-2)
- c. Apply basic makeup techniques for the stage (DOK 1-2)
- d. Identify appropriate stage properties and costumes for a given production (DOK 1-3)
- e. Create a publicity campaign for a given production (DOK 1-3)
- f. Understand and use technology to enhance activities and dramatizations
- g. Create a project that uses electronic media to present a dramatic form in a new or enhanced way (DOK 2-3)
- h. Practice safety procedures for working with tools, paints, electrical equipment, and scene-shifting equipment (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is the technical side of theatre important?
2. How do the technical aspects of a production support the overall presentation?
3. How is the creative process influenced by the technical aspects of a production?

Relevance and Application:

1. Investigating the roles of live theatre, film, cinema, television, and electronic media help to interpret the world at large.
2. Studying technical arts can lead to careers in many disciplines such as architecture and design, the practice of law, engineering, and broadcast.
3. Researching the numerous historical and inventive aspects of technical theatre leads to a deeper understanding of the field.
4. Understanding improvisational technique in theatre gives insight to improvisation in music.

Nature of Drama and Theatre Arts:

1. Drama and theatre are multifaceted collaborations that involve numerous levels of production aspects, problem-solving, and critical thinking skills to achieve a vision or concept.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

Grade Level Expectation: High School Expectation – Fundamental Pathway

Concepts and skills students master:

3. Expression, imagination, and appreciation in group dynamics

Evidence Outcomes

Students in the fundamental pathway can:

- a. Create scenes and narrative structures to convey a dramatic intention (DOK 1-3)
- b. Develop improvisation skills through games, and make, accept, and extend offers in improvisation (DOK 2-3)
- c. Use improvisation as a form and a key technique to develop play building (DOK 2-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is play creation significant?
2. What does improvisation do for the development of the individual?
3. How can improvisation assist in play creation?

Relevance and Application:

1. Using current social, political, historical, and cultural themes, issues, or philosophies improves creative works.
2. Employing improvisational skills builds on the play making and playwriting processes and develops spontaneous ingenuity in the workplace.
3. Building on various technical sources augments creative works.

Nature of Drama and Theatre Arts:

1. In creating devised works, an inventive, collaborative process is employed.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

Grade Level Expectation: High School Expectation – Fundamental Pathway

Concepts and skills students master:

4. Interpretation of drama using scripted material

Evidence Outcomes

Students in the fundamental pathway can:

- Select a scene from literature, original, or scripted material, and contribute to the direction of a scene as a member of an ensemble (DOK 1-4)
- Articulate the rationale for all artistic choices concerning historical periods, genres, and relevant playwrights (DOK 1-4)
- Determine casting, staging, and technical requirements (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does the selection of a literary work reflect the capabilities of the ensemble process?
- How does the ensemble process help to build character and self direction?
- How does a director determine casting?
- How can music, dance, or art convey a culture or experience?

Relevance and Application:

- Participating in theatrical experiences builds confidence and fosters problem-solving skills.
- Using technology can recreate environment, enhance a production, and bring a creative work to life.
- Understanding the historical and cultural relevance of a play's structure helps to establish the connection among time, place, function, and environment.

Nature of Drama and Theatre Arts:

- The ability to work collaboratively is realized through coordinating with a production staff to finalize production details.

2. Perform

The theatrical process is a product of the knowledge and essential skills gained in the study of drama and theatre arts toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Perform Standard:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: High School – Extended Pathway

Concepts and skills students master:

1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences

Evidence Outcomes

Students in the extended pathway can:

- a. Portray a believable character in situations from scripted and improvised plots (DOK 2-3)
- b. Master the fundamental requirements, and demonstrate the ability to rehearse and exhibit the following forms and skills:
 1. Original works, scripted plays, scenes and monologues
 2. Ensemble works
 3. Improvisation and purposeful movement
 4. Vocal control
 5. Design and media
 6. Public speaking (DOK 2-4)
- c. Demonstrate the ability to utilize the fundamental conventions and the following styles: Non-realism, commedia dell arte, Shakespeare, absurdism, mask work, improvisation, environmental drama, and theatre arts (DOK 2-4)
- d. Create an interdisciplinary project involving drama or theatre that can be integrated to enhance school wide curriculum (DOK 3-4)
- e. Use correct form and structure independently to write a one-act play that includes fully developed characters, believable dialogue, and logical plot outcomes (DOK 3-4)
- f. Determine through problem spotting if another actor's or one's own performance is believable and truthful (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does theatrical convention teach about style?
2. What skills are essential in portraying a believable character?
3. Why is it important to understand numerous theatrical genres and styles?
4. What does performing in different forms and styles teach the actor?
5. What is the value of working independently on writing a one-act play?

Relevance and Application:

1. Acquiring the essential skills of drama and theatre supports interdisciplinary, multiple intelligences.
2. Understanding the different forms of drama and theatre and the use of a variety of conventional styles connects training in drama and theatre arts to industries such as film and television.
3. Producing interdisciplinary theatrical projects synthesizes interdisciplinary content through the application and assessment of knowledge.
4. Utilizing advanced technological systems can assist in theatrical business practices and performances.
5. Adjusting to other actor's decisions within a performance demonstrates advancement in an actor's problem-solving skill level.

Nature of Drama and Theatre Arts:

1. Participation in individual and ensemble projects instills discipline, initiative, and responsibility, teaches conflict resolution, and promotes taking risks.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:
➤ Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Grade Level Expectation: High School – Extended Pathway

Concepts and skills students master:
2. Technology reinforces, enhances, and/or alters a theatrical performance

Evidence Outcomes

Students in the extended pathway can:

- a. Lead a technical crew in a production (DOK 3-4)
- b. Implement a major design element, scenic light, sound, or makeup while using complex technologies to enhance theatrical productions (DOK 2-4)
- c. Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event (DOK 3-4)
- d. Apply technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is the leadership of a technical crew essential?
- 2. Why is identifying and understanding design elements critical to the success of a production?
- 3. What are the key components of assuming responsibility and coordinating the technical aspects of a production?
- 4. What are the essential safety procedures for a theatrical environment?

Relevance and Application:

- 1. Incorporating multiple pathways through drama and theatre allows for one to apply his or her creative skills to livelihood and success.
- 2. A stage manager ensures that a production runs smoothly by coordinating technical responsibilities with the instructions of the director.
- 3. Understanding that theatrical production staffing mimics corporate structure broadens career possibilities.

Nature of Drama and Theatre Arts:

- 1. Using technology in a performance promotes nonverbal expression, enhances production value, and fosters independent reasoning.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:
➤ Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Grade Level Expectation: High School – Extended Pathway

Concepts and skills students master:
3. Direction or design of a theatrical performance for an intended audience

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students in the extended pathway can:

- a. Direct a theatrical text, including interpretation of the text and facilitation of acting coaching (DOK 3-4)
- b. Arrange the performance space, and coordinate the technical elements of the production (DOK 2-3)
- c. Manage the rehearsal process while creating a productive ensemble (DOK 2-4)
- d. Fully realize a director’s vision (DOK 4)

Inquiry Questions:

- 1. What is the importance of a director’s vision?
- 2. What is the most effective relationship of a director with cast and crew?
- 3. Who is responsible for the collaboration of what happens on stage?
- 4. What is the director’s role during the rehearsal process?

Relevance and Application:

- 1. Understanding the dramaturgical research strategies through the use of multiple technologies facilitates the director’s relationship with his or her cast and production team.
- 2. Articulating the resources needed to support a production clarifies the relationship with the production team.
- 3. Formulating historical and cultural aspects of a production assists in meeting the script’s demands.

Nature of Drama and Theatre Arts:

- 1. Working with a production team fosters collaboration, independent thinking, critical response, problem-solving, and conflict resolution skills.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: High School – Fundamental Pathway

Concepts and skills students master:

1. Communicate meaning to engage an audience

Evidence Outcomes

Students in the fundamental pathway can:

- a. Rehearse and perform a scripted or improvised scene (DOK 1-3)
- b. Use previously acquired skills to demonstrate the ability to rehearse and exhibit the following:
 1. Original works, scripted plays, scenes, and monologues
 2. Ensemble works
 3. Improvisation and purposeful movement
 4. Vocal control
 5. Design and media
 6. Public speaking (DOK 2-4)
- c. Demonstrate the ability to utilize the conventions of the following styles: Realism, mime, vaudeville, puppetry, clowning, comedy, tragedy, improvisation, and melodrama (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why rehearse and perform theatrical material?
2. What roles does an audience play in a variety of performances?
3. What role does public speaking play in the world of drama and theatre arts?

Relevance and Application:

1. Understanding the historical and cultural background of different forms of theatre aids one in creating believable performances.
2. Utilizing technology can assist in performances, house management systems, and budgeting practices.
3. Studying drama and theatre techniques, forms, styles, and conventions enhances and supports studies in other fields such as music and dance, advertising and marketing, and politics.

Nature of Drama and Theatre Arts:

1. Participation in individual and ensemble projects instills discipline, initiative, and responsibility, teaches conflict resolution, and promotes taking risks.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Grade Level Expectation: High School – Fundamental Pathway

Concepts and skills students master:

2. Technology reinforces, enhances, and/or alters a theatrical performance

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students in the fundamental pathway can:

- a. Participate as a member of a technical crew and management team for a production (DOK 1-3)
- b. Inform the design of sets, costumes, sound, and lighting for a theatrical production (DOK 1-3)
- c. Exhibit an understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences (DOK 1-3)
- d. Apply technical knowledge of safety procedures and practices in the theatre environment (DOK 1-2)

Inquiry Questions:

- 1. Why is the technical crew important?
- 2. Why is research in the support of a theatrical production necessary?
- 3. What is the value of exhibiting and understanding technical aspects of a production?
- 4. What is the value of hands-on learning in a theatrical environment?

Relevance and Application:

- 1. Using appropriate technology provides opportunities for meaningful theatrical experiences and expression by individuals who may not be performers.
- 2. Recognizing safety concerns within a theatrical environment reflects safety in the workplace.
- 3. Utilizing historical development of technological systems informs the connectivity to science and vocations such as software development, engineering, graphic design, and architecture.

Nature of Drama and Theatre Arts:

- 1. Using technology in a performance promotes nonverbal expression, enhances production value, and fosters independent reasoning.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:
 ➤ Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Grade Level Expectation: High School – Fundamental Pathway

Concepts and skills students master:
 3. Directing as an art form

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students in the fundamental pathway can:</p> <ul style="list-style-type: none"> a. Select and use performance spaces, drama and theatre conventions, and production elements appropriate to an audience (DOK 1-3) b. Generate audience response (DOK 1-2) c. Facilitate the rehearsal process (DOK 1-2) d. Bring a vision to fruition (DOK 4) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why is a director essential in the playmaking process? 2. What is the director’s responsibility with regard to his or her commitment to the production concept? 3. What is the relationship of the director to his or her audience? 4. What are the best practices to facilitate rehearsal? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Understanding the interdisciplinary and real world connections within a director’s concept for a production allows an audience to grasp the material by building on their prior knowledge or context of the world around them. 2. Locating the resources needed to support a production informs and determines the production concept and requires strong research, reasoning, and problem-solving. 3. Utilizing a director’s skills, such as organizing, blocking, preparing rehearsals, scheduling, and conceptualizing, promotes successful leaders. <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> 1. Working with a production team fosters collaboration, independent thinking, critical response, problem-solving, and conflict resolution skills.

3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of drama and theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Critically Respond Standard:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Grade Level Expectation: High School – Extended Pathway

Concepts and skills students master:

1. Contemporary and historical context of drama

Evidence Outcomes

Students in the extended pathway can:

- a. Select an area of production process for independent study (DOK 1-2)
- b. Research, evaluate, and synthesize cultural and historical information to support artistic choices (DOK 2-4)
- c. Demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, and historical periods (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does theatre vocabulary effectively communicate one's point of view for a theatrical observation?
2. How does the production process impact the final product?
3. How can awareness of theatre history affect the understanding of a production?

Relevance and Application:

1. Employing self-directed study develops the initiative and responsibility of the individual.
2. Making artistic choices based on research adds depth to the product and demonstrates the value of the research.
3. Utilizing various resources in the research for a production, including cinema, Internet, and technical marketing, strengthens technical literacy.

Nature of Drama and Theatre Arts:

1. Connections are made through analysis and research to the production process, which instills a sense of pride and promotes higher-level thinking.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:
 ➤ Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Grade Level Expectation: High School – Extended Pathway

Concepts and skills students master:
 2. Elements of drama, dramatic forms, performance styles, and dramatic techniques and conventions

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students in the extended pathway can:</p> <ul style="list-style-type: none"> a. Identify and compare the lives, works, and influences of representative theatre artists from various cultures and historical periods (DOK 1-3) b. Compare and contrast plays of several different dramatic forms (DOK 2-3) c. Reflect and revise critical choices pertaining to dramatic texts and performances while articulating, justifying, and applying personal criteria (DOK 2-4) d. Script, film, or edit a documentary or satirical analysis on current events in school, community, or national or international news (DOK 3-4) e. Describe the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history (DOK 1-4) f. Use problem spotting to make an informed decision about the quality of a theatrical production (DOK 2-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How do historical perspectives of theatrical accomplishments affect today’s productions? 2. What elements of theatrical productions remain the same? 3. How do performance styles affect the outcome of a production? 4. What makes film and cinema productions well received by various groups? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Analyzing the development of theatrical production within the social, historical, political, and technological development of various cultures validates the knowledge of the interconnection and value of all cultures. 2. Writing, speaking, or creating works about theatrical performances, artistry, media presentations, or dramatic literature benefits the critic and the artist. 3. Exploring drama and theatre through media, film, cinema, and Internet sources enhances proficiency in the use and knowledge of information technology and the newest developments in media technology. 4. Problem spotting and problem-solving in productions require the use of essential communication. <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> 1. Critical response to theatrical works objectifies the importance of the field.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
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Grade Level Expectation: High School – Extended Pathway

Concepts and skills students master:
 3. Respect for theatre professions, cultural relationships, and legal responsibilities

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students in the extended pathway can:</p> <ul style="list-style-type: none"> a. Investigate and explain the knowledge, skills, training, and self-discipline needed to pursue careers and vocational opportunities in theatre (DOK 2-3) b. Document and reflect on one’s own work created over several years, and identify successful approaches that could be applied in the development of future work (DOK 1-4) c. Create a personal code of theatre etiquette and ethics (DOK 1-3) d. Demonstrate awareness of professional ethics as an audience, cast, or crew member (DOK 1-2) e. Demonstrate how to secure rights and royalties for a production (DOK 1) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How does theatre etiquette impact a theatre practitioner? 2. How do theatre etiquette and ethics enhance the theatrical experience? 3. In what ways can theatre etiquette and ethics be successfully conveyed? 4. How can theatre ethics be applied to one’s own work?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Examining the relationship between drama and theatre training and vocations provides awareness of career opportunities in the field and beyond such as professional theatre jobs, advertising, marketing, and carpentry. 2. Responding to different viewpoints and beliefs develops a mature awareness, understanding, and acceptance of difference and diversity. 3. Investigating the importance of copyright laws in script writing, set and costume design, script adaptation, and the use of music in production prepares one to work professionally in the performance arts. 4. Securing rights and paying royalties validates the perception of the artist’s rights and assures respect for the artistic product. 5. Learning appropriate behavior in the production process and for public performances ensures respect and status in community, social structure, and lifestyle.
	<p>Nature of Drama and Theatre Arts:</p> <ol style="list-style-type: none"> 1. Proper etiquette in a theatrical environment helps the audience appreciate the production and translates to a greater respect for the arts.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Grade Level Expectation: High School – Fundamental Pathway

Concepts and skills students master:

1. Analysis and evaluation of theatrical works

Evidence Outcomes

Students in the fundamental pathway can:

- a. Research the ways in which other artists have used self reflection to document and refine their work (DOK 1-2)
- b. Identify and describe orally and in writing the influence of other artists on the development of their own artistic work (DOK 1-2)
- c. Demonstrate knowledge of conventional theatre vocabulary (DOK 1)
- d. Research the cultural and historical background of a specific play (DOK 1-2)
- e. Communicate individual research to a collaborative team (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What can be gained by observing numerous and contrasting live performances?
2. How does objectivity relate to experiencing a piece of art?
3. Why is theatre live and what are the benefits of live theatrical performances?
4. How should audience members and crew conduct themselves before, during, and after a performance?

Relevance and Application:

1. Practicing proper behavior and dress at a public performance validates one's position as an adult in society.
2. Investigating the importance of copyright laws in scriptwriting, set and costume design, script adaptation, and the use of music in production supports respect for these vocations and artists.
3. Respecting the roles of the theatre family promotes maturity and social responsibility.

Nature of Drama and Theatre Arts:

1. Proper etiquette in a theatrical environment helps the audience appreciate the production and translates to a greater respect for the arts.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:
 ➤ Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Grade Level Expectation: High School – Fundamental Pathway

Concepts and skills students master:
 2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students in the fundamental pathway can:</p> <ul style="list-style-type: none"> a. Critique and evaluate artistic choices and personal reactions to dramatic presentations using guidelines for evaluating a theatrical production (DOK 2-4) b. Investigate and compare common themes among theatre, various art forms, and content areas (DOK 1-3) c. Compare and contrast practices and methods of performance with the practices and methods of film, cinema, television, and electronic media (DOK 2-3) d. Perform improvised scenes reflecting content, character and plot from representational dramatic literature (DOK 3-4) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What are the guidelines for understanding a theatrical production? 2. How can artistic choices affect a production? 3. What types of themes and practices within a theatrical performance can be identified and compared with other medians? 4. What criteria make a play performance better or worse than another? 5. How does one write or speak about evaluations of theatrical works and performances? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Analyzing and articulating knowledge of theatrical works from various cultures enhances a personal engagement with dramatic literature and awareness of other cultures and lifestyles. 2. Responding to the study of modern theatre and various media and various cultures validates studies and proficiency in language arts, world languages, business, social studies, sciences, mathematics, physical education, and performing arts. 3. Comparing and contrasting film and cinema and media presentations from various genres and cultures broadens the scope and appeal of artistic technologies from around the world. <p>Nature of Drama and Theatre Arts:</p> <ol style="list-style-type: none"> 1. Critical response to theatrical works objectifies and validates the importance of the field to the well-rounded growth of the individual and the overall growth and functionality of school, community, and culture.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer

Grade Level Expectation: High School – Fundamental Pathway

Concepts and skills students master:

3. Respect for theatre, its practitioners, and conventions

Evidence Outcomes

Students in the fundamental pathway can:

- Attend live performances of extended length and complexity, and demonstrate an understanding of the protocol of audience behavior appropriate to the style of the performance (DOK 1-2)
- Use group-generated criteria to assess one's own work and the work of others (DOK 1-2)
- Demonstrate objectivity in assessing one's personal abilities in creative endeavors and ability to receive and act upon coaching feedback and constructive criticism (DOK 2-3)
- Devise specific methods for documenting and assessing one's own artistic development throughout participation in a drama or theatre project
- Demonstrate a respect for copyright laws (DOK 2-4)
- Address the importance of timelines and personal responsibility as a member of a production ensemble (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What can be gained by observing numerous and contrasting live performances?
- How does objectivity relate to experiencing a piece of art?
- Why is theatre live, and what are the benefits of live theatrical performances?
- How should audience members and crew conduct themselves before, during, and after a performance?

Relevance and Application:

- Practicing proper behavior and dress at a public performance validates one's position as an adult in society.
- Investigating the importance of copyright laws in scriptwriting, set and costume design, script adaptation, and the use of music in production supports respect for these vocations and artists.
- Respecting the roles of the theatre family promotes maturity and social responsibility.
- Adhering to schedules, time restraints, and deadlines, and learning to prioritize are valuable life skills that promote positive social and work related relationships.

Nature of Drama and Theatre Arts:

- Proper etiquette in a theatrical environment helps the audience appreciate the production and translates to a greater respect for the arts.

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