

One

# THEATRE





# Theatre

## Prekindergarten

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *pretend, imagination, movement, puppetry,* and *audience,* to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify characteristic movements and sounds of animate and inanimate objects.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Participate in call-and-response games.

##### *Creation/Invention in Theatre*

- 2.2 Engage in fantasy play, re-creating situations in familiar settings.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Identify various theatrical experiences, such as live theatre, television, and puppetry.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Respond appropriately as an audience member.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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##### *Connections and Applications*

- 5.1 Use body, voice, and imagination to illustrate concepts in other content areas. Use movement and voice, for example, to reinforce vocabulary, such as *big*, *little*, *loud*, and *quiet*.

##### *Careers and Career-Related Skills*

- 5.2 Role-play adult professions, using creative dramatics and theatrical activities.



# Theatre Kindergarten

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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#### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *actor*, *character*, *cooperation*, *setting*, the *five senses*, and *audience*, to describe theatrical experiences.

#### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify differences between real people and imaginary characters.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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#### *Development of Theatrical Skills*

- 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).

#### *Creation/Invention in Theatre*

- 2.2 Perform group pantomimes and improvisations to retell familiar stories.
- 2.3 Use costumes and props in role playing.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
- 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Respond appropriately to a theatrical experience as an audience member.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Compare a real story with a fantasy story.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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##### *Connections and Applications*

- 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as *fast, slow, in, on, through, over, under*.

##### *Careers and Career-Related Skills*

- 5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.



# Theatre

## Grade One

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of the theatre, such as *play*, *plot* (*beginning*, *middle*, and *end*), *improvisation*, *pantomime*, *stage*, *character*, and *audience*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Observe and describe the traits of a character.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.

##### *Creation/Invention in Theatre*

- 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (*beginning*, *middle*, and *end*) and using a tableau or a pantomime.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

3.1 Identify the cultural and geographic origins of stories.

##### *History of Theatre*

3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.

3.3 Describe the roles and responsibilities of audience and actor.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

4.1 Describe what was liked about a theatrical work or a story.

##### *Derivation of Meaning from Works of Theatre*

4.2 Identify and discuss emotional reactions to a theatrical experience.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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*Connections and Applications*

- 5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

*Careers and Career-Related Skills*

- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.



# Theatre

## Grade Two

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *plot (beginning, middle, and end), scene, sets, conflict, script, and audience*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Use body and voice to improvise alternative endings to a story.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.

##### *Creation/Invention in Theatre*

- 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
- 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
- 2.4 Create costume pieces, props, or sets for a theatrical experience.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### **Understanding the Historical Contributions and Cultural Dimensions of Theatre**

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

3.1 Identify theatre and storytelling forms from different cultures.

##### *History of Theatre*

3.2 Identify universal characters in stories and plays from different periods and places.

### 4.0 AESTHETIC VALUING

#### **Responding to, Analyzing, and Critiquing Theatrical Experiences**

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.

4.2 Respond to a live performance with appropriate audience behavior.

##### *Derivation of Meaning from Works of Theatre*

4.3 Identify the message or moral of a work of theatre.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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*Connections and Applications*

- 5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.

*Careers and Career-Related Skills*

- 5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.



# Theatre

## Grade Three

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *character, setting, conflict, audience, motivation, props, stage areas, and blocking*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify who, what, where, when, and why (the five Ws) in a theatrical experience.

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.

##### *Creation/Invention in Theatre*

- 2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Dramatize different cultural versions of similar stories from around the world.

##### *History of Theatre*

- 3.2 Identify universal themes in stories and plays from different periods and places.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Compare the content or message in two different works of theatre.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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##### *Connections and Applications*

- 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.

##### *Careers and Career-Related Skills*

- 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.



# Theatre

## Grade Four

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify a character's objectives and motivations to explain that character's behavior.
- 1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. *Examples: "I want you to go." "I want you to go." "I want you to go."*

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Demonstrate the emotional traits of a character through gesture and action.

##### *Creation/Invention in Theatre*

- 2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).
- 2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.

##### *History of Theatre*

- 3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.
- 4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.

##### *Derivation of Meaning from Works of Theatre*

- 4.3 Describe students' responses to a work of theatre and explain what the scriptwriter did to elicit those responses.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Dramatize events in California history.
- 5.2 Use improvisation and dramatization to explore concepts in other content areas.

#### *Careers and Career-Related Skills*

- 5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.



# Theatre

## Grade Five

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *sense memory, script, cue, monologue, dialogue, protagonist, and antagonist*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
- 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

##### *Creation/Invention in Theatre*

- 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
- 3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

##### *History of Theatre*

- 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.
- 3.4 Identify types of early American theatre, such as melodrama and musical theatre.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Describe devices actors use to convey meaning or intent in commercials on television.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.

#### *Careers and Career-Related Skills*

- 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.



# Theatre

## Grade Six

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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#### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *action/reaction*, *vocal projection*, *subtext*, *theme*, *mood*, *design*, *production values*, and *stage crew*, to describe theatrical experiences.

#### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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#### *Development of Theatrical Skills*

- 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.

#### *Creation/Invention in Theatre*

- 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.
- 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Create scripts that reflect particular historical periods or cultures.

##### *History of Theatre*

- 3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history–social science of how persuasion and propaganda are used in advertising.

#### *Careers and Career-Related Skills*

- 5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.



# Theatre

## Grade Seven

## 1.0 ARTISTIC PERCEPTION

### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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#### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *playwright*, *rehearsal*, *dress rehearsal*, *run-through*, and *cold reading*, to describe theatrical experiences.

#### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify dramatic elements within a script, such as *foreshadowing*, *crisis*, *rising action*, *catharsis*, and *denouement*, using the vocabulary of theatre.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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#### *Development of Theatrical Skills*

- 2.1 Use improvisation in rehearsal to discover character and motivation.
- 2.2 Maintain a rehearsal script/notebook to record directions and blocking.

#### *Creation/Invention in Theatre*

- 2.3 Create characters, environments, and actions that exhibit tension and suspense.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.

##### *History of Theatre*

- 3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Explain how cultural influences affect the content or meaning of works of theatre.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.

#### *Careers and Career-Related Skills*

- 5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.



# Theatre

## Grade Eight

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *ensemble*, *proscenium*, *thrust*, and *arena staging*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
- 1.3 Analyze the use of figurative language and imagery in dramatic texts.

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.

##### *Creation/Invention in Theatre*

- 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

##### *History of Theatre*

- 3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop criteria and write a formal review of a theatrical production.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.

#### *Careers and Career-Related Skills*

- 5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

# Theatre

## Grades Nine Through Twelve— Proficient



*Note:* The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of theatre after the student has attained the level of achievement in theatre required of all students in grade eight.

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *acting values, style, genre, design, and theme*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

*Creation/Invention in Theatre*

- 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
- 2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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*Role and Cultural Significance of Theatre*

- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.
- 3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabharata*.

*History of Theatre*

- 3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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*Critical Assessment of Theatre*

- 4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

*Derivation of Meaning from Works of Theatre*

- 4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

#### *Careers and Career-Related Skills*

- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
- 5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.



# *Theatre*

## Grades Nine Through Twelve— Advanced

*Note:* The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of theatre and subsequent to the attainment of the proficient level of achievement.

### **1.0 ARTISTIC PERCEPTION**

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *genre, style, acting values, theme, and design*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.
- 1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

### **2.0 CREATIVE EXPRESSION**

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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*Development of Theatrical Skills*

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

*Creation/Invention in Theatre*

- 2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.
- 2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

*Role and Cultural Significance of Theatre*

- 3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.

*History of Theatre*

- 3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.
- 3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
- 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

*Critical Assessment of Theatre*

- 4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
- 4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

*Derivation of Meaning from Works of Theatre*

- 4.3 Develop a thesis based on research as to why people create theatre.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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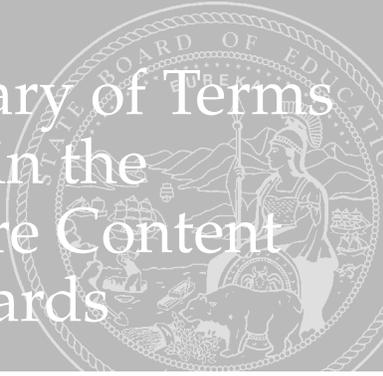
*Connections and Applications*

- 5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/video, and electronic media.

*Careers and Career-Related Skills*

- 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
- 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.
- 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

# Glossary of Terms Used in the Theatre Content Standards



<b>acting areas</b>	See <i>center stage, downstage, stage left, stage right, and upstage.</i>
<b>actor</b>	A person, male or female, who performs a role in a play or an entertainment.
<b>actor's position</b>	The orientation of the actor to the audience (e.g., full back, full front, right profile, left profile).
<b>antagonist</b>	A person, a situation, or the protagonist's own inner conflict in opposition to his or her goals.
<b>articulation</b>	The clear and precise pronunciation of words.
<b>blocking</b>	The planning and working out of the movements of actors on stage.
<b>body positions</b>	See <i>actor's position.</i>
<b>catharsis</b>	The purification or purgation of the emotions (as pity and fear) caused in a tragedy.
<b>center stage</b>	The center of the acting area.
<b>character</b>	The personality or part an actor re-creates.
<b>characterization</b>	The development and portrayal of a personality through thought, action, dialogue, costuming, and makeup.
<b>climax</b>	The point of highest dramatic tension or a major turning point in the action.
<b>cold reading</b>	A reading of a script done by actors who have not previously reviewed the play.
<b>collaboration</b>	The act of working together in a joint intellectual effort.
<b>commedia dell'arte</b>	A professional form of theatrical improvisation, developed in Italy in the 1500s, featuring stock characters and standardized plots.
<b>complication</b>	See <i>rising action.</i>
<b>conflict</b>	The opposition of persons or forces giving rise to dramatic action in a play.
<b>context</b>	The interrelated conditions in which a play exists or occurs.
<b>conventions of theatre</b>	See <i>theatrical conventions.</i>
<b>costume</b>	Any clothing worn by an actor on stage during a performance.
<b>creative drama</b>	An improvisational, process-centered form of theatre in which participants are guided by a leader to imagine, enact, and reflect on human experiences.

<b>crisis</b>	A decisive point in the plot of a play on which the outcome of the remaining actions depends.
<b>critique</b>	Opinions and comments based on predetermined criteria that may be used for self-evaluation or the evaluation of the actors or the production itself.
<b>cue</b>	A signal, either verbal or physical, that indicates something else, such as a line of dialogue or an entrance, is to happen.
<b>denouement design</b>	The final resolution of the conflict in a plot.
<b>design</b>	The creative process of developing and executing aesthetic or functional designs in a production, such as costumes, lighting, sets, and makeup.
<b>dialogue</b>	The conversation between actors on stage.
<b>diction</b>	The pronunciation of words, the choice of words, and the manner in which a person expresses himself or herself.
<b>directing</b>	The art and technique of bringing the elements of theatre together to make a play.
<b>director</b>	The person who oversees the entire process of staging a production.
<b>downstage</b>	The stage area toward the audience.
<b>dramatic play</b>	Children’s creation of scenes when they play “pretend.”
<b>dramatic structure</b>	The special literary style in which plays are written.
<b>dramaturg</b>	A person who provides specific in-depth knowledge and literary resources to a director, producer, theatre company, or even the audience.
<b>dress rehearsals</b>	The final few rehearsals just prior to opening night in which the show is run with full technical elements. Full costumes and makeup are worn.
<b>electronic media</b>	Means of communication characterized by the use of technology (e.g., radio, television, and the Internet).
<b>Elizabethan theatre</b>	The theatre of England during the reign of Queen Elizabeth I and often extended to the close of the theatres in 1640.
<b>ensemble</b>	A group of theatrical artists working together to create a theatrical production.
<b>epic theatre</b>	Theatrical movement of the early 1920s and 1930 characterized by the use of such artificial devices as cartoons, posters, and film sequences distancing the audience from theatrical illusion and allowing focus on the play’s message.
<b>exposition</b>	Detailed information revealing the facts of a plot.
<b>farce</b>	A comedy with exaggerated characterizations, abundant physical or visual humor, and, often, an improbable plot.
<b>form</b>	The overall structure or shape of a work that frequently follows an established design. Forms may refer to a literary type (e.g., narrative form, short story form, dramatic form) or to patterns of meter, line, and rhymes (e.g., stanza form, verse form).

<b>formal theatre</b>	Theatre that focuses on public performance in front of an audience and in which the final production is most important.
<b>genre</b>	Literally, “kind” or “type.” In literary and dramatic studies, genre refers to the main types of literary form, principally tragedy and comedy. The term can also refer to forms that are more specific to a given historical era, such as the revenge tragedy, or to more specific subgenres of tragedy and comedy, such as the comedy of manners.
<b>gesture</b>	An expressive movement of the body or limbs.
<b>Greek theatre</b>	Theatrical events in honor of the god Dionysus that occurred in Ancient Greece and included play competitions and a chorus of masked actors.
<b>improvisation</b>	A spontaneous style of theatre in which scenes are created without advance rehearsing or scripting.
<b>informal theatre</b>	A theatrical performance that focuses on small presentations, such as one taking place in a classroom setting. Usually, it is not intended for public view.
<b>Kabuki</b>	One of the traditional forms of Japanese theatre, originating in the 1600s and combining stylized acting, costumes, makeup, and musical accompaniment.
<b>level</b>	The height of an actor’s head as determined by his or her body position (e.g., sitting, lying, standing, or elevated by an artificial means).
<b>makeup</b>	Cosmetics and sometimes hairstyles that an actor wears on stage to emphasize facial features, historical periods, characterizations, and so forth.
<b>masks</b>	Coverings worn over the face or part of the face of an actor to emphasize or neutralize facial characteristics.
<b>melodrama</b>	A dramatic form popular in the 1800s and characterized by an emphasis on plot and physical action (versus characterization), cliff-hanging events, heart-tugging emotional appeals, the celebration of virtue, and a strongly moralistic tone.
<b>mime</b>	An ancient art form based on pantomime in which conventionalized gestures are used to express ideas rather than represent actions; also, a performer of mime.
<b>minstrel show</b>	Musical theatre that usually consisted of performances of traditional African-American music and dance provided by white actors in blackface and characterized by exploitive racial stereotypes.
<b>monologue</b>	A long speech by a single character.
<b>motivation</b>	A character’s reason for doing or saying things in a play.
<b>musical theatre</b>	A type of entertainment containing music, songs, and, usually, dance.
<b>Noh</b>	One of the traditional forms of Japanese theatre in which masked male actors use highly stylized dance and poetry to tell stories.
<b>objective</b>	A character’s goal or intention.
<b>pacing</b>	The tempo of an entire theatrical performance.

<b>pageant</b>	Any elaborate street presentation or a series of tableaux across a stage.
<b>pantomime</b>	Acting without words through facial expression, gesture, and movement.
<b>pitch</b>	The highness or lowness of the voice.
<b>play</b>	The stage representation of an action or a story; a dramatic composition.
<b>playwright</b>	A person who writes plays.
<b>production values</b>	The critical elements of a production, such as acting, direction, lighting, costuming, sets, and makeup.
<b>projection</b>	The placement and delivery of volume, clarity, and distinctness of voice for communicating to an audience.
<b>props (properties)</b>	Items carried on stage by an actor; small items on the set used by the actors.
<b>proscenium</b>	The enlarged hole cut through a wall to allow the audience to view the stage. It is also called the proscenium arch. The archway is in a sense the frame for the action on the stage.
<b>protagonist</b>	The main character of a play and the character with whom the audience identifies most strongly.
<b>puppetry</b>	Almost anything brought to life by human hands to create a performance. Types of puppets include rod, hand, and marionette.
<b>reader's theatre</b>	A performance created by actors reading script rather working from memory.
<b>rehearsal</b>	Practice sessions in which the actors and technicians prepare for public performance through repetition.
<b>rising action</b>	The middle part of a plot consisting of complications and discoveries that create conflict.
<b>run-through</b>	A rehearsal moving from start to finish without stopping for corrections or notes.
<b>script</b>	The written text of a play.
<b>sense memory</b>	Memories of sights, sounds, smells, tastes, and textures. It is used to help define a character in a certain situation.
<b>stage</b>	The area where actors perform.
<b>stage crew</b>	The backstage technical crew responsible for running the show. In small theatre companies the same persons build the set and handle the load-in. Then, during performances, they change the scenery and handle the curtain.
<b>stage manager</b>	The director's liaison backstage during rehearsal and performance. The stage manager is responsible for the running of each performance.
<b>stage left</b>	The left side of the stage from the perspective of an actor facing the audience.
<b>stage right</b>	The right side of the stage from the perspective of an actor facing the audience.

<b>stock characters</b>	Established characters, such as young lovers, neighborhood busybodies, sneaky villains, and overprotective fathers, who are immediately recognizable by an audience.
<b>style</b>	The distinctive and unique manner in which a writer arranges words to achieve particular effects. Style essentially combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as such matters as the length and structure of sentences, tone, and use of irony.
<b>subtext</b>	Information that is implied by a character but not stated by a character in dialogue, including actions and thoughts.
<b>tableau</b>	A silent and motionless depiction of a scene created by actors, often from a picture. The plural is <i>tableaux</i> .
<b>text</b>	The printed words, including dialogue and the stage directions for a script.
<b>theatre</b>	The imitation or representation of life performed for other people; the performance of dramatic literature; drama; the milieu of actors, technicians, and playwrights; the place where dramatic performances take place.
<b>theatre of the absurd</b>	Theatrical movement beginning in the 1950s in which playwrights created works representing the universe as unknowable and humankind's existence as meaningless.
<b>theatrical conventions</b>	The established techniques, practices, and devices unique to theatrical productions.
<b>theatrical experiences</b>	Events, activities, and productions associated with theatre, film/video, and electronic media.
<b>theatrical games</b>	Noncompetitive games designed to develop acting skills and popularized by Viola Spolin.
<b>upstage</b>	Used as a noun, the stage area away from the audience; used as a verb, to steal the focus of a scene.
<b>vocal projection</b>	See <i>projection</i> .
<b>vocal quality</b>	The characteristics of a voice, such as shrill, nasal, raspy, breathy, booming, and so forth.
<b>volume</b>	The degree of loudness or intensity of a voice.