

## Content Standard 7 - Analysis, Criticism and Meaning

### Grade 2

- 7.2.1 Articulate personal preferences about dramatic performance. (e.g. After viewing a video story, select a favorite character and explain your preference). (a/b/c)
- 7.2.2 Identify and discuss the elements of classroom dramatization. (e.g., Discuss the meaning of a dramatized fable.) (a/b/c)
- 7.2.3 Compare personal needs to character needs. ( e.g. In pairs, verbalize three things they like to do. Then compare and discuss similarities and differences among the students. (b)
- 7.2.4 Analyze classroom dramas. (e.g., Review and make constructive suggestions after watching classmates perform an improvisation.) (c/d)

### Grade 4

- 7.4.1 Explain similarities between personal needs and character needs. (E.g., In a drama journal, generate a list of similarities and differences between the student and a familiar story character.) (a/b)
- 7.4.2 Analyze drama using appropriate terminology.  
e.g.     •After viewing a school performance discuss what was enjoyed most and why; compare to other performances. (b/c/d)  
          •Using appropriate theatrical vocabulary, discuss classroom improvisations. (c/d)
- 7.4.3 Use proper vocabulary when discussing stories. ie. theme, plot, conflict, climax, resolution. (d)

### **Grade 6**

- 7.6.1 Describe and analyze the effect of publicity on audience response to dramatic performances. (e.g., After attending a theatre performance discuss individual response to publicity and how it affected the theatre experience). (a)
- 7.6.2 Use articulated criteria to analyze and evaluate effectiveness of performances.
- e.g. •Read a short play. In a drama journal, record personal interpretation of the play. After seeing a production of that play, compare recorded interpretation to what was seen on the stage. (b/c/d)
- Write a review of an in-class performance using constructive criticism and observation skills. (c/d)
- Review a play using theatre vocabulary. (d)

### **Grade 8**

- 7.8.1 Analyze the effect of publicity on dramatic performance.
- e.g. •Write, tape and edit a commercial for a school play. (a)
- Write a publicity/study guide for a school production. (a)
- Discuss the merits of a study guide for a production just seen. (a/c)
- 7.8.2 Use criteria to evaluate and analyze the effectiveness of a dramatic performance.
- e.g. •Write a letter to the editor critiquing a television. (b)
- Write a letter to a performer in a television show, a movie, or a play telling them why you did or did not like a recent performance. (c)
- 7.8.3 Describe the effect of physical presence on the appreciation of a dramatic performance.
- (e.g., Write a paragraph explaining the effect of seat location on the overall enjoyment of the production experience). (c/d)
- 7.8.4 Use articulated criteria to evaluate performance. (e.g., Critique own acting scenes and/or the scenes of peers). (d)
- 7.8.5 Write a critique/review for the school paper of a recent performance. (d)

### **Grade 10**

- 7.10.1 Articulate and justify aesthetic choices. (e.g. Explain or speculate why the author of a given play suggests the settings he/she does. (ie., Why did Arthur Miller choose to set The Crucible in 1692 Salem?) (a)
- 7.10.2 Analyze and critique performances, and suggest alternate artistic choices.  
e.g. • Host a Siskel/Ebert-type show critiquing a play or film you have just seen). (b/c)  
• Prepare a video review of a play recently seen). (e/f)
- 7.10.3 Articulate personal aesthetic criteria for critiquing drama. (e.g., Prioritize personal criteria for evaluating a theatrical event.) (b/c)
- 7.10.4 Evaluate all classroom presentations using a form which emphasizes constructive comments. (d)

### **Grade 12**

- 7.12.1 Construct social meanings from dramatic work.  
e.g. • Develop class dramas based on current issues raised in the media. (a)  
• Attend a live theater performance, and write an explanation of why you believe the play did or did not seek to address and/or change a social condition or attitude. (b/c)
- 7.12.2 Study plays from a variety of cultures and historical periods and relate them to current issues. (e.g. Choose a scene from a classical play for an acting class, explain your choice and why it is appropriate at this time). (a/b/d)
- 7.12.3 Suggest alternative artistic choices; (e.g., write a plan to present a play on a non-proscenium stage [arena, thrust, etc.], and explain why you decided on the type of staging you chose. (c)