

THEATRE

CONTENT STANDARD 1: Creating

Grade 2

- 1.2.1 Pantomime a single activity (e.g., walking a dog, swimming, putting on a jacket, opening imaginary presents). (a)
- 1.2.2 Collaborate to create a story (e.g., Sitting in a circle, teacher leading, students, proceeding clockwise, will tell a story), each child adding on and relating to what was previously said. (a)
- 1.2.3 Identify all the characters in a familiar story (Goldilocks, Little Red Riding Hood, etc); imagine he/she is one of the characters, and move and behave as that character. (a)
- 1.2.4 Play roles by interacting with appropriate dialogue, movement, and sounds as a story is being told. (b)
- 1.2.5 Demonstrate what it would feel/look like to be in various environmental situations (e.g., cold, hot, windy, snowy, haunted house). Practice this individually, collaborate to design a moving tableau in a small group. (b)

Grade 4

- 1.4.1 Collaborate to select interrelated characters, environments and situations by breaking into smaller groups, dramatizing a familiar folk tale (e.g., Johnny Appleseed, Paul Bunyon, etc.), and performing for the larger group. (a)
- 1.4.2 Create a scene based on a given time, place, day (e.g., 10 am: a math class, 4 PM: soccer practice, 7 PM: a movie theater). Tape-record the dialogue for listening and refining. (B)
- 1.4.3 Collaborate to demonstrate a physical environment in which the story is effected by the setting. (e.g., a video arcade, walking across hot coals, journey through a blizzard, visit to a haunted house, etc.). Discuss observations, and record them in a drama journal. (a)
- 1.4.4 Collaborate to create interrelated situations in a pantomimed scene (e.g., bouncing a ball, swimming, typing, etc). (a)

Grade 6

- 1.6.1 Demonstrate emotions based on a conflict (e.g., entering a principal's office to be disciplined, coming late for dinner). (a)
- 1.6.2 Collaborate to create an improvisation starting with a tableau and then adding dialog in an environment where the setting effects the scene (e.g., on a lifeboat, stuck in the desert, in-school suspension, etc.).
- 1.6.3 Refine and record dialog based on an improvisation of a confrontational scene.
- 1.6.4 Use video and/or computer technology as a tool to develop, write and define scripts. (b)

Grade 8

- 1.8.1 Analyze a social issue and develop a two-character scene with the characters expressing opposite viewpoints; social issues might include teen suicide, teen pregnancy, teen sex, divorce, drug/alcohol abuse, etc. (a)
- 1.8.2 Create tension and suspense by using four lines of dialogue and completing a scene. (a)
 - e.g. a. Hi
 - b. Hello
 - a. We have to talk
 - b. About what
- 1.8.3 Develop character based on specific props/costume pieces. (e.g., given a Bible and a top hat, create a scene.) (A/b)
- 1.8.4 Refine a dialogue and action in improvisation. (b)
 - (e.g., create a two-character improvisation based on at least two of the following:
 - character -- who are you?
 - setting -- where are you?
 - action-- what are you doing?
- 1.8.5 Create a scenario for a script. (e.g., use a graphic organizer to trace the skeletal progression of events for an original script. (b)
- 1.8.6 Prepare scripts using appropriate playwriting format. (b)

Grade 10

- 1.10.1 Collaborate with a partner: use an "a, b" script of unrelated lines of dialogue created by the larger group (e.g. A: Excuse me.
B: I beg your pardon.
A: What?
B: I believe that's mine. etc.)
- 1.10.2 Justify the progression of lines by imagining and acting out scenes (in groups of 2) that use each line, in order.
- 1.10.3 After researching a historical situation or event (signing the declaration of independence, women's suffrage) that involves several characters, assume roles and improvise scenes that precede and/or follow that event. Write dialogue for the actual event based upon this improvisation.
- 1.10.4 Write a scene or monologue based on an idea derived from examining a photograph (personal, newspaper, magazine, etc.) or listening to a selection of instrumental music.

Grade 12

- 1.12.1 Convey the meaning of an original one-act script by creating a storyboard. (E.g., include scenery, lighting, sound and action sequences.)
- 1.12.2 Improvise, write, and perform scripts based on any one or combination of the following:
- Look at several comic strips. Read the comics and suggest several scenes that may have occurred before the picture. Improvise the events; write the script, perform the script; revise/refine script.
 - Using a photograph or a painting as inspiration, a group of actors creates a tableau which writers then interpret by creating dialogue. Actors perform the script aided by students who opt to prompt, gather props, etc.
 - Group members share stories based on personal experiences. Group then chooses one of the stories. Actors devise a tableau from which writers generate a scenario. Actors improvise dialogue and movement for the scenario. Writers refine the improvisation to create a script which actors then perform.
- 1.12.3 Write and record a video play; edit and refine each tape.

CONTENT STANDARD 2: Acting

Grade 2

- 2.2.1 Describe characters and their relationships through physical action. (e.g., in pairs, sculpt one another in action poses. “Come alive”, using both body and voice to complete the action). (a)
- 2.2.2 Re-enact a folk tale (Tortoise and the Hare, a Coyote Story, etc.). (a/c)
- 2.2.3 Discover sounds and/or words for characters from a given story. (e.g., read a story with a variety of characters. Name the characters and tell a little about each. Suggest and perform sounds and/or words that each character might say, and move around the room as the character.) (a/c)
- 2.2.4 Use verbal variations and/or a variety of tempos and volume to show different characters. E.g., using the same word, show a different thought/emotion through inflection, tone, tempo, and pitch. (b)
- 2.2.5 Demonstrate an emotion without sounds using only facial expression. Class identifies the emotion. (b)
- 2.2.6 Create character through posture, gestures, facial expressions, sound, etc. (e.g., Become an animal with appropriate movement and sounds.) (b)

Grade 4

- 2.4.1 Create a character based on movement. (e.g., Demonstrate an emotion by walking across the room. Based on that movement, create a character who would feel and walk this way. (a/b)
- 2.4.2 Demonstrate six different emotions and states of being (e.g., happy, sad, angry, hot, cold), first using only facial expression and body language, then only voice, then combining facial expression, body language, and voice. (a/b)
- 2.4.3 Demonstrate use of body positions to create relationships among characters. (E.g., In small groups, form an action sculpture. After holding the position for ten seconds, group comes alive using bodies and voices to complete the action.) (b)
- 2.4.4 Demonstrate ability to change character through movement and sound. (For example, while moving about, transform yourself into another animal altogether.)
Create and perform short plays based on stories read in class. (c)
Create and perform a short plays based on historical events. (c)

Grade 6

2.6.1 Invent and use everyday observations to create characters and situations:

e.g.,

- Silently observe peers in the lunchroom. Based on those observations create a fictitious character who is eating lunch while interacting with other characters. (a)
- Observe a partner; recreate your partner's physical position. Improvise a scene based on these new body positions, (a/b)
- Observe the emotions of a family member or friend. Create a scene based on these observations. (a/b)
- Become an animal, and transform into a human character with similar characteristics. (c)

2.6.2 Demonstrate character variation based on change of emotion and states of being such as happy, sad, angry, hot, cold). (e.g., first using only facial expression and body language, then only voice, then combining facial expression, body language, and voice. (a/b)

2.6.3 Justify characterization through analysis of dramatic text. (E.g., Create a movement for a character you have selected from a script, and explain why the character moves in the way he/she does.) (c)

2.6.4 Invent characterized movement as it relates to sound or verbal prompt. (E.g., Create a movement based on a sound made by another student. As a class, move through the room following verbal prompts such as a being told to walk on ice, walk in hip-deep water or paper, etc.) (c)

2.6.5 Use acting skills to convey meaning through tone, inflection and/or body language. (e.g., In pairs, given two words such as blue and red, students create a conversation using only those two words [one each]). (c)

Grade 8

2.8.1 Analyze dramatic text by listing main and immediate objectives, actions and obstacles of a given character from a play, a novel, a movie, etc. (a)

2.8.2 Analyze characterization based on personal experience. (e.g., Perform two recreated minutes out of daily life. (a/b)

2.8.3 Perform invented characters. (e.g., Create, rehearse and tape a public service announcement for your school. (a/c)

2.8.4 Analyze, rehearse and perform a short (three to five minutes) two-character scene. (b/c)

2.8.5 Demonstrate use of acting skills in classroom exercise such as the following:

- Enter the same space in three entirely different ways. (c)
- Maintain character and continuity in a large-group improvisation. (c)
- Recreate a moment of your life using your sense memory. (c)
- Recreate a moment of your life using your emotional memory. (c)
- Perform a character as if you were dominated by one specific body system: (i.e., muscle, skeletal, circulatory, etc.) (b/c)
- Improvise a social situation in which people of different cultures interact. (a/c)

Grade 10

- 2.10.1 Perform an improvisation based on personal observation. e.g., Observe a familiar person, then develop voice and movement to perform as a character based on that person. (a)
- 2.10.2 Analyze dramatic text from various genres. (e.g. Concentrating on vocal interpretation, record a favorite story or poem using a reader's theater approach.) (a)
- 2.10.3 Demonstrate acting techniques from a variety of periods. (E.g., Select a quotation by a famous historical or fictional character. Incorporate the speech into a monologue which you will perform as that character; (a/b) or perform a period monologue using appropriate vocal techniques. (b)
- 2.10.4 Create a video or multimedia presentation showcasing several kinds of techniques to improvise stage movement (tai chi, Aikido, fencing, aerobic dance, mime, commedia, etc.) (b/c)
- 2.10.5 Analyze, rehearse and perform an extended (five to ten minutes) scripted scene. (c)

Grade 12

- 2.12.1 Analyze the physical, emotional and social dimensions of characters. (e.g., Experiment with different movements to find the rhythm of the language--e.g., Linking hands with a partner and gently pulling or pushing as you speak the character's lines to one another; or take your character out of the context of the play you are rehearsing or reading. (a) Create a new scene or a monologue where your character's behavior is consistent with the play. (a) or rework a scene from spoken theatre, such as the Romeo and Juliet balcony scene as an opera, singing each line. (b)
- 2.12.2 Demonstrate understanding of acting techniques from other periods and styles by
 - a. Analyzing, rehearsing, performing a classical monologue/scene. (a/b)
 - b. Choose a monologue from any play. Present it in the style of two distinctly different periods -- e.g., Renaissance theater of a specific country, rehearse English restoration, Japanese No play, etc. (b)
- 2.12.3 Maintain consistent characterization while performing in a large group improvisation. (c)

STANDARD 3: Technical Production

Grade 2

- 3.2.1 Use available equipment to create a performance space within given limits. (a)(e.g., desks, chairs, blocks, etc)
- 3.2.2 Communicate specific locales for a story. e.g., Create a diorama to demonstrate a set for a given scene.”
- 3.2.3 Given the scene, collaborate to collect props, lighting, sound, etc., for a scene; determine the costumes and setting.) (b)
- Discuss how your environment will be lit. (Is it evening? Morning? Shall we darken or lighten the room?) (a/b)
 - Discuss what sound you might hear in a given scene and how you will demonstrate this. (b)

Grade 4

- 3.4.1 Designate a performance space within given limits by creating a set with available materials such as classroom furniture, cardboard boxes, etc. (a)
- 3.4.2 Demonstrate knowledge of stage directions. (e.g., Play “Twister” using a floor grid of stage directions.) (a/b)
- 3.4.3 Define and discuss the technical aspects of theater. (b)
- 3.4.4 Collaborate to collect and safely organize technical elements in a scene. (e.g., In groups of five or six, perform a scene using lights, scenery, props, costumes, etc.) (b)

Grade 6

- 3.6.1 Analyze the effect of lighting. (eg., Observe and record the changes in lighting in the classroom, and note how they affect mood.) (a)
- 3.6.2 Determine the technical requirements of any production by
 - a. listing technical theater positions and duties. (b)
 - b. attending a backstage tour at a college, high school or professional theater. (a/b)
- 3.6.3 Draw a grid of a stage with stage areas labeled (e.g., upstage, downstage, centerstage, etc.). (b/c)
- 3.6.4 Demonstrate an understanding of the effect of space on a given scene. (e.g., rearrange the classroom to create a variety of environments for classroom dramas.)(b/c/d)
- 3.6.5 Assume responsibilities for design and construction of costumes and set for a classroom production. (b/d)

Grade 8

- 3.8.1 Develop designs appropriate to convey the meaning of a given play or scene.
 - e.g.
 - Build a model of a realistic interior set. (a/d)
 - Design a groundplan of the set in scale using traditional drafting techniques and/or computer assisted design(c/d)
 - Create settings for scenes or improvisations using available furniture and set pieces. (c)
- 3.8.2 Analyze a script and extract list of props, sounds, and lighting changes. (b)
- 3.8.3 Select appropriate makeup, costumes and props to suggest character. (e.g., Describe or demonstrate the makeup process for old or middle age; use costumes or props in classroom improvisations/scenes.) (a/d)
- 3.8.4 Describe relationship of lighting to script and other technical aspects. (e.g., identify lighting functions and instruments.) (c)

Grade 10

- 3.10.1 Compare the technical requirements of live theater and electronic theater. (e.g., discuss the difference between technical crews in live theater and those in film and video.) (a/d)
- 3.10.2 Develop designs and materials that reflect and convey the production concept.
- Design six costumes for a historic/classical play. (b/c/d)
 - Design lighting for a play using appropriate software on a computer. (b/c/d)
 - Using CAD, generate a stage design for a realistic or non-realistic play. (c/ d)
 - Design a groundplan and/or model for a non-realistic setting. (c/d)
 - Design poster and program for a dramatic production. (e)
 - Write a press release for a dramatic production. (e)
 - Using a computer program, create a video playbill to play on video screens outside the theater or throughout the school. (e)
- 3.10.3 Analyze dramatic text from a cultural or historical perspective to determine production elements. e.g., Read a one-act play from a culture or time period other than own, and develop a costume or light plot. (b/d)
- 3.10.4 Explain the physical properties of the technical aspects of theater. e.g., Design and implement a lighting lab to study color. (c/d)
- 3.10.5 Explain the technical aspects of the theater. e.g., Operate and explain the school's lighting control system. (d)

Grade 12

- 3.12.1 Analyze text, and develop designs that support the text.
e.g. •Develop a soundtrack for a play, film or video.) (a/d)
•Collaborate with other designers to integrate lights, sound and costume to enhance a set of your own design for a fictional play or historical event. (b/c/d)
- 3.12.2 Apply technical skills and technology to design elements:
- Use available technology to enhance lighting and scenery design (internet for research, 3D software, etc). (c/d)
 - Using a synthesizer with computer-aided musical composition, create a musical score for a play you have read. (b/c/d)
- 3.12.3 Student demonstrates understanding of technical theater by Taking on a leadership role (e.g., as production manager, designer, technical director, stage manager, master carpenter, costume designer, etc., for a major production.) (d/e)
- 3.12.4 Design appropriate business and promotional practices for the theater. (e.g. Develop a promotional plan to sell a school production to the community.) (e)

STANDARD 4 - Directing

Grade 2

4.2.1 Plan and prepare classroom improvisations and dramatizations:

- E.g., Plan and rehearse a two-person pantomime scene. (E.g., using two sticks to create an action scene . . . such as baseball game). (a)
- In groups of five or six plan and rehearse a scene from a story you have read or listened to. Perform the scene for the class. (a)
 - Discuss how to stage a familiar story. (a)

Grade 4

4.4.1 Plan and prepare classroom improvisations and dramatizations

- e.g.,
- In groups of four or five, plan and rehearse an improvisation in a given environment (picnic at the beach, game at a park, walk on the moon, etc.). (a)
 - In groups of four or five, plan and rehearse an improvisation with a given conflict (bus tension, lunchroom competition). (a)
 - In groups of three and four, use a prop to improvise a scene (broom, wicker basket, chalk, etc.; pulling previously unseen props from a paper bag). (a)

Grade 6

- 4.6.1 Collaborate on scripting, casting, blocking, directing and performing a scene based on a myth (the Trojan horse, myth of the Sleeping Giant, Hindu creation myth). (a)
- 4.6.2 Collaborate to plan, create and analyze scenes both improvised and scripted (a).
- in small groups, stage scripted scenes
 - improvise scenes based on current events
 - videotape scenes performed in class to review directing techniques. (a)

Grade 8

- 4.8.1 Create and direct a short improvisation where two characters have opposing objectives. (mother wants son up at 7 on Sat. a.m.; son wants to sleep in) (a)
- 4.8.2 Direct a short scene for performance. (E.g., Four students--one playwright, one director and two actors-- work collaboratively to prepare a scene for performance.) (a)
- 4.8.3 Direct an extended scene (2 - 5 minutes) and maintain a production book containing blocking notations, character motivations, and script analysis, etc. (a)
- 4.8.4 Direct a short video promoting your school's theater production(s). (a)

Grade 10

4.10.1 Communicate directorial choices:

- e.g.
- Propose/pitch a play you would like to direct. (all levels) (a)
 - Confer with student playwright and develop a theatrical/directional concept for the play. (a/b)
 - Present and defend your design concept for a technical area. (c)

4.10.2 Direct an extended scene and maintain a production book containing blocking notations, character motivations, script analysis, etc. (a/b)

4.10.3 Direct a five to ten minute scene. (c)

Grade 12

4.12.1 Direct a one-act play, and maintain a production book containing blocking notations, character motivations, script analysis, etc. (a/b/c)

4.12.2 Develop interpretation, and make choices for production:

- e.g.
- confer with a student playwright and develop a theatrical/directional concept for the play which will then lead to the development of a story board pre-production plan. (b/c)
 - Mount a production of the student-authored play (a/b/c)

4.12.3 Justify directorial choices by keeping a journal of your reactions and responses to the process. (e.g., observe and/or assist in directing a school production.) (a/b)

4.12.4 Take on the role of assistant director or production assistant in a high school production of a play. (c)

Content Standard 5 - Researching and Interpreting

Grade 2

- 5.2.1 Communicate awareness of life around you creating dramatic activities that will demonstrate life at home and school.
- 5.2.2 Research, in pairs or small groups, a given topic (e.g. Thanksgiving). Share this information with class through a dramatic presentation.
- 5.2.3 Dramatize a story, which is based on classroom curriculum. (e.g., the Amisted, the most recent space shuttle, discovery of rabies vaccine.)
- 5.2.4 Create improvisations based on a classroom curriculum (e.g., two animals being studied meeting in the forest.)

Grade 4

- 5.4.1 Portray a series of characters or create improvisations based on classroom curriculum (e.g., authors read, explorers studied, topics discussed).
- 5.4.2 Discover related ideas in stories from different cultures and apply them to dramatic activities (e.g., heroes from Greek, Egyptian, Native American cultures).
- 5.4.3 Using a variety of media and technology, discover similar or related ideas in stories from different cultures. (e.g., video, internet, magazines, books)

Grade 6

- 5.6.1 Create and perform a play in the style of a period or culture other than their own. (e.g., Hunchback of Notre Dame set in 1990's New York.)
- 5.6.2 Research poetry from a variety of periods and cultures. and produce a poetry night involving set design, acting and directing.
- 5.6.3 Use a variety of media and technology to research a period of history or culture other than their own; then write a play to dramatize what was learned.

Grade 8

- 5.8.1 Apply research to dramatic performance. (e.g., Write and perform a monologue from the perspective of the subject of a newspaper article or write a scene based on an historical event for live theater or video presentation.)
- 5.8.2 Research and design a poster for a production of A Midsummer Night's Dream or Romeo & Juliet at the original Globe Theatre.
- 5.8.3 Create a puppet character or mask for the dramatization of a folk tale (e.g. Arabian Nights).
- 5.8.4 Use the internet to determine costumes, setting or speech patterns that are historically correct for a given play.

Grade 10

- 5.10.1 Using research, identify historical, cultural and symbolic clues to meaning in dramatic text. (e.g. Report on the impact of political/socio-economic conditions on a specific scene in a play.)
- 5.10.2 Students make artistic choices based on research. (e.g., Design a set, costumes, poster, etc., in the style of a famous designer.)
- 5.10.3 Watch and critique a non-traditional or non-western play.
- 5.10.4 Create a website dedicated to a specific play or playwright in which you establish the historical, social, philosophical context (eg. *The Crucible* during the McCarthy era) .
- 5.10.5 Create a website dedicated to a specific theatrical genre (absurd, restoration comedy, commedia del'arte, etc.)

Grade 12

- ~~5.12.1 As dramaturg, instruct a cast on historical/sociological contexts of a play in order to enhance characterization, set/costume development, etc.~~
- 5.12.2 Instruct an English or history class in the historical or linguistic roots of a given play (Arthur Miller's language choices in The Crucible).
- 5.12.3 Create a CD-ROM for teaching a play or a novel. (e.g., incorporate music, costumes, setting dialect, etc.)
- 5.12.4 Create a video examining a "nontraditional" or nonwestern theater experience (performance art, theater of the deaf or Kabuki).

Content Standard 6 – Connections

Grade 2

- 6.2.1 Demonstrate connections among the arts. (e.g. Using a piece of music as motivation, become a specific animal. Draw how you feel as you listen to the music, and create vocal sounds that will complement the music.) (a/b)
- 6.2.2 Identify and compare the different art forms (dance, drama, music, and visual arts). (a/b)
- 6.2.3 In pairs, create a dance to express a given emotion. (e.g., use a character from a story read in class.) (c)
- 6.2.4 Select appropriate music to accompany a classroom drama. (c)
- 6.2.5 Create short scenes, which demonstrate specific classroom curriculum. (e.g., dramatize a mathematical concept such as two plus two). (d)

Grade 4

- 6.4.1 Demonstrate connections among the arts.
e.g.
 - Choreograph a story. (a/b)
 - In pairs, create a dance to express a given emotion. Then create dialog to express the same emotion. (b)
 - Using a piece of music as motivation, become a specific animal. Draw how you feel as you listen to the music, and create sounds that will complement the music. Then compare your drawing to your movement. (b/c)
 - Select appropriate music for a play. (c)
- 6.4.2 Connect the arts to other curricular disciplines. (e.g. Write and perform short plays based on curriculum areas such as social studies, math or science). (d)
- 6.4.3 Identify careers available in the theater.
e.g.
 - Keep a drama journal to record observations, ideas and theatre-related information (example: jobs available in the theatre.) (d/e)
 - Discuss jobs that are available in the theatre. (e)

Grade 6

- 6.6.1 Compare presentation of characters, environments and actions in the various arts.
e.g. •Compare a musical production, a dramatic production, and a visual art exhibition. (a/b)
• Using a variety of media, create a mural incorporating all arts disciplines as they relate to daily life. (b/c)
- 6.6.2 Plan a short production to explain or enrich classroom curriculum, using two or more art forms. (a song and dance illustrating a moment in the American Revolution.) (a/b/d/e)
- 6.6.3 Describe one art form from the viewpoint of another. e.g., create movement for characters as they might move through viewed artistic landscape. (c)
- 6.6.4 Investigate careers in theater. (e)
e.g. •attend a career day where local theater personnel will offer information on career opportunities
•by role playing, show how a technical artist does a specific job. (e)

Grade 8

- 6.8.1 Describe how principles and subject matter of arts disciplines taught in school are interrelated.
e.g. •Discuss a theme (love, nature, etc.) common in all the arts and describe how they are variously presented. Discuss which you prefer and why. (a/c)
• Write a poem, and create a series of dance movements that will bring the poem to life; present your poem. (e/c)
• Use music to underscore an original scene or monologue. (d)
- 6.8.2 Demonstrate ways in which arts and other disciplines are interrelated.
e.g. •Create an improvisation based on a newspaper story.(b)
•Use dance, movement, or nonverbal communication in a scene or improvisation. (b)
• Use theatre to demonstrate mathematical or scientific principles. (e/f)
•Present an oral report arguing for the need for more theater in your community. (f)
- 6.8.3 Investigate theatrical careers
e.g. •Assume different careers in theater and have a career day. (g)
•Visit a professional theater and create an organizational chart describing how its personnel are organized. (g)

Grade 10

6.10.1 Describe and compare ways of communicating through the arts.

- e.g.
- Create a music video promoting a play your school is presenting. (a/c)
 - Using appropriate software, create a presentation on a time period, specific event, social dilemma, etc., Incorporating video clips, photos, music, etc. (b/c)
 - Compare and contrast a live play and its cinematic interpretation, and defend choices for changes in each. (d)

6.10.2 Create and solve interdisciplinary problems using theater.

- e.g.
- Working with students from a social studies, class an English class, a science class or a math class, students develop a project to recreate a historic or socially prominent event. (Adv d)
 - Using topics generated by health and science classes, students prepare a rehearsed improvisation suggesting ways to combat problems or solve dilemmas inherent in the topic. (d)
 - Create improvisations based on the discovery of a great scientific or mathematical concept. (d/e)

6.10.3 Explore career opportunities in the theater. (e.g.. Select a theatre career and keep a journal of the tasks and responsibilities of a person in that career.) (f)

Grade 12

6.12.1 Describe and compare the various arts disciplines.

- e.g.
- Design a graphic organizer to chart materials and elements of all the arts. (a)
 - Compare and contrast a play with its original source (i.e. – novel) and its cinematic interpretation. (a/ d)

6.12.2 Illustrate the integration of arts and other disciplines.

- e.g.
- Create a television format to illustrate a social, medical, cultural topic that has persisted through the ages. (b/c)
 - Working with students from a social studies class, an English class, a science class **and** a math class, develop a project to recreate a historic or socially prominent event. Social studies provides research, English class provides literary style, physics and math figure structures and drama students script and perform. (b/e/f)
 - Prepare a video exploring the history and social context of a prevalent problem in the community. (b/c)
 - Write and mount a play depicting the discovery of a great scientific concept. (e)

6.12.3 Explore professional theater options.

- e.g.
- Shadow a theatre professional at a local theater then write a job description and what is needed to succeed in that job. (f)
 - Create your own design portfolio which assembles your design work. (a/c/d)

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)

Content Standard 8

Grade 2

8.2.1 Identify and compare how various cultures are portrayed in drama.

- e.g. •After reading a story from a different culture or historical period, act out situations in the story that are most different from your own life. (a)
•Share a small object from home that reflects your cultural heritage. (a)

8.2.2 Identify various reasons for attending the theater; (e.g., after viewing an upper grade level performance, students describe their observations. Ie. costumes, a part they enjoyed, what was their least favorite part, scenery, etc.) Discuss whether they would like to attend another performance and why. (b)

Grade 4

8.4.1 Identify and compare portrayal of cultures in the drama.

- e.g. •Create improvisations using objects (selected by the student or teacher) which reflect cultural heritage. (a)
•Discuss the moral and social implications of a story you have just read. (a)

8.4.2 Identify and compare the various cultural reasons for creating drama and attending the theater.

- e.g. •Choose two or more archetypal stories from different cultural traditions. Discuss the similarities and differences between them. (a/b)
•After viewing a play or film about another period or culture, discuss what you enjoyed about the piece. (b)

Grade 6

8.6.1 Describe and compare universal characters.

- Choose two or more archetypal stories from different cultural traditions. Discuss the similarities and differences between them. Create improvisations based on stories. (a/b)

- Using an object from home that relates to your family's heritage, write and perform a monologue, in which the student becomes the object. (a/b)

8.6.2 Explain how culture effects content.

- View a performance from a non-western culture, and discuss significant cultural aspects of the performance. (a/b/c)

- Create drama based on a history-related story. (a/c)

8.6.3 Analyze the emotional and social impact of dramatic events in personal and/or community life. (e.g., Make a video collage of students discussing important events in their lives.) (a/c)

Grade 8

8.8.1 Discuss how culture effects the content and design of the drama. e.g., Prepare a scrapbook for a show opening in New York City which traces the history of the production from its inception. (a)

8.8.2 Describe how theater reflects culture.

e.g. •Divide into groups, and devise a timeline reflecting important periods in theater history. (a)

- Prepare an oral report on a current/past issue in the theater. (a/c)

8.8.3 Explain the role of theater in personal life. (e.g. Prepare a brief argument in defense of a theater class that is about to be cut or that you wish to have added to the curriculum). (b)

8.8.4 Explain how culture effects content and design of performance. (e.g., Write a script for a scene depicting a holiday in a religion studied but which is not their own). (b/c)

Grade 10

- 8.10.1 Compare how similar themes are presented in different cultures and periods. (e.g., Explain why a specific play could not succeed in a particular period of history, a particular community, a particular culture, etc.) (a)
- 8.10.2 Identify and compare theater in different periods and cultures;(e.g., list ways in which two different cultural approaches to the theater, including the electronic media, are alike and different ie. story telling, drama, movies, television, etc. (a)
- 8.10.3 Analyze theater's influence on society; (e.g.evaluate the effectiveness of *The Crucible* as a critique of the McCarthy era). (d/e)
- 8.10.4 Analyze the effect of cultural experience on dramatic work. (e.g., the rise and fall and rise again of Athol Fugard).

Grade 12

- 8.12.1 Analyze the effect of personal cultural experiences on personal dramatic work. (e.g., Write a monologue to deliver in the person of someone historically and/or culturally very different from themselves. Incorporate cultural perspective into the monologue). (a/e)
- 8.12.2 Identify and compare theater in various cultures or historical periods.
- e.g. •Compare and contrast theater movements in the 1960's to current trends. (a/c)
- Compare the social impact of television, film and live theatre today. (a/d)
- Prepare a report comparing two authors/playwrights from different historical or cultural places describing how each is influenced by his/her historical cultural perspective. (b)
- Rationalize the need/present an action plan for inclusion of drama in a public school curriculum. (d)