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## Theatre Art

## **Kindergarten**

Course Description: Analyzes and constructs meaning from theatre experiences, acting, developing scripts, examining roles, exploring relevance, and engaging actively and appropriately as an audience member in theatre or other media experiences.

### Creating

TAK.CR.1 Organize, design, and refine theatrical works.

- a. Use imagination to create, revise, and/or add to ideas.
- b. Demonstrate skills of the mind (e.g. imagination, focus, concentration).
- c. Follow directions for and contribute in planning theatre experiences.
- d. Listen to others with respect and courtesy in an ensemble.
- e. Identify basic theatre vocabulary (e.g. setting, character, problem, resolution, plot, beginning, middle, end).

TAK.CR.2 Develop

## Theatre Art

### Responding

- TA1.RE.1 Engage actively and appropriately as an audience member.
  - a. Participate as audience.
  - b. Identify the basic elements of theatre etiquette.
- TA1.RE.2 Critique various aspects of theatre and other media.
  - a. Describe what is seen, felt, and heard in a theatre or performance experience.
  - b. Ask questions about what is seen, felt, and heard in a theatre or performance experience.
  - c. Express personal preferences about theatre or performance experiences.

### Connecting

- TA1.CN1 Explore how theatre connects to life experience, careers, and other content.
  - a. Identify how theatre experiences, settings, and characters are like and unlike real life.
  - b. Explore the connections between theatre and careers.
  - c. Identify connections to other content areas.
- TA1.CN.2 Examine the role of theatre in a societal, cultural, and historical context.
  - a. Describe why people dramatize stories.
  - b. Identify theatre experiences in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).

## Second Grade

Course Description:!Expands upon previous course, analyzing and constructing meaning from theatre experiences, acting, developing scripts, examining roles, critiquing, exploring relevance, and engaging actively and appropriately as an audience member in theatre and/or other media experiences.

### Creating

TA2.CR.1 Organize, design, and refine theatrical work.

- a. Use imagination to create characters.
- b. Contribute and collaborate in planning a theatre experience.
- c. Use theatre vocabulary (e.g. character, setting, dialogue, plot, problem, resolution, cause, effect).
- d. Use and apply sensory elements to create characters.

TA2.CR.2 Develop scripts through theatrical techniques.

- a. Explore the dramatic writing process.
  - b. Collaborate to generate story ideas.
  - c. Develop dialogue based on stories (e.g. personal, imaginary, real).
  - d. Develop character and setting through action and dialogue.
  - e. Sequence plot events for dramatizations.

### <u>Performing</u>

TA2.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Use imagination and vocal elements (e.g. inflection, pitch, volume, articulation) to communicate a character's thoughts, emotions, and actions.
- Use imagination and physical choices to communicate a character's thoughts and emotions.
- c. Collaborate and perform with an ensemble to share theatre with an audience.
- d. Explore character choices and relationships in a variety of dramatic forms (e.g.

## Third Grade

Course Description:!Expands upon previous course, analyzing and constructing meaning from theatr

TA3.PR.2 Execute artistic and technical elements of theatre.

- a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting).
- b. Explore artistic and technical elements in theatre experiences.

### Responding

TA3.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Demonstrate appropriate theatre etiquette.

TA3.RE.2 Critique various aspects of theatre and other media.

- a. Identify artistic choices through participation and observation.
- b. Interpret what is seen, felt, and heard in a theatre or performance experience.
- c. Compare and contrast theatre experiences.
- d. Identify the use of technical theatre elements.

Connecting

TA3.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Connect theatre experiences to life experiences and other content areas.
- b. Describe theatre careers and the skills necessary for those careers (e.g. director, stage manager, designer, technician, playwright, actor).
- c. Describe theatre resources in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).

TA3.CN.2 Examine the role of theatre in a societal, cultural, and historical context

- a. Describe how theatre arts connect to self and to the present world.
- b. Explore dramatic work and theatre styles of the past and present.
- c. Investigate community and social issues through theatrical work.
- d. Investigate multiple approaches to and influences on storytelling in theatrical work.

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## Fourth Grade

Course Description:!Expands upon previous course, analyzing and constructing meaning from theatre experiences through acting, developing scripts, examining roles, critiquing, exploring relevance, and engaging actively and appropriately as an audience member in theatre or other media experiences.

## Creating

TA4.CR.1 Organize, design, and refine theatrical work.

a. Create characters with

TA4.PR.2 Execute artistic and technical elements of theatre.

- a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting).
- b. Explore artistic and technical elements in theatre experiences.

### Responding

TA4.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Demonstrate appropriate theatre etiquette.

TA4.RE.2 Critique various aspects of theatre and other media.

- a. Identify artistic choices through participation and observation.
- b. Interpret what is seen, felt, and heard in a theatre experience.
- c. Compare and contrast theatre experiences.
- d. Identify the use of technical theatre elements.

### Connecting

TA4.CN.1 Explore how theatre conn24 329.5 .2 (c0.2 (nt) 0.2 (s)]TJET Q 0.24atr) 0.2 (eto 2 (ow) -) 0.2 (I

## Fifth Grade

Course Description:!Expands upon

TA5.PR.2 Execute artistic and technical elements of theatre.

- a. Analyze and apply technical theatre design elements (e.g. costumes, props, sets, sound, lighting).
- b. Incorporate artistic and technical elements into theatre experiences.

### Responding

TA5.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Demonstrate appropriate theatre etiquette.

TA5.RE.2 Critique various aspects of theatre and other media.

- a. Generate a response to theatre experiences that is interpretive, evaluative, or reflective.
- b. Use appropriate supporting evidence to justify a critique of a theatre experience.
- c. Respond to, critique, and evaluate theatre and performance through a variety of media.
- d. Assess and critique the use of technical theatre elements.

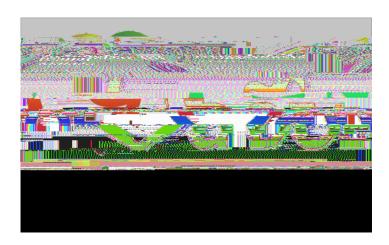
### Connecting

TA5.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Analyze how theatre experiences reflect and connect with life and other content areas.
- b. Identify and use theatre resources in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).
- c. Differentiate artistic and production careers in theatre (e.g. director, stage manager, designer, technician, playwright, actor).

TA5.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Relate dramatic work to information about its historical period.
- b. Describe when, where, and how theatrical activities occurred during a specific time period.
- c. Use diverse materials to make artistic choices (e.g. character studies, directing,



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## Sixth Grade

## Seventh Grade

Course Description: Students incorporate sensory and emotional experiences and observation techniques into presentational theatre activities. They apply vocal and movement techniques appropriate to theatre activities and presentations. The students learn beginning technical theatre skills such as lighting and staging. Students begin performing in local school productions and participate in activities and workshops to enhance drama skills.

### Creating

TA7.CR.1 Organize, design, and refine theatrical work.

- a. Identify and rehearse effective communication skills.
- Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals.
- c. Compare

TA7.PR.2 Execute artistic and technical elements of theatre.

- a. Select a variety of technical elements that can be applied to a theatrical work.
- b. Incorporate artistic and technical elements into

TA8.PR.2 Execute artistic and technical elements of theatre.

- a. Incorporate artistic and technical elements into a theatre production.
- b. Resolve conflicts in technical applications.

### Responding

TA8.RE.1 Engage actively and appropriately as an audience member.

- a. Evaluate the role and responsibility of the audience as an integral part of media productions.
- b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions.
- c. Examine the differing audience relationships (e.g. various venues, performance styles).
- d. Demonstrate appropriate audience behaviors.

TA8.RE.2 Critique various aspects of theatre and other media.

- a. Recognize the role of dramatic criticism in media production.
- b. Utilize specific criteria to articulate dramatic criticism.
- c. Apply principles of dramatic criticism as both an audience member and participant.
- d. Implement appropriate changes based on dramatic criticism.

## Connecting

TA8.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Investigate and prove common themes and structure among theatre and other disciplines.
- b. Defend how theatre reflects life.
- c. Incorporate multi-disciplinary aspects into theatre performance.
- d. Identify and analyze professions associated with different forms of production (e.g. director, stage manager, designer, technician, playwright, actor).

TA8.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Compare and contrast how theatre evolves through time.
- b. Examine how culture is defined through theatre and other media.
- c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play).
- d. Discuss theatre's role in reflecting the culture of a society.

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# Acting Levels I - IV!

Course Descr	iptions:!!
I	

52.06100

Acting I - Introduces the acting process and the role of the actor in various styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration powers, and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions, and ideas; enhances self-confidence and self-awareness. Theatre is used as a means to

- b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts.
- c. Perform formal and informal monologues and scenes based on published and original scripts.

### **Performing**

TAHSA.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.

a. Examine

a. Examine and apply theatrical theories, performances, and conventions from a variety of

theatrical literature, historical periods, and cultures.

## Advanced Drama

Levels I - IV

Course Description:

52.05100

Advanced Drama I - Studies the artistic, technical, management, and performance elements of a live theatre production. As a part of the planning, rehearsal, and performance, students assume positions of responsibility and

## Fundamentals of Theatre

Levels I-IV!

### Course Descriptions:

### 52.02100

Fundamentals of Theatre I- This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.

#### 52.02200

Fundamentals of Theatre II - Enhances level-one skills by producing specific theatre styles in depth with performance opportunities.

### 52.02300

Fundamentals of Theatre III - Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

### 52.02400

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Fundamentals of Theatre IV - Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.

### Creating

TAHSFT.CR.1 Organize, design, and refine theatrical work.

- Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse.
- b. Incorporate dramatic elements through improvisation.
- c. Recognize and interpret artistic choices in performance.

### TAHSFT.CR.2 Develop scripts through theatrical techniques.

- a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process.
- b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script.
- c. Construct and critique elements of dramatic structure, character, and dialogue.
- d. Create and perform scenes for audiences.

### **Performing**

TAHSFT.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement).
- b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters.
- c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development.
- d. Perform acting choices for an audience based on critiques.

TAHSFT.PR.2 Execute

## Connecting

TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content.

- a. Examine how theatre reflects real life.
- b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience.
- c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre.
- d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Identify and analyze plays and dramas from a variety of historical periods and cultures.
- b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre.
- c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development.
- d. Interpret cultural and historical research for use in a production.

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## Musical Theatre

Levels I – IV

### Course Descriptions:

### 52.03100

Musical Theatre I - Introduces the style and characteristic elements of musical theater. Explores the mechanics of production, staging, voice, and dance. Explores the career opportunities available in musical theatre and offers opportunity for performance.

### 52.03200

Musical Theatre II - Enhances level-one skills with a focus on production and provides opportunities for performance.

### 52.03300

Musical Theatre III - Enhances level-two skills with a focus on production and career paths while providing opportunities for performance.

### 52.03400

Musical Theatre IV - Enhances level-three skills with a focus on production and career paths while providing opportunities for performance.

### Creating

TAHSMT.CR

- b. Identify and examine the responsibilities and tasks of an actor in relation to directors, designers, choreographers, technical crew, and production staff.
- c. Use the skills and tools of a director to develop a presentation of formal and informal musical theatre performances.
- d. Conduct rehearsals to present a musical theatre performance for a live audience. TAHSMT.PR.2 Execute artistic and technical elements of theatre.
- a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production, including sets, props, costumes, makeup, lighting, and sound.

## Responding

TAHSMT.RE.1 Engage actively and appropriately as an audience member.

a. Examine the relationship between actor and live audience in history and contemporary performance.

TAHSMT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.

a. Utilize constructive criticism, appropriate musical theatre terminology, and study of existing performance styles to modify and improve performance choices.

### Connecting

TAHSMT.CN.1

e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

### **Producing**

TAHSTT.PR.1 Produce technical elements in theatre.

- a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions.
- b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production.
- c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production.
- d. Conduct initial research about design to inform further development of the production concept.
- e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings

### Connecting

TAHSTT.CN.1 Connect technical elements of theatre.

- a. Explore and understand the collaborations between designers and directors to develop design elements.
- b. Investigate the history of theatre architecture, stage technology, and other technical elements.
- c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres).
- d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits).
- e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

## Theatre History and Literature I and II

Course Description

52.08100

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### Responding

TAHSTL.RE.1 Evaluate various aspects of theatre literature using appropriate supporting evidence.

- a. Develop and apply a set of comprehensive criteria for theatre text analysis.
- b. Compare and contrast theatre texts to live/film performance.

### Connecting

TAHSTL.CN.1 Connect theatre literature to its dramaturgical contexts and other disciplines.

- a. Trace the development of theatre from earliest forms to contemporary forms.
- b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions.
- c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature.
- d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.

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## Theatre Management

### Course Description

52.09100

Theatre Management - Emphasizes theater operation, production management, and theatre management including house management, building and equipment maintenance, marketing, media, budgeting, ticketing, sales, and working with performers and patrons of the arts.

- c. Evaluate the success of marketing efforts for individual events and/or a theatre season as a whole.
- d. Record and analyze theatre management trends in a local market.

### Connecting

TAHSTM.CN.1 Explore how theatre management connects to life experience, careers, and other content.

a. Analyze various existing theatre management elements (e.g. press releases, lobby displays, ticketing, sales strategies, budgets) in professional, non-professional, and academic theatre to consider the rationale for choices directed at reaching specific target markets.

TAHSTM.CN.2 Examine the role of theatre management in a societal, cultural, and historical context

a. Examine the cultural and historical evolution and/or development of each of the roles and elements of theatre management.