



Ohio's Learning Standards

# Fine Arts: Drama and Theatre

January 2022 Draft

## Introduction to Ohio's Learning Standards for Fine Arts: Drama and Theatre

### RATIONALE

The purpose of Ohio's Learning Standards for Fine Arts: Drama and Theatre is to provide a framework for drama and theatre education that lays a foundation for lifelong learning and understanding of drama and theatre. Through discovery, inquiry, analysis and application, the standards promote:

- Critical-thinking skills;
- Effective reading and comprehension skills of literature;
- The integration of technology both as a tool for communication and creative expression;
- Investigation into the global community and development of multiple perspectives of diverse cultures;
- Commitment to understanding the role of drama/theatre in our daily lives;
- Understanding and application of effective production of drama and theatre in an individual and ensemble setting;
- Development of empathy and social-emotional tools crucial to self-awareness and relationship building with others

### GUIDING PRINCIPLES

A strong education in drama and theatre provides a unique set of learning experiences for students. The following illustrates the guiding principles of the drama and theatre curriculum:

Students need to:

- Incorporate creativity as part of their daily lives. The arts provide a unique outlet in a way no other subject can mimic;
- Experience creating and performing with peers to develop leadership, ensemble-building skills and artistic expression;

- Be able to respond to drama and theatre in the world in a thoughtful, knowledgeable and meaningful way;
- Value the universality of the human experience using drama and theatre as a platform for expressing themselves and examining world perspectives;
- Participate in drama and theatre to build critical life skills, including collaboration, problem-solving, creativity and innovation, self-discipline, leadership and critical thinking.

### THE 2022 DRAMA AND THEATRE STANDARDS

The drama and theatre standards emphasize understanding in areas that are necessary to engagement. The intent of the standards is to cultivate a student's ability to participate in drama and theatre through the following processes:

- Creating;
- Performing;
- Responding;
- Connecting.

The new standards provide teachers with a framework that closely matches the unique goals of their specialized classes. The standards are presented in a grade-by-grade sequence from kindergarten through high school. The standards are provided in "strands" that represent the principal ways drama and theatre instruction can be delivered in the classroom.

A variety of factors contribute to the individual drama and theatre programs throughout the state. Factors may include, but are not limited to, schedule, access to various technologies, time allotted and class size. The flexibility of standard implementation is important because not all teachers are capable of meeting every standard in every single grade band.

In addition, drama and theatre teachers use a variety of approaches, philosophies and methods. Drama and theatre can be taught effectively in a multitude of ways. The standards are designed to allow space for the teacher to determine how to deliver the content.

## Ohio's Learning Standards for Fine Arts: Drama and Theatre

## KINDERGARTEN – GRADE 8

## ENDURING UNDERSTANDINGS

**Creating:** Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

**Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.

**Connecting:** Artists understand and communicate the value of creative expressions in internal and external contexts.



GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
KINDERGARTEN	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1CR</b> Demonstrate observations and listening skills in a theatrical context.</p> <p><b>K.2CR</b> Imitate the characters seen in media presentations of stories and fairy tales.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1PE</b> Imitate movements, voices and feelings of people, animals and objects through dramatic play.</p> <p><b>K.2PE</b> Work cooperatively to create characters using costumes and props to dramatize a story.</p> <p><b>K.3PE</b> Imagine and create a physical environment for stories (arrange classroom furniture, recommend lighting or sound effects to suggest mood, choose characters' clothing).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1RE</b> Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.</p> <p><b>K.2RE</b> Describe what a playwright does.</p> <p><b>K.3RE</b> Distinguish between the real and imagined worlds when experiencing stories, myths and fairy tales.</p> <p><b>K.4RE</b> List and demonstrate factors that make a performer effective (posture, voice, facial expression).</p> <p><b>K.5RE</b> Demonstrate ways an audience can show respect when watching a theatrical performance.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1CO</b> Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.</p> <p><b>K.2CO</b> Identify stories that are different from one another in dramatic play or a guided drama experience (process drama, story drama, creative drama).</p> <p><b>K.3CO</b> Engage in dramatic experiences to explore concepts from other academic areas.</p>
GRADE 1	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1CR</b> Identify the beginning, middle and ending of stories and retell in proper sequence.</p> <p><b>1.2CR</b> Use your body and voice to imitate the characters seen in media presentations of stories, myths and fairy tales.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1PE</b> Work cooperatively to retell or dramatize stories and fairy tales from various time periods and cultures.</p> <p><b>1.2PE</b> Create and tell stories based on personal experience (orally, written, by drawing a picture or pictures).</p> <p><b>1.3PE</b> Demonstrate various movements, voices and feelings by performing a variety of familiar roles.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1RE</b> Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.</p> <p><b>1.2RE</b> React to character actions and choices, both personal and peer, following a guided drama experience.</p> <p><b>1.3RE</b> Compare and contrast the elements (plot, character, setting) of various stories and dramatic works.</p> <p><b>1.4RE</b> Respectfully evaluate a peer's performance based on factors (posture, voice, expression) that make a performer effective.</p> <p><b>1.5RE</b> Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (live theatre, film, television and media).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1CO</b> Explain personal and collective emotional responses to dramatic and theatrical works or experiences.</p> <p><b>1.2CO</b> Identify similarities and differences in stories from one's own community in a guided dramatic experience (process drama, story drama, creative drama).</p> <p><b>1.3CO</b> Engage in dramatic and theatre experiences to explore concepts from other academic areas.</p>
GRADE 2	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1CR</b> Identify the plot and summarize the story.</p> <p><b>2.2CR</b> Create the movements and expressive voices for characters in stories, myths and fairy tales from various time periods and cultures.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1PE</b> Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).</p> <p><b>2.2PE</b> Explore and demonstrate various design components of a scene (create live sound effects and identify clothing items appropriate to the character).</p> <p><b>2.3PE</b> Listen to and convey familiar stories; sequence events and identify characters, settings and conflict.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1RE</b> Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.</p> <p><b>2.2RE</b> Describe how characters respond to challenges in a guided drama experience (process drama, story drama, creative drama).</p> <p><b>2.3RE</b> Compare and contrast the elements (plot, character, theme and setting) of various narratives.</p> <p><b>2.4RE</b> Discuss and critique one's own performance in a theatrical activity based on factors (posture, voice, expression) that make a performer effective.</p> <p><b>2.5RE</b> Recognize and demonstrate acceptable audience behavior when participating in a drama experience.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1CO</b> Describe characters in dramatic and theatrical experiences and make comparisons to people and events.</p> <p><b>2.2CO</b> Compare the same story across cultures while recognizing there are varied points of view.</p> <p><b>2.3CO</b> Identify the arts that are used to create a theatrical performance.</p> <p><b>2.4CO</b> Use processes of theatre to integrate information from other academic content areas.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>GRADE 3</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CR</b> Express a character's thoughts and feelings within the plot of a story.</p> <p><b>3.2CR</b> Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1PE</b> Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas.</p> <p><b>3.2PE</b> Use various design components to create an environment for a scene or story.</p> <p><b>3.3PE</b> Work collaboratively to perform a dramatic task or action.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1RE</b> Describe the visual, aural and kinetic elements present in stories and plays using appropriate theatrical vocabulary.</p> <p><b>3.2RE</b> Discuss how a playwright creates conflict by selecting action choices for specific characters.</p> <p><b>3.3RE</b> Explain choices made in creating settings for classroom performances (lighting, sound, clothing, mood).</p> <p><b>3.4RE</b> Describe ways your posture, voice and facial expression reveal the emotion of your character.</p> <p><b>3.5RE</b> Identify methods used by actors, directors and designers to make connections with an audience in a proscenium theater.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CO</b> Identify factors that influence personal opinions about a dramatic work, theatrical work or experience.</p> <p><b>3.2CO</b> Explain how the cultural and physical settings of a dramatic and theatrical work affect characterization.</p> <p><b>3.3CO</b> Use the elements of theatre in combination with art elements from at least one other art form.</p> <p><b>3.4CO</b> Use elements and processes of theatre to integrate information from other academic content areas.</p> <p><b>3.5CO</b> Recognize and describe the roles of writers in live theatre and other media arts.</p> <p><b>3.6CO</b> Use problem-solving and communication skills to interpret a story.</p>
<b>GRADE 4</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CR</b> Use vivid, descriptive language to create a script around one or more elements of theatre (character, action, plot, setting).</p> <p><b>4.2CR</b> Improvise movements and voices for characters to convey each character's decisions and motivations within a dramatic theme.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1PE</b> Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.</p> <p><b>4.2PE</b> Use various design components used in different productions of the same work.</p> <p><b>4.3PE</b> Direct peers in performing a dramatic task or action.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1RE</b> Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.</p> <p><b>4.2RE</b> Analyze how a playwright uses conflict to communicate an idea or theme.</p> <p><b>4.3RE</b> Explain how a theatrical experience (live theatre production, film, video and media) impacts its audience through the integration of plot, character, theme and setting.</p> <p><b>4.4RE</b> Implement and assess strategies that develop character by adjusting posture, gesture, breath and vocal intonation.</p> <p><b>4.5RE</b> Identify methods used by actors, directors and designers to make connections with an audience in a theater with a thrust or arena stage.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CO</b> Describe how theatrical performances can elicit thought and feeling from an audience individually and collectively.</p> <p><b>4.2CO</b> Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout Ohio's history.</p> <p><b>4.3CO</b> Use the elements of theatre in combination with art elements from at least two other art forms.</p> <p><b>4.4CO</b> Use elements and processes of theatre to integrate information from other academic content areas.</p> <p><b>4.5CO</b> Recognize and describe the roles of designers in live theatre and other media arts.</p> <p><b>4.6CO</b> Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history.</p>
<b>GRADE 5</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1CR</b> Write a scripted scene that includes stage direction prompts, exposition and dialogue.</p> <p><b>5.2CR</b> Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, both scripted and improvised.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1PE</b> Work cooperatively in different roles or jobs within a dramatic and theatrical experience.</p> <p><b>5.2PE</b> Analyze and incorporate various design components used in a theatrical event.</p> <p><b>5.3PE</b> Identify the essential events in a story or script that make up the dramatic structure.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1RE</b> Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affect the interpretation of theatrical works.</p> <p><b>5.2RE</b> Evaluate the ways two playwrights shape plays on the same topic differently.</p> <p><b>5.3RE</b> Develop and use criteria to evaluate ideas and artistic choices made for dramatic and theatrical performances.</p> <p><b>5.4RE</b> Identify and critique the elements that impede a performer's effectiveness.</p> <p><b>5.5RE</b> Identify methods used by actors, directors and designers to make connections with audiences in nontraditional performance spaces.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1CO</b> Brainstorm the modes of presentation (film, television, live theatre, improv, vlog) that most effectively elicit thoughts and feelings from a contemporary audience.</p> <p><b>5.2CO</b> Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions.</p> <p><b>5.3CO</b> Combine at least three art forms to create a theatrical experience.</p> <p><b>5.4CO</b> Use elements and processes of theatre to integrate information from other academic content areas.</p> <p><b>5.5CO</b> Recognize and describe the roles of directors in live theatre and other media arts.</p> <p><b>5.6CO</b> Use problem-solving and cooperative skills to dramatize a current event.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>GRADE 6</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1CR</b> Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view and dialogue.</p> <p><b>6.2CR</b> Identify motivations of characters in a theatrical work and use those motivations to make choices (gesture, reaction) to events that are both scripted and improvised.</p> <p><b>6.3CR</b> Examine the basic principles and elements of various theatrical genres.</p> <p><b>6.4CR</b> Choose designs from a defined range and justify those choices.</p> <p><b>6.5CR</b> Use theatrical vocabulary accurately when creating dramatic works.</p> <p><b>6.6CR</b> Engage in ensemble-building activities to build character, emotion, mood and tone.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1PE</b> Create and perform improvisations and scripted scenes based on personal experience and imagination.</p> <p><b>6.2 PE</b> Adapt a drama or theatre work and present it informally for an audience.</p> <p><b>6.3PE</b> Examine and demonstrate how theatrical artists conceptualize and convey an idea or message.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1RE</b> Express and compare personal reactions to various theatrical elements using appropriate theatrical vocabulary and terminology.</p> <p><b>6.2RE</b> Outline a play to analyze its plot structure.</p> <p><b>6.3RE</b> Determine the effectiveness of a specific artistic choice in communicating a theatrical work.</p> <p><b>6.4RE</b> Establish criteria to critique one's portrayal of a character based on voice, gesture, facial expression and movement.</p> <p><b>6.5RE</b> Describe ways an audience can respond differently to plays that are performed in various physical settings (arena, proscenium, thrust, outdoors).</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1CO</b> Investigate the time period and place of a drama or theatre work to better understand performance and design choices.</p> <p><b>6.2CO</b> Explain how the actions and motivations of characters in a drama or theatre work impact perspective of a community or culture.</p> <p><b>6.3CO</b> Describe how traditional and contemporary media arts influence dramatic production and audience response.</p> <p><b>6.4CO</b> Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.</p> <p><b>6.5CO</b> Identify professional tools and skills for a working theatre artist.</p> <p><b>6.6CO</b> Identify universal themes or common social issues and express them through a drama or theatre work.</p> <p><b>6.7CO</b> Explain personal reasons for valuing the study of and involvement in dramatic and theatrical performance.</p>
<b>GRADE 7</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CR</b> Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue.</p> <p><b>7.2CR</b> Develop physical and vocal character traits in improvised scenes and throughout a rehearsal process.</p> <p><b>7.3CR</b> Investigate the principles and elements of dramatic and theatrical works from specific time periods and communicate how these aspects work together.</p> <p><b>7.4CR</b> Research and develop design based on the world of the play and communicate those design choices.</p> <p><b>7.5CR</b> Apply theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre performances.</p> <p><b>7.6CR</b> Engage in ensemble-building activities to develop character goals and tactics.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1PE</b> Construct a scripted or improvised scene that uses narrative structure.</p> <p><b>7.2PE</b> Participate in rehearsals for a staged work that will be shared with an audience.</p> <p><b>7.3PE</b> Construct and produce the technical components for a script using art or media to present design ideas.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1RE</b> Use theatrical vocabulary to compare and contrast personal opinions about a theatrical work with those of a professional critic.</p> <p><b>7.2RE</b> Explain how the interactions of characters and conflicts in a dramatic work illustrate the playwright's style.</p> <p><b>7.3RE</b> Explain how production elements work together to affect an audience.</p> <p><b>7.4RE</b> Critique a personal rehearsal or performance on the basis of technique, vocal quality, facial expression and gestures.</p> <p><b>7.5RE</b> Demonstrate adjustments actors and directors may need to make when performing in various physical settings.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CO</b> Examine artifacts from a time period and geographic location to better understand performance and design choices in a dramatic or theatre work.</p> <p><b>7.2CO</b> Incorporate multiple perspectives and diverse community ideas in a dramatic or theatre work.</p> <p><b>7.3CO</b> Incorporate music, dance, art and/or media to strengthen the meaning and conflict in a dramatic or theatre work.</p> <p><b>7.4CO</b> Identify and describe the dramatic arts from various periods of theatre history (Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary).</p> <p><b>7.5CO</b> Examine personal reasons for connecting to various careers in theatre.</p> <p><b>7.6CO</b> Incorporate music, dance, art and/or media in a dramatic or theatre work with a particular cultural, global or historic context.</p> <p><b>7.7CO</b> Develop a persuasive stance about why the theatrical or dramatic arts are important in schools and defend that opinion.</p>
<b>GRADE 8</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CR</b> Write two or more scenes that include stage direction prompts and provide exposition, consistent point of view and dialogue.</p> <p><b>8.2CR</b> Refine a scripted or unscripted character's voice and movement in response to outside feedback in collaboration with other theatre artists.</p> <p><b>8.3CR</b> Apply genres of performance in terms of which is most appropriate to a selected story.</p> <p><b>8.4CR</b> Examine a given text and create design choices based on content and context of the script, time period and themes of the text.</p> <p><b>8.5CR</b> Adopt theatrical vocabulary, including elements and principles, when creating theatrical works.</p> <p><b>8.6CR</b> Engage in ensemble-building activities to develop character goals and tactics.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1PE</b> Develop scripted or improvised characters using appropriate voice, posture, movement or language to reveal a conflict and develop a resolution.</p> <p><b>8.2PE</b> Perform a rehearsed, staged work for an audience.</p> <p><b>8.3PE</b> Identify and safely apply the appropriate use of tools and technology in selected areas of technical emphasis.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1RE</b> Use theatre vocabulary to evaluate the opinions of several professional critics about a theatrical work.</p> <p><b>8.2RE</b> Determine a playwright's style by describing two or more works.</p> <p><b>8.3RE</b> Explain how different artistic choices could alter the presentation of a theatrical work.</p> <p><b>8.4RE</b> Use constructive feedback from self and peers to refine and improve the portrayal of a character.</p> <p><b>8.5RE</b> Identify ways actors and designers adjust aspects of performance to adapt to different settings, audiences and contemporary social influences.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CO</b> Identify and use artifacts from a time period and place to develop performance and design choices in a dramatic or theatre work.</p> <p><b>8.2CO</b> Examine a community issue through multiple perspectives in a dramatic or theatre work.</p> <p><b>8.3CO</b> Integrate other academic disciplines into a dramatic presentation.</p> <p><b>8.4CO</b> Investigate the elements, principles and creative process of theatrical works from specific time periods and explain how these aspects work together.</p> <p><b>8.5CO</b> Explore a specific career opportunity in theatre and define the impact in the professional process.</p> <p><b>8.6CO</b> Use different theatrical forms to examine contemporary social, cultural or global issues.</p> <p><b>8.7CO</b> Investigate opportunities for further theatrical or dramatic arts involvement and instruction in the community.</p>

## HIGH SCHOOL

## ENDURING UNDERSTANDINGS

**Creating:** Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

**Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.

**Connecting:** Artists understand and communicate the value of creative expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>PROFICIENT</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1CR</b> Identify the elements of a plot structure and write a scene using those elements.</p> <p><b>HSP.2CR</b> Present contrasting motivations and reactions of characters in similar situations.</p> <p><b>HSP.3CR</b> Explain how theatrical artists create meaning to convey a playwright's intent.</p> <p><b>HSP.4CR</b> Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.</p> <p><b>HSP.5CR</b> Research the historical background of a chosen script as a basis for interpretation and presentation.</p> <p><b>HSP.6CR</b> Collaborate with a small group to create a written scene and produce it for class.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1PE</b> Manipulate vocal qualities, posture, movement and language to express variety in characters during improvisation and dramatic situations.</p> <p><b>HSP.2PE</b> Demonstrate the collaborative skills necessary for producing a scene with a unified vision.</p> <p><b>HSP.3PE</b> Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1RE</b> Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.</p> <p><b>HSP.2RE</b> Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.</p> <p><b>HSP.3RE</b> Examine traditional and nontraditional interpretations of a theatrical work.</p> <p><b>HSP.4RE</b> Articulate personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p><b>HSP.5RE</b> Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1CO</b> Describe how drama and theatre can affect social change, both globally and locally.</p> <p><b>HSP.2CO</b> Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.</p> <p><b>HSP.3CO</b> Integrate other art forms into a dramatic presentation.</p> <p><b>HSP.4CO</b> Compare and contrast a historically accurate production and a production of the same work in modern times.</p> <p><b>HSP.5CO</b> Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.</p> <p><b>HSP.6CO</b> Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.</p> <p><b>HSP.7CO</b> Discuss the importance of drama and theatre in a community and provide examples.</p> <p><b>HSP.8CO</b> Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.</p>
<b>ACCOMPLISHED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1CR</b> Identify the elements of a plot structure and write an act using those elements.</p> <p><b>HSAC.2CR</b> Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles.</p> <p><b>HSAC.3CR</b> Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.</p> <p><b>HSAC.4CR</b> Examine a given text and create design choices based on content and context of the script, time period and themes when provided with a budget-specific performance space.</p> <p><b>HSAC.5CR</b> Compare and contrast the works of two playwrights from two distinct historic periods.</p> <p><b>HSAC.6CR</b> Devise a scene surrounding a topic of interest as an ensemble, where each member has an equal role.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1PE</b> Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.</p> <p><b>HSAC.2PE</b> Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.</p> <p><b>HSAC.3PE</b> Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes and makeup.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1RE</b> Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.</p> <p><b>HSAC.2RE</b> Evaluate the resources directors use to enhance the playwright's intent of a particular production.</p> <p><b>HSAC.3RE</b> Compare and contrast personal and professional criticism of a specific theatrical performance.</p> <p><b>HSAC.4RE</b> Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p><b>HSAC.5RE</b> After reading a play, compare and contrast factors that actors and designers would consider adapting for staging different physical settings and contemporary social influences.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1CO</b> Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.</p> <p><b>HSAC.2CO</b> Examine and explain the impact of social, political and technological trends on key theatrical figures and works in various eras and cultures.</p> <p><b>HSAC.3CO</b> Integrate other art forms and academic disciplines in a theatrical experience.</p> <p><b>HSAC.4CO</b> Analyze a theatrical work in the context of its time period and culture.</p> <p><b>HSAC.5CO</b> Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.</p> <p><b>HSAC.6CO</b> Integrate art and culture into the development of a theatrical work.</p> <p><b>HSAC.7CO</b> Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.</p> <p><b>HSAC.8CO</b> Assemble a personal drama or theatre portfolio with a resume to include completed works and works in progress and then present the portfolio to peers.</p>

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<b>ADVANCED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1CR</b> Individually write a multi-act play.</p> <p><b>HSAD.2CR</b> Select, cast, block, direct and design an original or published play for performance.</p> <p><b>HSAD.3CR</b> Defend a playwright's body of work and place in theatrical history.</p> <p><b>HSAD.4CR</b> Plan, create and execute a single design for a published or original play.</p> <p><b>HSAD.5CR</b> Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history.</p> <p><b>HSAD.6CR</b> Devise a piece of theatre surrounding a topic of interest as an ensemble, where each member has an equal role.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1PE</b> Sustain convincing multidimensional characters while developing contrasting pieces and monologues for presentations, auditions and inclusion in a portfolio.</p> <p><b>HSAD.2PE</b> Integrate the essential skills to support and execute a dramatic or theatrical production including budgeting, production and direction.</p> <p><b>HSAD.3PE</b> Work safely and independently to implement designs in all technical aspects of theatrical production.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1RE</b> Use theatrical vocabulary to write a play review of a theatrical performance that evaluates a variety of theatrical elements.</p> <p><b>HSAD.2RE</b> Evaluate one playwright's presentation of universal themes across different works.</p> <p><b>HSAD.3RE</b> Defend the effectiveness of a design concept that is applied across several different productions.</p> <p><b>HSAD.4RE</b> Revise and re-perform personal artistic choices based on self-evaluation.</p> <p><b>HSAD.5RE</b> Apply understanding of influences that affect audience reactions and adjust aspects of performance to adapt to different settings, audiences and contemporary social influences.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1CO</b> Hypothesize about audience interpretation and response to a specific dramatic or theatrical work being produced in a specific locale.</p> <p><b>HSAD.2CO</b> Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic and theatrical productions.</p> <p><b>HSAD.3CO</b> Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue.</p> <p><b>HSAD.4CO</b> Analyze the stylistic and literary elements of multiple works of a particular playwright in the context of the playwright's time period and culture.</p> <p><b>HSAD.5CO</b> Plot a career path of several working professionals. Compare and contrast obstacles to success.</p> <p><b>HSAD.6CO</b> Develop a theatrical work that explores global and cultural belief systems.</p> <p><b>HSAD.7CO</b> Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (for example, music, visual art and dance).</p> <p><b>HSAD.8CO</b> Revise an existing portfolio (for drama or theatre). Identify strengths and weaknesses in the work through self-evaluation and reviews by peers and an instructor.</p>