

National Core Arts Standards: Theatre

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Proficient		Accomplished		Advanced	
Cr1.1.I		Cr1.1.II		Cr1.1.III	
a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	SE: 231, 240 #1, 242 #5 TRB: Unit 5	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	SE: 231, 238, 242 #5 TRB: Unit 2	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.	SE: 172–173, 240, 242 #5, 585, 586 TRB: Ch 20
b. Explore the impact of technology on design choices in a drama/theatre work.	SE: 244, 245, 264, 270–272, 419 #4, 427 TRB: Ch 21	b. Understand and apply technology to design solutions for a drama/theatre work.	SE: 234, 290, 291–292 TRB: Ch 19	b. Create a complete design for a drama/theatre work that incorporates all elements of technology.	SE: 554–555 TRB: Ch 25
c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	SE: 115–117, 119, 477, 492 TRB: ch 11	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	SE: 104–108, 559 TRB: Ch 10	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.	SE: 104–108, 132 #4, 140, 142 #5 TRB: Ch 10

CREATING

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question(s): How, when, and why do theatre artists' choices change?

Cr2.1.I		Cr2.1.II		Cr2.1.III	
a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	SE: 443 #2, #4, #7, 459 #1, 473 #10 TRB: Unit 7	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	SE: 443 #9, 473 #4 TRB: Unit 7	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	SE: 443 #1–#9, 459 #1–#10, 473 #1–#10, 586, Apply Your Expertise TRB: Unit 7
b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	SE: .159, 213–214, 223 #3, 247, 353–357, 492, 580, 587, TRB: Ch 14	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	SE: 43–46, 47 #1–#5, 71 #2–#4, 160 #1, 492 TRB: Ch 15	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	SE: 47 #1–#4, 71 #2–#4, 160 #1, 492 TRB: Ch 15

National Core Arts Standards: Theatre

CREATING

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question(s): How do theatre artists transform and edit their initial ideas?

Cr3.1.I		Cr3.1.II		Cr3.1.III	
a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.	SE: 71 #3, #4; 477, 555 TRB: Ch 16	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	SE: 189-191, 477, 555, 582 TRB: Ch 16	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	SE: 46, 47 #3 TRB: Ch 16
b. Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	SE: 71 #4, 82 #1, #5, 104-105, 119, 130 TRB: Ch 8	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.	SE: 116-117, 119, 477, 554 #1,2,3 TRB: Ch 8	b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	SE: 116, 119, 147 (Extensions), 491, 492, 554 #1-#3 TRB: Ch 9
c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.	SE: 240 #4, 242 #3, #4, 340-342 TRB: Ch 19	c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	SE: 342, 477, 600 TRB: Ch 24	c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	SE: 341, 342, 477, 558 TRB: Ch 24

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

Pr4.1.I		Pr4.1.II		Pr4.1.III	
a. Examine how character relationships assist in telling the story of a drama/theatre work.	SE: 89, 104-105, 185 TRB: Ch 11	a. Discover how unique choices shape believable and sustainable drama/theatre work.	SE: 173, 374 #3, 330, 566, 582, 583 TRB: Ch 28	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.	SE: 173 TRB: Ch 15
b. Shape character choices using given circumstances in a drama/theatre work.	SE: 559 TRB: Ch 13	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	SE: 116-117, 121 #1-#4, 559	b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	SE: 104-105, 559

National Core Arts Standards: Theatre

PERFORMING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question(s): What can I do to fully prepare a performance or technical design?

Pr5.1.I		Pr5.1.II		Pr5.1.III	
a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	SE: 16–21, 24, 27 #3, 44, 60, 61 #1, #2, #4; 79, 93 #1–#4, 109 #2–#5 TRB: Ch 9	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	SE: 44, 54, 93 #1–#4, 109 #2–#4, 116–117, 120 TRB: Ch 6	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	SE: 109 #1–#4, 120, 121 #4 TRB: Ch 2
b. Use researched technical elements to increase the impact of design for a drama/theatre production.	SE: 242 #3–#5 492, 554 TRB: Ch 23	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	SE: 242 #4, #5, 492, 554 TRB: Ch 19	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	SE: 223 #4, 242 #4, #5, 347, 492, 554 TRB: Ch 19

PERFORMING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

Pr6.1.I		Pr6.1.II		Pr6.1.III	
a. Perform a scripted drama/theatre work for a specific audience.	SE: 130, 132 #3, #4, 477 TRB: Ch 8	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	SE: 45, 47, #1–#4, 176 #4 TRB: CH 17	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	SE: 176 #4, 205, 206 TRB: Ch 14

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

Re7.1.I		Re7.1.II		Re7.1.III	
a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	SE: 216–219, 220–221 TRB: Ch 3	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	SE: 89, 92, 223 #3 TRB: Ch 12	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	SE: 219, 220–221 TRB: Ch 18

National Core Arts Standards: Theatre

RESPONDING

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question(s): How can the same work of art communicate different messages to different people?

Re8.1.I		Re8.1.II		Re8.1.III	
a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	20, and all Critique features at the end of chapters, 600 TRB: Ch 26	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	Critique features at end of chapters, 216–219, 491–492 TRB: Ch 18	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.	26, 51, Critique features at end of chapters TRB: Ch 18
b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	399, 401, 443 #1–#7, #9; 459 #1, #2, #8, #9, #10, 473 #1, #5, #6, #10 TRB; Ch 29	b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	399, 401, 406 #1 TRB: Ch 28	b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.	7, 13 #3, #6; 399, 401 TRB: Ch 19
c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	SE: 221 TRB: Ch 27	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	SE: 221–222 TRB: Ch 27	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.	SE: 223 #4 TRB: Ch 1

RESPONDING

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Re9.1.I		Re9.1.II		Re9.1.III	
a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	SE: 38 #5, 173–175, 216–219, 443 #2 TRB: Unit 7	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	SE: 443 #2, 459 #1, #2, #9 TRB: Unit 7	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	SE: 473 #2, #6, #10 TRB: Unit 7
b. Consider the aesthetics of the production elements in a drama/theatre work.	SE: 219, 223 #4 TRB: Ch 18	b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	SE: Chapter 18 TRB: Ch 27	b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	SE: 173, 390 #6, 392–393 TRB: Ch 26
c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.	SE: 7, 262, 383–388, 443 TRB: Unit 7	c. Verify how a drama/theatre work communicates for a specific purpose and audience.	SE: 459 #1 TRB: Ch 1	c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.	SE: 7, 262, 263 #7 TRB: Ch 26

National Core Arts Standards: Theatre

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Cn10.1.I		Cn10.1.II		Cn10.1.III	
a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.	SE: 473 #10 TRB: Ch 28	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	SE: 374 #7 TRB: Ch 1	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	SE: 374 #2 TRB: Ch 14

CONNECTING

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Cn11.i.I		Cn11.1.II		Cn11.1.III	
a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	SE: Unit 7, especially 443, 459, and 473 TRB: Ch 28	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	SE: 374 #2 TRB: Ch 30	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.	SE: 419 #8 TRB: Ch 14

CONNECTING

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Cn11.2.I		Cn11.2.II		Cn11.2.III	
a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	SE: 459 #3, #9, #10; 473 #5–#7 TRB: Ch 16	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	SE: 173, 176, 558 TRB: Ch 15	a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.	SE: 176 #6 TRB: Ch 26
b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	SE: 38 #5, 176 #4, 299, 443 #3, 459 #1 #2; 473 #2 #5 #6 TRB: Ch 17	b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	TRB: Ch 18	b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.	SE: 459 #2 TRB: Ch 18