

**THEATER**

**Content Standard 1.0:** Students recognize the components of theatrical production including script writing, directing, and production.

By the end of <b>Grade 3</b> , students know and are able to:	By the end of <b>Grade 5</b> , students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a theater class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced theater class at the secondary level</b> know and are able to do everything required in earlier grades and:	
1.3.1 Create a simple script based on personal experience, imagination, or the retelling of a story.	1.5.1 Create a script with two or more <b>characters</b> ; a <b>beginning</b> , middle and end; <b>setting</b> ; and character descriptions.	1.8.1 Write a script with appropriate format (i.e. acts, scenes), simple stage directions, cast of characters, and technical needs.	1.12.1 Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.	Scriptwriting
	1.5.2 Work together in a group to plan, rehearse, and present a <b>dramatized idea or story</b> .	1.8.2 Direct actors or be <b>directed</b> by others using stage direction vocabulary.	1.12.2 Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.	Directing
		1.8.3 Identify and describe the roles and responsibilities of stage production personnel.	1.12.3 Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film or electronic media production.	Understanding Roles of Stage Personnel

Characters – The role played by an actor as he or she assumes another’s identity—physically, mentally, and emotionally.

Direct – To integrate an entire production, from the basic interpretation of the text through all the acting and technical phases, up to the time of performance.

Dramatized idea or story – Means of communicating an idea or telling a story through a variety of theatrical techniques such as pantomime, creative movement, improvisation, creative drama, storytelling, choral reading, story theatre, puppetry, readers theatre, role playing, and theatre games.

Setting – The locale or locales of the action of the play.

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		1.8.4 Analyze and convey the playwright's <b>intention</b> .	1.12.4 Develop an aesthetically unified production for theater, film, television, or electronic media.	Determining an Interpretation
		1.8.5 Design and produce publicity for a production (e.g. posters, flyers).	1.12.5 Create a variety of materials for a media campaign for theater, film, television, or electronic media.	Publicity
1.3.6 Create simple sets and <b>sound effects</b> for a dramatized idea or story (e.g. tables become caves).	1.5.6. Draw and/or build model sets for a production (e.g. cardboard or diorama).	1.8.6 Work collaboratively and safely to design and construct a box set for a production.	1.12.6 Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g. scenic drops).	Set Design
1.3.7 Assemble and use simple props, <b>costumes</b> , masks, or make-up for a dramatized idea or story.	1.5.7 Assemble <b>props</b> and costumes for use in a dramatized event set in a specific time period and locale (e.g. Pilgrims or Romans) .	1.8.7 Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a <b>script</b> .	1.12.7 Justify choices of costumes, make-up and props as they relate to the interpretation of a production.	Props, Costumes, and Make-up

Costume – An actor’s clothing which denotes or suggests character.

Intention, playwright – The playwright’s objective for theme, dramatic structure, and character development.

Props – Any object used on the stage (excluding scenery, lights, and costumes) such as furniture, utensils, ornaments, and personal possessions.

Script – The written dialogue, description, and directions provided by the playwright.

Sound Effects – Actual or simulated sounds used to create an aural atmosphere.

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		1.8.8. Identify appropriate sound and <b>lighting</b> effects for any dramatized event (e.g. interior, exterior).	1.12.8 Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.	Understanding Lighting and Sound
		1.8.9 Create appropriate sound effects and suggest lighting for a dramatized event.	1.12.9 Design and/or use a light and/or sound plot for film, stage, television, or electronic media.	Designing Lights and Sound

Lighting – The illumination of the performance area by means of controlled or artificial light.

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**Content Standard 2.0:** Students understand and demonstrate the role of the actor in the theater.

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2.3.1 Identify traits of a person, animal, or object (e.g. What does a dog do when it's happy? Wag its tail).	2.5.1 Identify and list a given character's traits by looking at the character's actions and dialogue.	2.8.1 Analyze a character to determine <b>actions</b> , <b>intentions</b> , and biography.	2.12.1 Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of <b>text</b> .	Character Analysis
2.3.2 Imitate the traits of a given person, animal, or object.	2.5.2 Demonstrate examples of character traits through movement, <b>pantomime</b> , <b>improvisation</b> , and/or voice. (e.g. How does a person move and speak at age 60? At age 6?).	2.8.2 Demonstrate <b>acting</b> skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.	2.12.2 Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.	Acting Skills
2.3.3 Use voice and body to show different emotions while portraying a character in a dramatized idea or story.	2.5.3. Portray a character's traits through movement, voice and/or dialogue in a dramatized idea or story.	2.8.3 Create and sustain a believable character for stage.	2.12.3 Create and sustain a character within an <b>ensemble</b> for stage, film, television, or electronic media.	Characterization

Acting – The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.

Action – The core of a theatre piece; the sense of forward movement created by the sequence of events and the physical and psychological motivations of characters.

Dialogue – Words spoken by the characters in a play to communicate their thoughts, feelings, and actions.

Ensemble – The harmonious blending of the efforts of the many artists involved in a dramatic activity or theatrical production.

Improvisation – The spontaneous use of movement and speech to create a character in a particular situation, usually without a script.

Intention, character – The actor's reason for doing or saying something as motivated by the character's objectives.

Pantomime – Communication of an emotion or action without words.

Text – The basis of dramatic activity and performance; a written script or an agreed-upon structure and content for an improvisation.

## THEATER

**Content Standard 3.0** Students apply and demonstrate critical and creative thinking skills in theater, film television, or electronic media.

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	3.5.1 Discuss <b>performances</b> of students and visiting artists.	3.8.1 Evaluate the established <b>elements of theater</b> found in a dramatized performance.	3.12.1. Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.	Production/ Performance Analysis
3.3.2 Express personal reactions to a dramatized performance.	3.5.2 Describe emotional response to a performance and explain genre preference (e.g. romance, <b>comedy</b> , suspense, and action).	3.8.2 Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.	3.12.2 Justify personal <b>aesthetic criteria</b> for critiquing a dramatized performance.	Aesthetic Criteria
3.3.3 Identify the differences between fantasy and reality.	3.5.3 Differentiate between comedy and <b>tragedy</b> .	3.8.3 Identify examples of, <b>high and low comedy</b> and tragedy.	3.12.3 Compare and contrast classical and contemporary <b>dramas</b> and comedies in various <b>media</b> .	Genre Identification

Aesthetic Criteria – Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Comedy – A play that is humorous in its treatment of theme and character, in which the main character achieves his or her desire.

Drama – A representation of life improvised in dramatic activities or portrayed on a stage by actors before an audience. A piece of writing intended for stage presentation. Conflict, tension, emotional intensity.

High and Low Comedy – **High** – farce: exaggeration of social situations and character traits; satire: ridicule and exaggeration of human institutions and faults. **Low**: burlesque – an absurd or mocking imitation; slapstick – physical comedy.

Performance – The imitation of life in front of at least one other person. In a broad sense, performance refers to the presentation of any kind of entertainment – from play to rock concert, from solo presentation to ensemble collaboration.

Theater – The imitation/representation of life, performed for other people; the performance of dramatic literature; drama; the environment of actors and playwrights: the place that is the setting for dramatic performances.

Tragedy – A play in which the protagonist (leading character) is engaged in a morally significant struggle that ends in his or her downfall or defeat.

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**Content Standard 4.0** Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.

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	4.5.1 Explain how movies or television reveal information about other <b>historical periods</b> and cultures.	4.8.1 Explain how theater reveals information about other historical periods and cultures.	4.12.1 Compare and contrast the ways in which universal <b>themes</b> and <b>archetypes</b> in <b>dramatized events</b> are expressed in another culture and another historical period.	History and Culture
4.3.2 Identify similarities and differences between dramatic characters and real people.	4.5.2 Identify the <b>conflict</b> between characters in a dramatized event.	4.8.2 Identify the sources of conflict between characters in a dramatized event.	4.12.2 Analyze methods of conflict resolution among characters.	Human Relationships

Archetype – An original pattern or model of which all things of the same type are representations or copies.

Conflict – Tension between two or more characters or between action and ideas; the fundamental struggle that leads to crisis and climax of a scene or play.

Dramatized Event – Means of telling of stories by way of stage, film, television, radio, or computer disk.

Historical Periods – Generally refers to those major eras in which significant theatrical contributions have been made (e.g. fifth century Greece, the Elizabethan era, the French neo-classic period, the Restoration).

Theme – The central thought, idea, or significance of action with which a play deals.

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**Content Standard 5.0** Students make connections with theater, the other arts, and academic disciplines.

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		5.8.1 Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.	5.12.1 Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.	Connection to Other Arts
		5.8.2 Explain the roots of theater in Western civilization.	5.12.2 Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.	Connection to History
		5.8.3 Explain how advancements in the sciences have enhanced dramatized events (e.g. special effects, sound that surrounds the <b>audience</b> ).	5.12.3 Evaluate different ways technology is used to enhance theater, film, and television.	Connection to Other Academic Disciplines

Audience – Any number of spectators who observe a player or players in an action that imitates life. In theater education, audience is sometimes loosely used to mean classmates, other students, faculty, or the public.