Standard 1: Developing Scripts Proficient

Benchmark 1 – The student knows the structural parts of a script.

Instructional Examples
The teacher has students
1. either individually or in small groups, teach the eight basic elements of theatre to the class and explain how they work together in a given script .
 a) make a graphic organizer that organizes some of the parts of a script into the eight basic elements of theatre. b) highlight the eight basic elements in a work such as "Step on a Crack."
 write a short script for a fable or fairy tale that includes the eight basic elements.

Titles suggested in the instructional examples can be substituted by any other play, story, or performance.

Standard 1: Developing Scripts Proficient

Benchmark 2 - The student knows how to write, record, and revise improvised dialogue to develop a script.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
1. improvises a scene that effectively applies the basic elements of theatre.	1. improvise a scene based on "The Old Woman Who Lived in a Shoe". The theme of the scene could involve the woman taking her children to school for the first day.
develops script dialogue based on conflict/resolution from a real life experience.	develop a script based on an argument with a sibling or best friend addressing the conflict and a resolution.
3. records dialogue in correct script format.	3. work in pairs to write and edit a script based on one of the scenes above.
4. edits and revises an original script.	4. work in small groups to edit and revise their scripts for one of the two scenes written above.
5. uses appropriate stage language when writing a script for presentation.	5. use correct terminology to write a script based on a <u>Curious George</u> story and then orally explain why it is correct.
includes stage directions such as exit, enter, etc. when writing an original script.	6. add stage directions in proper form to one of the scripts created in the above activities.
Notes: Indicator achievement will vary with individual students at different levels.	

Standard 1: Developing Scripts Proficient

Benchmark 3 – The student writes dialogue to create a script.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
 produces script that is a collaborative effort. 	1. work in small groups and construct a three (3) minute group scene by drawing from suggestions from other classmates.
2. demonstrates collaboration through group improvisations .	2. in small groups, collaboratively invent a mystery story and dramatize it through a written script .
3. independently writes a brief monologue .	3. independently create a monologue based on a moment of decision in the life of an historical figure.
4. independently writes a brief script for a scene .	4. independently write a short scene where two friends meet after being separated for three (3) months resulting from a major disagreement.
5. uses appropriate script format when writing character dialogue .	format their dialogue from one of the above scenes in correct script format.
Notes: Indicator achievement will vary with individual students at different levels.	

Standard 2: Directing Theatrical Activities

Benchmark 1 - The student works collaboratively with peers to develop a classroom dramatization.

Instructional Examples
The teacher has students
1. work in pairs to select two prepared monologues and take turns teaching one another how to prepare them for performance .
2. select a scene and coach a group of peers on how to perform the piece.
3. lead a group in selecting props and sound effects for a play such as <u>The</u> Miracle Worker.
4. direct peers in a rehearsal for an improvised humorous duet.

Benchmark 2 - The student recognizes the director's responsibilities from auditions through performances.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
1. attends auditions for a production to observe the director in performing	1. keep a record of the director's duties recognized while observing an
duties.	audition for a play such as Romeo and Juliet.
2. lists the responsibilities of a director for a full performance .	2. create a graphic organizer of the director's responsibilities applied to a
	production such as To Kill a Mockingbird.
3. applies director's duties while assisting with the production process.	3. act as assistant director of a performance such as <u>Cinderella</u> .
Notes:	
Indicator achievement will vary with individual students at different levels.	

Standard 3: Developing Acting Skills

Benchmark 1 - The student imagines and clearly describes characters and their relationships.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
1. applies improvisational acting to creating original characters.	utilize the theatre games of Viola Spolin.
2. role-plays a character who interacts with and responds to a specific	choose a situation described in literature and reenact that situation
situation.	becoming involved in the activities and outcomes of the situation.
3. compares and contrasts real life characters with fantasy characters.	3. use a Venn Diagram to relate characters from a fantasy such as <u>Harry</u>
	Potter to characters involved in an event reported by the media.
4. researches and performs characters in real life situations.	4. learn about a current event taken from the newspaper or history and
	reenact that event as a learning experience for the class.
5. researches and performs a variety of fantasy characters.	5. develop through drawings and enactments fantasy characters in defined
	situations.
6. spontaneously creates interacting characters and identifies how they relate	6. draw from an unknown selection of options a situation or phrase and
to one another.	spontaneously enact the situation similar to "Who's Line Is It Anyway?"
7. creates characters from a published script .	7. identify the pivotal points in the play All My Sons.
8. identifies points where characters make choices within scenes and how	8. identify the pivotal points in the play All My Sons.
their interaction impacts their choices.	
9. demonstrates acting skills such as sensory recall, concentration, breath	9. use vocal warm up routine exercises.
control, diction, body alignment, control of isolated body parts to develop	
characterizations.	
10. demonstrates appropriate physical communication of character through	
gesture , movement , muscular control, and relaxation.	
11. demonstrates clear physical and vocal projection .	
Notos:	

Notes:

Indicator achievement will vary with individual students at different levels.

Viola Spolin's resource entitled Theatre Games is listed in the Resource section of this document.

Benchmark 2 - The student uses variations of voice, movement, and gesture to create specific characters.

Proficient Level Knowledge Base Indicators	Instructional Examples
 The student develops clear vocal and physical characterization during rehearsal and presents it in performance. practices vocal and physical exercises to warm up his/her voice and body. practices exercises to develop and focus energy, attention, and concentration. 	 The teacher has students use creative body movement exercises, i.e., interpretative dance, responding to sound or music. use imagination exercises, i.e. responding to sounds or words, transforming objects into props; see Theatre Games by Viola Spolin. use focusing exercises; see Robert Benedetti, An Actor At Work.
Notes: Indicator achievement will vary with individual students at different levels.	

Proficient

Benchmark 3 - The student knows the basic skills of performance.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
uses effective memorization that includes lines and cues.	 memorize and perform a select monologue from a script.
2. uses the vocabulary of stage directions.	memorize and perform a selected scene from a script with one other student.
3. follows staging directions.	perform a selected scene from a script with multiple students while following the directions given.
4. creates staging (blocking) for their own scenes and monologues .	4. plan out the placement and moves for a scene from a play such as <u>Dracula</u> .
Notes	-1

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Blocking is the placement and movement of the actors on a stage with respect to each other and the playing space.

Benchmark 1 – The student identifies the roles of a production staff.

students c organizer to lay out the basic roles necessary for the of a performance such as Alice in Wonderland. It to peers how each role is important to the success of the of Alice in Wonderland.
of a performance such as <u>Alice in Wonderland.</u> It to peers how each role is important to the success of the
of Alice in Wonderland.
selection of roles for a production of <u>Alice in Wonderland</u> by as for why they think these roles are important.
or

Benchmark 2 – The student knows how to visualize settings appropriate to a script.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
effectively coordinates elements of art to create a setting.	1. select colors, shapes, density, and textures, that work together to create a lively mood for the street scene in <u>West Side Story</u> .
2. effectively sketches a set for a select scene .	draw an imaginary setting for a play being discussed in class such as Wizard of Oz.
3. effectively edits and presents a final set for a select scene .	3. present to the class their design for a set for the street scene in <u>West Side Story</u> .
4. orally defends reasons and purpose for scene design setting .	4. defend reasons for their design by explaining the appropriateness for their selection with consideration for its use of color, shape, density, and texture.
Notes: Indicator achievement will vary with individual students at different levels.	

Benchmark 3 – The student creates accessories needed for classroom plays and staged productions.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
1. creates backdrops for a play production .	 work with peers to design and paint a backdrop needed for the play <u>Diary</u> of Anne Frank.
2. makes and collects props for a play production .	2. collect necessary drapes, utensils, dishes, and other items from the 1930s needed for the production of <u>Diary of Anne Frank</u> .
3. collects costumes needed for a production .	3. create and collect costumes from the 1930s needed for the production of <u>Diary of Anne Frank</u> .
4. selects sound and lighting appropriate for a production .	4. indicate the proper light intensity and tones and necessary sound volumes needed for the production of <u>Diary of Anne Frank</u> .
5. selects objects needed for physical setting of a production .	5. collect antique furniture needed for the set for the production of <u>Diary of Anne Frank</u> .
studies facial features of a character and practices basic makeup techniques by applying make-up.	6. study the facial features from at least one of the characters from <u>Diary of Anne Frank</u> , create a sketch portrait of that character, and then apply make-up to self or a classmate based on the sketch.
Notes:	

Benchmark 4 – The student knows the basic parts of a theatre facility.

Proficient Level Knowledge Base Indicators	Instructional Examples
 The student names the basic parts of a theatre. describes the basic parts of a theatre and their function. identifies the basic parts of a theatre including down stage, up stage, front of house, and others. 	 The teacher has students name the various parts of the theatre on a chart as they point to them. draw the stage and label the various parts of the theatre. walk to the part of the theatre that the teacher calls out.
Notes: Indicator achievement will vary with individual students at different levels.	

Benchmark 5 – The student knows how to design advertising and marketing materials.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
identifies marketing materials needed for advertising a play.	assist in deciding the marketing materials that would be most effective in advertising The Odyssey .
2. identifies the qualities needed in advertising materials for marketing a play.	 a) select colors, shapes, and other imagery needed for designing a poster used to advertise <u>The Odyssey.</u> b) write an article for a newspaper advertising a play and contact the local newspaper for publication.
3. creates posters, programs, and other marketing materials for a production .	3. create posters, programs, and tickets for a class or school production of The Odyssey.
4. designs various marketing products for a production .	4. design and create buttons, and t-shirts.
designs and presents newspaper and radio advertisements for a production.	5. write and record the dialogue for a radio advertisement for a production and contact a local station for airing.
Notes: Indicator achievement will vary with individual students at different levels.	

Benchmark 1 – The student analyzes and evaluates the dramatic elements that work, and why, in performances and electronic media.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
1. develops and applies criteria to evaluating dramatic elements in plays and performances .	1. create a list of criteria for use in evaluating the use of dramatic elements in a play such as "To Kill a Mockingbird".
evaluates the effectiveness of artistic choices made by respective theatre artists.	2. identify and apply different artistic choices made in the same play such as how different actors interpret the same scene differently and evaluate the effectiveness of each choice.
 defends and justifies personal evaluations of one's own and others' performances. 	3. compare different choices for scenic and costume designs for the same play and evaluate how they communicate different meanings.
4. identifies and explains allegorical and symbolic references in plays.	4. explain how specific acting and design choices add to and/or distract from a performance .
analyzes the causes and effects of central dramatic actions in dramatic texts.	 list a problem encountered by one or more of the actors in a work such as "Antigone." Then, list the causes of that problem and its outcomes and the choices that led to those outcomes.
Notes:	
Indicator achievement will vary with individual students at different levels.	

Benchmark 2 - The student explains how and why personal meanings and emotional responses to performances apply to self and society.

Instructional Examples
The teacher has students
 a) write a formal review of a performance that explains and defends a personal evaluation of it. Then, compare with peers. b) discuss their emotional responses to social issue plays such as anti-war, prejudice, divorce. Include a reflection of why they think they responded that way. c) explain why audiences may feel desensitized to violent acts in real life and to violent content in plays and performances.
2. discuss the social situations addressed in plays/ performances that have impacted their personal lives.
3. use a Venn Diagram to compare and contrast the treatment of greed and generosity in three different plays that address this theme such as Robin Hood, Sam and the Serpin-Snake, and The Story of the Elves and the Shoemaker.
4. explain in written or oral form.
•

Benchmark 3 – The student explains how contextual aspects are impacted by various cultures, times, and places.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
explains how culture influences the content and meaning of theatrical works.	 compare how the dramatic treatments of a social issue is addressed in different plays from various time periods.
2. compares and contrasts how works from different cultures and time periods convey the same or similar content or plot .	 compare their reception of a fairy tale such as <u>The Legend of Sleepy</u> <u>Hollow</u> when dramatized in the past with "The Headless Horseman Rides Again," which is an adaptation in contemporary times.
describes how a historical event can lead to the development of a performance.	research and discuss how McCarthyism lead to the development of the performance The Crucible.
Notes: Indicator achievement will vary with individual students at different levels.	

Benchmark 4: The student identifies how audiences' behavioral responses to actors performing live affect these performances.

Proficient Level Knowledge Base Indicators	Instructional Examples
 The student attends and evaluates various performances to determine the impact audience behavior has on the work. discusses the impact audience behaviors not experienced could have had on the performance if they were present. discusses how their own behavior impacted the performance. 	 The teacher has students compare and contrast emotional and behavioral responses toward comedy, serious performances, and rock concerts. compare and contrast emotional and behavioral responses toward comedy, serious performances, and rock concerts. view or attend a performance and then write a review of the impact their behavior had on the work.
Notes: Indicator achievement will vary with individual students at different levels.	,

Standard 6: Integrating Theatre with Other Arts, Disciplines, and the Community

Benchmark – 1: The student develops theatrical devices through the integration of other disciplines.

Proficient Level Knowledge Base Indicators	Instructional Examples
The student	The teacher has students
1. makes connections between theatre and other fine arts by comparing and contrasting them.	 use a Venn Diagram to show relationships between the visual art elements and set design.
uses the visual arts to design and implement the set for a school performance.	2. design and coordinate a physical model for an actual set, giving attention to visual elements such as color, texture, etc
3. incorporates ways the industrial arts can assist in constructing flats for the theatre department following specific measurements and construction directions.	3. make a standard 10' by 4' flat using 2x4s with reinforcement and covered with muslin.
 collaborates with Family and Consumer Sciences (FACS) students to design and construct costumes. 	4. represent a historical character by including the creation of the costume for that character.
 applies ways the social sciences can assist in depicting a production based in a specific time period. 	translate a script from English to Spanish to prepare it to be performed for an Hispanic audience.
Notes: Instructional examples imply collaboration with subject specific teachers.	1
Indicator achievement will vary with individual students at different levels.	