



Ohio's Learning Standards

# Fine Arts: Drama/Theatre

April 2020 Draft

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

## KINDERGARTEN – GRADE 8

## ENDURING UNDERSTANDINGS

**Creating:** Artists utilize 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 expression 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)
GRADE 6	<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>
GRADE 7	<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>
GRADE 8	<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 utilize 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 expression 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 affects 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>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ADVANCED	<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 their 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>