

Ohio's Learning Standards for Fine Arts



Drama/Theatre

2024



**Department of
Education &
Workforce**

Introduction to Ohio’s Learning Standards for Fine Arts: Drama/Theatre

ORC 3301.079(B)(3): All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum.

RATIONALE

The purpose of Ohio’s Learning Standards for Fine Arts: Drama/Theatre is to provide a foundation for lifelong learning and understanding of the discipline.

These standards acknowledge both the processes of drama and theatre production. Drama processes encompass envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues; theatre includes the broader and more traditional conventions of the craft that have been developed over the centuries—scripted plays, acting, public performance, and stagecraft.

Through discovery, inquiry, analysis, and application, the standards promote:

- Critical-thinking skills;
- Literacy in reading, comprehension, and artistry;
- Creative expression as it pertains to the technical aspects of production;
- Investigation into, and an appreciation, of the global community, and development of multiple perspectives of diverse cultures;
- Understanding and application of effective processes of drama and production of theatre in individual and ensemble settings; and
- Development of tools crucial to self-awareness and relationship-building with others.

GUIDING PRINCIPLES

A high-quality drama/theatre education provides a unique set of learning experiences that nurtures artistic literacy for students. The arts provide a unique outlet in a way no other subject can model. In a well-rounded drama/theatre curriculum, students learn to:

- Incorporate creativity as part of their daily lives;
- Experience creating and performing with peers to develop leadership, ensemble-building skills, and artistic expression;
- Engage in drama/theatre experiences in a thoughtful, knowledgeable, and meaningful way;
- Value the universality of the human experience using drama/theatre as a platform for expressing themselves and examining world perspectives; and
- Participate in drama/theatre to build critical life skills, including collaboration, problem-solving, creativity and innovation, self-discipline, cooperation, leadership, and critical thinking.

THE 2024 DRAMA/THEATRE STANDARDS

The drama/theatre standards emphasize experiences and understanding in areas of the craft. The intent of the standards is to create opportunities for students of all abilities to participate and learn in drama/theatre through the following *Artistic Processes*:

- Creating;
- Performing;
- Responding; and
- 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 grade 8, and at three high school levels: Proficient, Accomplished, and Advanced. The standards are organized by artistic processes, which represent the principal ways drama/theatre instruction can be delivered in the classroom over a student’s K-12 academic career.

A variety of factors contribute to the individuality of drama/theatre programs throughout the state. Factors may include but are not limited to, schedule, space, access to various technologies, time allotted, and class size. The flexibility of standards implementation is important because not all teachers may have the resources and training to meet every standard in each grade band, and not every school has a drama/theatre specialist, particularly in the K-5 grades. However, the best practice is to ensure that each artistic process is addressed within the curriculum and instruction.

In addition, drama/theatre teachers use a variety of approaches, philosophies, and methods. The subject 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 in ways that consider their students, communities, and available resources.

Opportunities to use technology as a tool are embedded within all the standards. Individual teachers and school districts have the flexibility to incorporate and apply technology, based on accessibility and practical use to enhance the artist/student within the construct of their curriculum. Educators acknowledging and providing technology opportunities allow for artistic space to explore new subjects and deepen their understanding of difficult concepts.

The arts allow opportunities for students to cultivate the types of essential thinking dispositions for life today, tomorrow, and well into the future. Woven into our *Enduring Understandings*, students are encouraged to express their sense of discipline, creativity, and perseverance. Through the arts, students will be prepared to engage in an increasingly complex, and interconnected world.

NOTE: Items in parentheses are intended as examples and are not intended to be prescriptive.

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

KINDERGARTEN – GRADE 8

ENDURING UNDERSTANDINGS

- Creating:** Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- Performing:** Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
- Responding:** Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
- Connecting:** Artists/students 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>CONTENT STATEMENTS</p> <p>K.1CR Demonstrate observations and listening skills in a theatrical context.</p> <p>K.2CR Imitate the characters seen in media presentations of stories and fairy tales.</p>	<p>CONTENT STATEMENTS</p> <p>K.1PE Imitate movements, voices, and feelings of people, animals and objects through dramatic play.</p> <p>K.2PE Work cooperatively to create characters using costumes and props to dramatize a story.</p> <p>K.3PE Imagine and create a physical environment for stories (arrange classroom furniture, recommend lighting or sound effects to suggest mood, choose characters' clothing).</p>	<p>CONTENT STATEMENTS</p> <p>K.1RE Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.</p> <p>K.2RE Describe what a playwright does.</p> <p>K.3RE Distinguish between the real and imagined worlds when experiencing stories, myths, and fairy tales.</p> <p>K.4RE List and demonstrate factors that make a performer effective (posture, voice, facial expression).</p> <p>K.5RE Demonstrate ways an audience can show respect when watching a theatrical performance.</p>	<p>CONTENT STATEMENTS</p> <p>K.1CO Share thoughts, emotions, and ideas in response to a dramatic or theatrical experience.</p> <p>K.2CO Identify stories that are different from one another in dramatic play or a guided drama experience (process drama, story drama, creative drama).</p> <p>K.3CO Engage in dramatic experiences to explore concepts from other academic areas.</p>
GRADE 1	<p>CONTENT STATEMENTS</p> <p>1.1CR Identify the beginning, middle and ending of stories and retell in proper sequence.</p> <p>1.2CR Use body and voice to imitate the characters seen in media presentations of stories, myths, and fairy tales.</p>	<p>CONTENT STATEMENTS</p> <p>1.1PE Work cooperatively to retell or dramatize stories and fairy tales from various time periods and cultures.</p> <p>1.2PE Create and tell stories based on personal experience (orally, written, by drawing a picture or pictures).</p> <p>1.3PE Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.</p>	<p>CONTENT STATEMENTS</p> <p>1.1RE Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.</p> <p>1.2RE React to character actions and choices, both personal and peer, following a guided drama experience.</p> <p>1.3RE Compare and contrast the elements (plot, character, setting) of various stories and dramatic works.</p> <p>1.4RE Evaluate a peer's performance based on factors (posture, voice, expression) that make a performer effective.</p> <p>1.5RE Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (live theatre, film, television and media).</p>	<p>CONTENT STATEMENTS</p> <p>1.1CO Explain personal and collective emotional responses to dramatic and theatrical works or experiences.</p> <p>1.2CO Identify similarities and differences in stories from one's own community in a guided dramatic experience (process drama, story drama, creative drama).</p> <p>1.3CO Engage in dramatic and theatre experiences to explore concepts from other academic areas.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 2	<p>CONTENT STATEMENTS</p> <p>2.1CR Identify the plot and summarize the story.</p> <p>2.2CR Create the movements and expressive voices for characters in stories, myths, and fairy tales from various time periods and cultures.</p>	<p>CONTENT STATEMENTS</p> <p>2.1PE Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).</p> <p>2.2PE Explore and demonstrate various design components of a scene (create live sound effects and identify clothing items appropriate to the character).</p> <p>2.3PE Listen to and convey familiar stories, sequence events, and identify characters, settings, and conflict.</p>	<p>CONTENT STATEMENTS</p> <p>2.1RE Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.</p> <p>2.2RE Describe how characters respond to challenges in a guided drama experience (process drama, story drama, creative drama).</p> <p>2.3RE Compare and contrast the elements (plot, character, theme and setting) of various narratives.</p> <p>2.4RE Discuss and critique one's own performance in a theatrical activity based on factors (posture, voice, expression) that make a performer effective.</p> <p>2.5RE Recognize and demonstrate acceptable audience behavior when participating in a drama experience.</p>	<p>CONTENT STATEMENTS</p> <p>2.1CO Describe characters in dramatic and theatrical experiences and make comparisons to people and events.</p> <p>2.2CO Compare the same story across cultures while recognizing there are varied points of view.</p> <p>2.3CO Identify the arts that are used to create a theatrical performance.</p> <p>2.4CO Use processes of theatre to integrate information from other academic content areas.</p>
GRADE 3	<p>CONTENT STATEMENTS</p> <p>3.1CR Express a character's thoughts and feelings within the plot of a story.</p> <p>3.2CR Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.</p>	<p>CONTENT STATEMENTS</p> <p>3.1PE Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.</p> <p>3.2PE Use various design components to create an environment for a scene or story.</p> <p>3.3PE Work collaboratively to perform a dramatic task or action.</p>	<p>CONTENT STATEMENTS</p> <p>3.1RE Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.</p> <p>3.2RE Discuss how a playwright creates conflict by selecting action choices for specific characters.</p> <p>3.3RE Explain choices made in creating settings for classroom performances (lighting, sound, clothing, mood).</p> <p>3.4RE Describe ways your posture, voice, and facial expression reveal the emotion of your character.</p> <p>3.5RE Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.</p>	<p>CONTENT STATEMENTS</p> <p>3.1CO Identify factors that influence personal opinions about a dramatic work, theatrical work, or experience.</p> <p>3.2CO Explain how the cultural and physical settings of a dramatic and theatrical work affect characterization.</p> <p>3.3CO Use the elements of theatre in combination with art elements from at least one other art form.</p> <p>3.4CO Use elements and processes of theatre to integrate information from other academic content areas.</p> <p>3.5CO Recognize and describe the roles of writers in live theatre and other media arts.</p> <p>3.6CO Use problem-solving and communication skills to interpret a story.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<p>GRADE 4</p>	<p>CONTENT STATEMENTS 4.1CR Use vivid, descriptive language to create a script around one or more elements of theatre (character, action, plot, setting). 4.2CR Improvise movements and voices for characters to convey each character’s decisions and motivations within a dramatic theme.</p>	<p>CONTENT STATEMENTS 4.1PE Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities. 4.2PE Use various design components used in different productions of the same work. 4.3PE Direct peers in performing a dramatic task or action.</p>	<p>CONTENT STATEMENTS 4.1RE Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances. 4.2RE Analyze how a playwright uses conflict to communicate an idea or theme. 4.3RE Explain how a theatrical experience (live theatre production, film, video and media) impacts its audience through the integration of plot, character, theme, and setting. 4.4RE Implement and assess strategies that develop character by adjusting posture, gesture, breath, and vocal intonation. 4.5RE 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>CONTENT STATEMENTS 4.1CO Describe how theatrical performances can elicit thought and feeling from an audience individually and collectively. 4.2CO Explore dramatic, theatrical, and storytelling traditions in the cultures or ethnic groups throughout Ohio’s history. 4.3CO Use the elements of theatre in combination with art elements from at least two other art forms. 4.4CO Use elements and processes of theatre to integrate information from other academic content areas. 4.5CO Recognize and describe the roles of designers in live theatre and other media arts. 4.6CO Use problem-solving and cooperative skills to dramatize stories, historical events, or concepts from Ohio history.</p>
<p>GRADE 5</p>	<p>CONTENT STATEMENTS 5.1CR Write a scripted scene that includes stage direction prompts, exposition, and dialogue. 5.2CR Use sensory and memorization skills to create a character’s movement and voice in comedic and dramatic situations, both scripted and improvised.</p>	<p>CONTENT STATEMENTS 5.1PE Work cooperatively in different roles or jobs within a dramatic and theatrical experience. 5.2PE Analyze and incorporate various design components used in a theatrical event. 5.3PE Identify the essential events in a story or script that make up the dramatic structure.</p>	<p>CONTENT STATEMENTS 5.1RE Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works. 5.2RE Evaluate the ways two playwrights shape plays on the same topic differently. 5.3RE Develop and use criteria to evaluate ideas and artistic choices made for dramatic and theatrical performances. 5.4RE Identify and critique the elements that impede a performer's effectiveness. 5.5RE Identify methods used by actors, directors, and designers to make connections with audiences in nontraditional performance spaces.</p>	<p>CONTENT STATEMENTS 5.1CO Brainstorm the modes of presentation (film, television, live theatre, improv, vlog) that most effectively elicit thoughts and feelings from a contemporary audience. 5.2CO Investigate how past and present drama, theatre, and storytelling forms of various cultural groups reflect their beliefs and traditions. 5.3CO Combine at least three art forms to create a theatrical experience. 5.4CO Use elements and processes of theatre to integrate information from other academic content areas. 5.5CO Recognize and describe the roles of directors in live theatre and other media arts. 5.6CO 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>CONTENT STATEMENTS</p> <p>6.1CR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, and dialogue.</p> <p>6.2CR 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>6.3CR Examine the basic principles and elements of various theatrical genres.</p> <p>6.4CR Choose designs from a defined range and justify those choices.</p> <p>6.5CR Use theatrical vocabulary accurately when creating dramatic works.</p> <p>6.6CR Engage in ensemble-building activities to build character, emotion, mood, and tone.</p>	<p>CONTENT STATEMENTS</p> <p>6.1PE Create and perform improvisations and scripted scenes based on personal experience and imagination.</p> <p>6.2 PE Adapt a drama or theatre work and present it informally for an audience.</p> <p>6.3PE Examine and demonstrate how theatrical artists conceptualize and convey an idea or message.</p>	<p>CONTENT STATEMENTS</p> <p>6.1RE Express and compare personal reactions to various theatrical elements using appropriate theatrical vocabulary and terminology.</p> <p>6.2RE Outline a play to analyze its plot structure.</p> <p>6.3RE Determine the effectiveness of a specific artistic choice in communicating a theatrical work.</p> <p>6.4RE Establish criteria to critique one’s portrayal of a character based on voice, gesture, facial expression, and movement.</p> <p>6.5RE Describe ways an audience can respond differently to plays that are performed in various physical settings (arena, proscenium, thrust, outdoors).</p>	<p>CONTENT STATEMENTS</p> <p>6.1CO Investigate the time period and place of a drama or theatre work to better understand performance and design choices.</p> <p>6.2CO Explain how the actions and motivations of characters in a drama or theatre work impact perspective of a community or culture.</p> <p>6.3CO Describe how traditional and contemporary media arts influence dramatic production and audience response.</p> <p>6.4CO Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.</p> <p>6.5CO Identify professional tools and skills for a working theatre artist.</p> <p>6.6CO Identify universal themes and express them through a drama or theatre work.</p> <p>6.7CO Explain personal reasons for valuing the study of and involvement in dramatic and theatrical performance.</p>
GRADE 7	<p>CONTENT STATEMENTS</p> <p>7.1CR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details, and dialogue.</p> <p>7.2CR Develop physical and vocal character traits in improvised scenes and throughout a rehearsal process.</p> <p>7.3CR Investigate the principles and elements of dramatic and theatrical works from specific time periods and communicate how these aspects work together.</p> <p>7.4CR Research and develop design based on the world of the play and communicate those design choices.</p> <p>7.5CR Apply theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre performances.</p> <p>7.6CR Engage in ensemble-building activities to develop character goals and tactics.</p>	<p>CONTENT STATEMENTS</p> <p>7.1PE Construct a scripted or improvised scene that uses narrative structure.</p> <p>7.2PE Participate in rehearsals for a staged work that will be shared with an audience.</p> <p>7.3PE Construct and produce the technical components for a script using art or media to present design ideas.</p>	<p>CONTENT STATEMENTS</p> <p>7.1RE Use theatrical vocabulary to compare and contrast personal opinions about a theatrical work with those of a professional critic.</p> <p>7.2RE Explain how the interactions of characters and conflicts in a dramatic work illustrate the playwright’s style.</p> <p>7.3RE Explain how production elements work together to affect an audience.</p> <p>7.4RE Critique a personal rehearsal or performance on the basis of technique, vocal quality, facial expression, and gestures.</p> <p>7.5RE Demonstrate adjustments actors and directors may need to make when performing in various physical settings.</p>	<p>CONTENT STATEMENTS</p> <p>7.1CO Examine artifacts from a time period and geographic location to better understand performance and design choices in a dramatic or theatrical work.</p> <p>7.2CO Incorporate multiple perspectives and diverse community ideas in a dramatic or theatrical work.</p> <p>7.3CO Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a dramatic or theatrical work.</p> <p>7.4CO 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>7.5CO Examine personal reasons for connecting to various careers in theatre.</p> <p>7.6CO Incorporate music, dance, art, and/or media in a dramatic or theatre work with a particular cultural, global, or historical context.</p> <p>7.7CO Develop a personal stance about why the theatrical or dramatic arts are important in schools and defend that opinion.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
GRADE 8	<p>CONTENT STATEMENTS</p> <p>8.1CR Write two or more scenes that include stage direction prompts and provide exposition, consistent point of view, and dialogue.</p> <p>8.2CR Refine a scripted or unscripted character's voice and movement in response to outside feedback in collaboration with other theatre artists.</p> <p>8.3CR Apply genres of performance in terms of which is most appropriate to a selected story.</p> <p>8.4CR 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>8.5CR Adopt theatrical vocabulary, including elements and principles, when creating theatrical works.</p> <p>8.6CR Engage in complex ensemble-building activities to develop character goals and tactics.</p>	<p>CONTENT STATEMENTS</p> <p>8.1PE Develop scripted or improvised characters using appropriate voice, posture, movement, or language to reveal a conflict and develop a resolution.</p> <p>8.2PE Perform a rehearsed, staged work for an audience.</p> <p>8.3PE Identify and safely apply the appropriate use of tools and technology in selected areas of technical emphasis.</p>	<p>CONTENT STATEMENTS</p> <p>8.1RE Use theatre vocabulary to evaluate the opinions of several professional critics about a theatrical work.</p> <p>8.2RE Determine a playwright's style by describing two or more works.</p> <p>8.3RE Explain how different artistic choices could alter the presentation of a theatrical work.</p> <p>8.4RE Use constructive feedback from self and peers to refine and improve the portrayal of a character.</p> <p>8.5RE Identify ways actors and designers adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.</p>	<p>CONTENT STATEMENTS</p> <p>8.1CO Identify and use artifacts from a time period and place to develop performance and design choices in a dramatic or theatrical work.</p> <p>8.2CO Examine a community issue through multiple perspectives in a dramatic or theatrical work.</p> <p>8.3CO Integrate other academic disciplines into a dramatic presentation.</p> <p>8.4CO Investigate the elements, principles, and creative process of theatrical works from specific time periods and explain how these aspects work together.</p> <p>8.5CO Explore a specific career opportunity in theatre and define the impact in the professional process.</p> <p>8.6CO Use different theatrical forms to examine contemporary social, cultural, or global topics.</p> <p>8.7CO Investigate opportunities for further theatrical or dramatic arts involvement and instruction in the community.</p>

HIGH SCHOOL

ENDURING UNDERSTANDINGS

Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
PROFICIENT	<p>CONTENT STATEMENTS</p> <p>HSP.1CR Identify the elements of a plot structure and write a scene using those elements.</p> <p>HSP.2CR Present contrasting motivations and reactions of characters in similar situations.</p> <p>HSP.3CR Explain how theatrical artists create meaning to convey a playwright’s intent.</p> <p>HSP.4CR 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>HSP.5CR Research the historical background of a chosen script as a basis for interpretation and presentation.</p> <p>HSP.6CR Collaborate with a small group to create a written scene and produce it for class.</p>	<p>CONTENT STATEMENTS</p> <p>HSP.1PE Manipulate vocal qualities, posture, movement, and language to express variety in characters during improvisation and dramatic situations.</p> <p>HSP.2PE Demonstrate the collaborative skills necessary for producing a scene with a unified vision.</p> <p>HSP.3PE Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.</p>	<p>CONTENT STATEMENTS</p> <p>HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.</p> <p>HSP.2RE Justify how a playwright’s choice of genre, style, and historical period affect the expression of theme or topic.</p> <p>HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.</p> <p>HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p>HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.</p>	<p>CONTENT STATEMENTS</p> <p>HSP.1CO Describe how drama and theatre can affect social change, both globally and locally.</p> <p>HSP.2CO 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>HSP.3CO Integrate other art forms into a dramatic presentation.</p> <p>HSP.4CO Compare and contrast a historically accurate production and a production of the same work in modern times.</p> <p>HSP.5CO 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>HSP.6CO Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.</p> <p>HSP.7CO Discuss the importance of drama and theatre in a community and provide examples.</p> <p>HSP.8CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.</p>

ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
ACCOMPLISHED	<p>CONTENT STATEMENTS</p> <p>HSAC.1CR Identify the elements of a plot structure and write an act using those elements.</p> <p>HSAC.2CR Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles.</p> <p>HSAC.3CR Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.</p> <p>HSAC.4CR 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>HSAC.5CR Compare and contrast the works of two playwrights from two distinct historic periods.</p> <p>HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble.</p>	<p>CONTENT STATEMENTS</p> <p>HSAC.1PE Develop a complete character using physical, emotional, and vocal techniques in a memorized scene or monologue.</p> <p>HSAC.2PE Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.</p> <p>HSAC.3PE Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes, and makeup.</p>	<p>CONTENT STATEMENTS</p> <p>HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre, or period used to express an intended message.</p> <p>HSAC.2RE Evaluate the resources directors use to enhance the playwright’s intent of a particular production.</p> <p>HSAC.3RE Compare and contrast personal and professional criticism of a specific theatrical performance.</p> <p>HSAC.4RE Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p>HSAC.5RE 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>CONTENT STATEMENTS</p> <p>HSAC.1CO Analyze how social, cultural, and individual emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.</p> <p>HSAC.2CO Examine and explain the impact of social, historical, and technological trends on key theatrical figures and works in various eras and cultures.</p> <p>HSAC.3CO Integrate other art forms and academic disciplines in a theatrical experience.</p> <p>HSAC.4CO Analyze a theatrical work in the context of its time period and culture.</p> <p>HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.</p> <p>HSAC.6CO Integrate art and culture into the development of a theatrical work.</p> <p>HSAC.7CO Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.</p> <p>HSAC.8CO 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>CONTENT STATEMENTS</p> <p>HSAD.1CR Individually write a multi-act play.</p> <p>HSAD.2CR Select, cast, block, direct, and design an original or published play for performance.</p> <p>HSAD.3CR Defend a playwright’s body of work and place in theatrical history.</p> <p>HSAD.4CR Plan, create, and execute a single design for a published or original play.</p> <p>HSAD.5CR Research a contemporary playwright’s body of work and speculate on the artist’s potential place in theatre history.</p> <p>HSAD.6CR Devise a piece of theatre surrounding a topic of interest as an ensemble.</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1PE Sustain convincing multidimensional characters while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio.</p> <p>HSAD.2PE Integrate the essential skills to support and execute a dramatic or theatrical production including budgeting, production, and direction.</p> <p>HSAD.3PE Work safely and independently to implement designs in all technical aspects of theatrical production.</p>	<p>CONTENT STATEMENTS</p> <p>HSAD.1RE Use theatrical vocabulary to write a play review of a theatrical performance that evaluates a variety of theatrical elements.</p> <p>HSAD.2RE Evaluate one playwright’s presentation of universal themes across different works.</p> <p>HSAD.3RE Defend the effectiveness of a design concept that is applied across several different productions.</p> <p>HSAD.4RE Revise and re-perform personal artistic choices based on self-evaluation.</p> <p>HSAD.5RE 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>CONTENT STATEMENTS</p> <p>HSAD.1CO Hypothesize about audience interpretation and response to a specific dramatic or theatrical work being produced in a specific locale.</p> <p>HSAD.2CO Analyze relationships among cultural norms, artistic expression, ethics, and the choices made in dramatic and theatrical productions.</p> <p>HSAD.3CO Use drama and theatre heritage and art forms to communicate a philosophical, ethical, or social issue.</p> <p>HSAD.4CO 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>HSAD.5CO Plot a career path of several working professionals. Compare and contrast obstacles to success.</p> <p>HSAD.6CO Develop a theatrical work that explores global and cultural belief systems.</p> <p>HSAD.7CO 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>HSAD.8CO 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>