

# Theatre, Level III (IMRA 26)

Subject: Fine Arts

Grade: 11

Expectations: 34

Breakouts: 122

## (a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands - foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.
3. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.
4. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
  - (A) apply theatre preparation and warm-up techniques effectively
    - (i) apply theatre preparation techniques effectively
    - (ii) apply theatre warm-up techniques effectively
  - (B) experiment with stage movement
    - (i) experiment with stage movement
  - (C) distinguish the proper techniques such as diction, inflection and projection in the use of voice

- (i) distinguish the proper techniques in the use of voice
- (D) analyze and evaluate dramatic structure and genre
  - (i) analyze dramatic structure
  - (ii) analyze genre
  - (iii) evaluate dramatic structure
  - (iv) evaluate genre
- (E) distinguish between the theatrical conventions of theatre, film, television, and other media
  - (i) distinguish between the theatrical conventions of theatre, film, television, and other media
- (F) evaluate the interdependence of all theatrical elements
  - (i) evaluate the interdependence of all theatrical elements
- (G) develop and practice memorization skills
  - (i) develop memorization skills
  - (ii) practice memorization skills
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - (A) employ safe, appropriate techniques to allow for physical, vocal, and emotional expression
    - (i) employ safe techniques to allow for physical expression
    - (ii) employ safe techniques to allow for vocal expression
    - (iii) employ safe techniques to allow for emotional expression
    - (iv) employ appropriate techniques to allow for physical expression
    - (v) employ appropriate techniques to allow for vocal expression
    - (vi) employ appropriate techniques to allow for emotional expression
  - (B) analyze creativity as it relates to self and ensemble and its effect on audience
    - (i) analyze creativity as it relates to self
    - (ii) analyze creativity as it relates to ensemble
    - (iii) analyze [creativity's] effect on audience
  - (C) analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions
    - (i) analyze characters from various genres, describing physical dimensions
    - (ii) analyze characters from various genres, describing intellectual dimensions
    - (iii) analyze characters from various genres, describing emotional dimensions
    - (iv) analyze characters from various genres, describing social dimensions

- (v) analyze characters from various styles, describing physical dimensions
- (vi) analyze characters from various styles, describing intellectual dimensions
- (vii) analyze characters from various styles, describing emotional dimensions
- (viii) analyze characters from various styles, describing social dimensions
- (D) experiment with improvisation and scripted scenes of various styles to portray believable characters
  - (i) experiment with improvisation of various styles to portray believable characters
  - (ii) experiment with scripted scenes of various styles to portray believable characters
- (E) write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme
  - (i) write dialogue that reveals character motivation
  - (ii) write dialogue that advances plot
  - (iii) write dialogue that provides exposition
  - (iv) write dialogue that reveals theme
- (F) integrate two or more art or media forms in a performance
  - (i) integrate two or more art or media forms in a performance
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays
    - (i) experiment with technical elements of theatre safely in improvisation or scripted scenes or plays
  - (B) experiment with technical elements of theatre safely and effectively in improvised or scripted scenes or plays
    - (i) experiment with technical elements of theatre effectively in improvisation or scripted scenes or plays
  - (C) analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters
    - (i) analyze dramatic texts as a basis for technical discussions, considering themes
    - (ii) analyze dramatic texts as a basis for technical discussions, considering settings
    - (iii) analyze dramatic texts as a basis for technical discussions, considering times
    - (iv) analyze dramatic texts as a basis for technical discussions, considering literary styles
    - (v) analyze dramatic texts as a basis for technical discussions, considering genres
    - (vi) analyze dramatic texts as a basis for technical discussions, considering characters
    - (vii) evaluate dramatic texts as a basis for technical discussions, considering themes
    - (viii) evaluate dramatic texts as a basis for technical discussions, considering settings
    - (ix) evaluate dramatic texts as a basis for technical discussions, considering times
    - (x) evaluate dramatic texts as a basis for technical discussions, considering literary styles

- (xi) evaluate dramatic texts as a basis for technical discussions, considering genres
- (xii) evaluate dramatic texts as a basis for technical discussions, considering characters
- (D) cast and direct duet scenes
  - (i) cast duet scenes
  - (ii) direct duet scenes
- (E) perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance
  - (i) perform a role in production decision making
  - (ii) collaborate with others to tell a story through live theatre or media performance
- (F) perform the role of actor, director or technician demonstrating responsibility, artistic discipline, and creative problem solving
  - (i) perform the role of actor, director or technician, demonstrating responsibility
- (G) perform the role of actor, director or technician, demonstrating responsibility, artistic discipline, and creative problem solving
  - (i) perform the role of actor, director or technician, demonstrating artistic discipline
  - (ii) perform the role of actor, director or technician, demonstrating creative problem solving
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to
  - (A) evaluate historical and cultural influences on theatre
    - (i) evaluate historical influences on theatre
    - (ii) evaluate cultural influences on theatre
  - (B) analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors
    - (i) analyze ways in which theatre play(s) a role in our daily lives
    - (ii) analyze ways in which television play(s) a role in our daily lives
    - (iii) analyze ways in which film play(s) a role in our daily lives
    - (iv) analyze ways in which theatre influence(s) our values
    - (v) analyze ways in which television influence(s) our values
    - (vi) analyze ways in which film influence(s) our values
    - (vii) analyze ways in which theatre influence(s) our behaviors
    - (viii) analyze ways in which television influence(s) our behaviors
    - (ix) analyze ways in which film influence(s) our behaviors
  - (C) employ and evaluate the impact of live theatre, film, television, and other media in contemporary society
    - (i) employ the impact of live theatre in contemporary society

- (ii) employ the impact of film in contemporary society
  - (iii) employ the impact of television in contemporary society
  - (iv) employ the impact of other media in contemporary society
  - (v) evaluate the impact of live theatre in contemporary society
  - (vi) evaluate the impact of film in contemporary society
  - (vii) evaluate the impact of television in contemporary society
  - (viii) evaluate the impact of other media in contemporary society
- (D) research the influences of world drama and theatre and identify key figures, works and trends in dramatic literature
- (i) research the influences of world drama
  - (ii) research the influences of world theatre
  - (iii) identify key figures in [world] dramatic literature
  - (iv) identify key works in [world] dramatic literature
  - (v) identify key trends in [world] dramatic literature
- (E) research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature
- (i) research the influences of the multicultural heritage of drama in the United States
  - (ii) research the influences of the multicultural heritage of theatre in the United States
  - (iii) identify key figures [from the multicultural heritage of drama and theatre in the United States] in dramatic literature
  - (iv) identify key works [from the multicultural heritage of drama and theatre in the United States] in dramatic literature
  - (v) identify key trends [from the multicultural heritage of drama and theatre in the United States] in dramatic literature
- (F) identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology or electronic media
- (i) identify the innovations of the United States to the performing arts
  - (ii) identify the contributions of the United States to the performing arts
  - (iii) appreciate the innovations of the United States to the performing arts
  - (iv) appreciate the contributions of the United States to the performing arts
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) compare behavior at various types of performances and practice audience etiquette
- (i) compare behavior at various types of performances

- (ii) practice audience etiquette
- (B) recognize theatre as an art form and evaluate self as a creative being
  - (i) recognize theatre as an art form
  - (ii) evaluate self as a creative being
- (C) apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary
  - (i) apply the concepts of evaluation to performances
  - (ii) evaluate theatre with depth using appropriate vocabulary
  - (iii) evaluate film with depth using appropriate vocabulary
  - (iv) evaluate television with depth using appropriate vocabulary
  - (v) evaluate other media with depth using appropriate vocabulary
  - (vi) evaluate theatre with complexity using appropriate vocabulary
  - (vii) evaluate film with complexity using appropriate vocabulary
  - (viii) evaluate television with complexity using appropriate vocabulary
  - (ix) evaluate other media with complexity using appropriate vocabulary
- (D) compare communication methods of theatre with those of art, music, dance and other media
  - (i) compare communication methods of theatre with those of art
  - (ii) compare communication methods of theatre with those of music
  - (iii) compare communication methods of theatre with those of dance
  - (iv) compare communication methods of theatre with those of other media
- (E) make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities
  - (i) make judgments about selected career and avocational opportunities in theatre
  - (ii) make judgments about selected career and avocational opportunities in film
  - (iii) make judgments about selected career and avocational opportunities in television
  - (iv) make judgments about selected career and avocational opportunities in other media
  - (v) analyze the training needed to pursue such [career and avocational] opportunities
  - (vi) analyze the skills needed to pursue such [career and avocational] opportunities
  - (vii) analyze the self-discipline needed to pursue such [career and avocational] opportunities
  - (viii) analyze the artistic discipline needed to pursue such [career and avocational] opportunities
- (F) use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner

- (i) use technology to document information in a clear and coherent manner
  - (ii) use technology to present information in a clear and coherent manner
- (G) relate theatre skills and experiences to higher education and careers outside of the theatre
  - (i) relate theatre skills to higher education
  - (ii) relate theatre skills to careers outside of the theatre
  - (iii) relate theatre experiences to higher education
  - (iv) relate theatre experiences to careers outside of the theatre
- (H) create a personal resume or portfolio of theatrical experience
  - (i) create a personal resume or portfolio of theatrical experience