

# Theatre, Level IV (IMRA 26)

Subject: Fine Arts

Grade: 12

Expectations: 32

Breakouts: 119

## (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) create and demonstrate theatre preparation and warm-up techniques
    - (i) create theatre preparation techniques
    - (ii) create theatre warm-up techniques
    - (iii) demonstrate theatre preparation techniques
    - (iv) demonstrate theatre warm-up techniques
  - (B) devise and model stage movement

- (i) devise stage movement
    - (ii) model stage movement
  - (C) model proper techniques such as diction, inflection and projection in the use of effective voice
    - (i) model proper techniques in the use of effective voice
  - (D) compare the structure of theatre to that of film, television, and other media
    - (i) compare the structure of theatre to that of film
    - (ii) compare the structure of theatre to that of television
    - (iii) compare the structure of theatre to that of other media
  - (E) evaluate theatrical conventions of various cultural and historical periods
    - (i) evaluate theatrical conventions of various cultural periods
    - (ii) evaluate theatrical conventions of various historical periods
  - (F) evaluate the interdependence of all theatrical elements
    - (i) evaluate the interdependence of all theatrical elements
  - (G) develop and model memorization skills
    - (i) develop memorization skills
    - (ii) model 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) model safe, appropriate techniques to allow for physical, vocal, and emotional expression
    - (i) model safe techniques to allow for physical expression
    - (ii) model safe techniques to allow for vocal expression
    - (iii) model safe techniques to allow for emotional expression
    - (iv) model appropriate techniques to allow for physical expression
    - (v) model appropriate techniques to allow for vocal expression
    - (vi) model appropriate techniques to allow for emotional expression
  - (B) demonstrate creativity as it relates to self and ensemble and its effect on audience
    - (i) demonstrate creativity as it relates to self
    - (ii) demonstrate creativity as it relates to ensemble
    - (iii) demonstrate [creativity's] effect on audience
  - (C) analyze and interpret 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
  - (ix) interpret characters from various genres, describing physical dimensions
  - (x) interpret characters from various genres, describing intellectual dimensions
  - (xi) interpret characters from various genres, describing emotional dimensions
  - (xii) interpret characters from various genres, describing social dimensions
  - (xiii) interpret characters from various styles, describing physical dimensions
  - (xiv) interpret characters from various styles, describing intellectual dimensions
  - (xv) interpret characters from various styles, describing emotional dimensions
  - (xvi) interpret characters from various styles, describing social dimensions
  - (D) interpret scripted scenes of various styles to portray believable characters
    - (i) interpret scripted scenes of various styles to portray believable characters
  - (E) create individually or devise collaboratively imaginative scripts and scenarios
    - (i) create individually or devise collaboratively imaginative scripts
    - (ii) create individually or devise collaboratively imaginative scenarios
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) experiment with the technical elements of theatre safely and effectively in improvisation or scripted scenes or plays
    - (i) experiment with the technical elements of theatre safely in improvisation or scripted scenes or plays
    - (ii) experiment with the technical elements of theatre effectively in improvisation or scripted scenes or plays
  - (B) analyze and evaluate dramatic texts and direct brief scenes
    - (i) analyze dramatic texts
    - (ii) evaluate dramatic texts
    - (iii) direct brief scenes
  - (C) demonstrate understanding of director's responsibility to the author's intent, script, actors, designers, technicians, and audience
    - (i) demonstrate understanding of director's responsibility to the author's intent

- (ii) demonstrate understanding of director's responsibility to the script
  - (iii) demonstrate understanding of director's responsibility to the actors
  - (iv) demonstrate understanding of director's responsibility to the designers
  - (v) demonstrate understanding of director's responsibility to the technicians
  - (vi) demonstrate understanding of director's responsibility to the audience
- (D) analyze production plans that include research, rehearsal plans, technical designs, and blocking
- (i) analyze production plans that include research
  - (ii) analyze production plans that include rehearsal plans
  - (iii) analyze production plans that include technical designs
  - (iv) analyze production plans that include blocking
- (E) demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production
- (i) demonstrate leadership by casting a long scene or a short play, producing a unified theatrical production
  - (ii) demonstrate leadership by directing a long scene or a short play, producing a unified theatrical production
- (F) apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving
- (i) apply expertise in one or more areas of theatre production, demonstrating responsibility
  - (ii) apply expertise in one or more areas of theatre production, demonstrating artistic discipline
  - (iii) apply expertise in one or more areas of theatre production, 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 [of the multicultural heritage of drama in the United States] in dramatic literature
  - (iv) identify key works [of the multicultural heritage of drama in the United States] in dramatic literature
  - (v) identify key trends [of the multicultural heritage of drama 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) evaluate and practice appropriate audience behavior at various types of performances
  - (i) evaluate appropriate audience behavior at various types of performances
  - (ii) practice appropriate audience behavior at various types of performances
- (B) defend theatre as an art form and value self as a creative being
  - (i) defend theatre as an art form
  - (ii) value self as a creative human being
- (C) apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media
  - (i) apply evaluation concepts to performances
  - (ii) compare and contrast literary and dramatic criticism of theatre, film, television, or other media
- (D) compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period
  - (i) compare and contrast the elements of theatre, film, music, art, dance, or other media in a specific culture or historical period
  - (ii) compare and contrast the communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period
- (E) evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities
  - (i) evaluate selected career and avocational opportunities in theatre
  - (ii) evaluate selected career and avocational opportunities in film
  - (iii) evaluate selected career and avocational opportunities in television
  - (iv) evaluate selected career and avocational opportunities in other media
  - (v) analyze the training necessary to pursue such [career and avocational] opportunities
  - (vi) analyze the skills necessary to pursue such [career and avocational] opportunities
  - (vii) analyze the self-discipline necessary to pursue such [career and avocational] opportunities
  - (viii) analyze the artistic discipline necessary to pursue such [career and avocational] opportunities
- (F) employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner
  - (i) employ technology to communicate findings in a clear and coherent manner
  - (ii) employ technology to present findings in a clear and coherent manner
- (G) appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre
  - (i) appraise personal theatre skills to opportunities in higher education

- (ii) appraise personal theatre skills to careers outside of the theatre
  - (iii) appraise personal experiences to opportunities in higher education
  - (iv) appraise personal 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