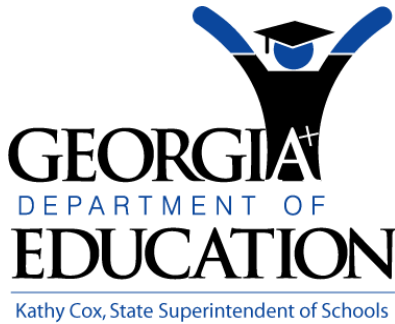


Georgia Department of Education



FINE ARTS EDUCATION

GEORGIA PERFORMANCE STANDARDS Theatre Arts

Preface
Georgia Performance Standards for Fine Arts Education

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This preface is included for all of the four areas of Fine Arts Education. The Georgia Performance Standards (GPS) for Theatre Arts Education begins on page 6.

Georgia Performance Standards for Fine Arts Education

Preface

I. Introduction

During the school year 2008-2009, three committees for advisory, writing, and external review were created for each of the four content areas of fine arts education including dance, music, theatre arts, and visual arts to draft Georgia Performance Standards for Fine Arts Education. The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education, other states' fine arts curriculum standards along with their State Department of Education fine arts specialists and the Regional Educational Laboratory - South East Center (SERVE) all contributed to the resource and research base. Committee members were recommended by school district leadership and other experts in the field of fine arts education. Demographically and geographically, members represented a cross-section of Georgia and included members from business, community, pre-kindergarten, elementary education, secondary education, post-secondary education, and state and national fine arts associations as listed within the standards document for each content area.

The Georgia Performance Standards for Fine Arts are based on The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. The National Standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Association, through a grant administered by The National Association for Music Education (MENC).

II. Definition of Standards:

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction as well as how they will respond to their environment. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

III. Benefits of Performance Standards:

As described in the National Standards for Arts Education, arts education benefits both student and society. The arts cultivate the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.

IV. Georgia Performance Standards:

Georgia's performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards,

enabling a teacher to know “how good is good enough.” Performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. They also tell the teacher how to assess the extent to which the student understands the standard and can manipulate and apply the information.

Performance standards incorporate the content standard, which simply tells the teacher what a student is expected to know (e.g., what concepts he or she is expected to master) and be able to do. Supporting elements are established and further define and support each content standard. Content standards and elements provide the foundation for developing three additional items: suggested student tasks, sample student work, and teacher commentary on student work.

V. Assessment:

Arts education places a high value on personal insight, individual achievement, and group performance and a broad range of assessment measures are used to assess whether a standard is being met. Because the standards are consensus statements about what an education in the arts should contain, they provide a basis for student assessment and program evaluation. The standards support the arts in the “academic” standing in that mere participation is not the same as education. The standards affirm that discipline and rigor are critical to high academic achievement. Academic achievement, knowledge, and skills can be measured in the arts— if not always on a numerical scale, then by informed critical judgment. Performance-based assessment has long been used in the arts that include the practice of portfolio review in the visual arts and the assessment of performance skills through auditions used in dance, music, and theatre. The content of the standards for the arts attends to creating, performing, and responding which is consistent with and informs the perspective of the National Assessment of Educational Progress (NAEP).

VI. Application of Standards for Students with Disabilities:

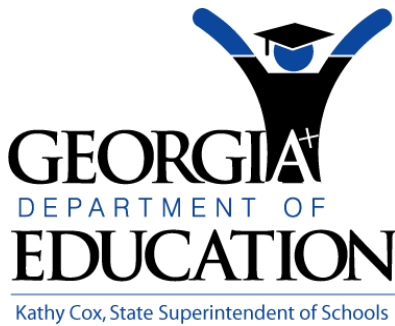
All students deserve access to the rich education and understanding that the arts provide, regardless of their background, talents, or disabilities. In an increasingly technological environment overloaded with sensory data, the ability to perceive, interpret, understand, and evaluate such stimuli is critical. The arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. The necessity of assuring that fine arts education services are provided to students with disabilities is in the implementing of the Individuals with Disabilities Education Act (IDEA). The IDEA requires that each child with a disability be afforded the opportunity to participate in the regular fine arts education program available to nondisabled children with specifically designed instruction (adapting, as appropriate, to the needs of the child, the content, methodology, or delivery of instruction) to address the unique needs of the child. Removal of children with disabilities is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. At this point, special services and programming may be used as an appropriate alternative. Some of the elements supporting the standards may not be developmentally or functionally appropriate for every child with a disability unless accommodations or modifications are implemented. Art educators must be committed and prepared to make appropriate adjustments in the curriculum to

meet the unique needs of the learner. Making appropriate modifications to the curriculum to meet individual needs allows for meaningful and relevant experiences provided in a safe and secure environment.

VII. References/Consultants:

- The National Standards for Arts Education as referenced in the National Standards for Arts Education, Copyright ©1994 by MENC: The National Association for Music Education. New York: Rowan & Littlefield.
- Nancy Carr, Fine Arts Director, California Department of Education
- Linda Lovins, Fine Arts Specialist, Florida Department of Education
- Christie Lynch, Arts Education Consultant, North Carolina Department of Public Instruction
- Deborah Reeve, Executive Director, National Art Education Association

Georgia Department of Education



THEATRE ARTS EDUCATION GEORGIA PERFORMANCE STANDARDS

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II. Introduction

For centuries and across myriad cultures, the composite artistic skills and power of the Theatre Arts have served a variety of sociological and cultural functions. As a conduit for communication, a platform for ornate displays, and a non-discriminatory venue for onstage entertainments, subtle satires, political ideologies, intellectual slugfests, and the pervasive musical delights of Broadway, Theatre has been and continues to be, for the actor and audience alike, a playground of the imagination, an agent of social change, and an educational tool.

As a powerful educational tool, Theatre addresses a child's complex intellectual, social, emotional, physical, and cultural world. As an intellectual tool, Theatre not only teaches facts and figures, but routinely invites analysis, judgment, and synthesis. As a social tool, Theatre encourages cooperative learning, team work, organization, and leadership skills, however, Theatre's forte is in the emotional arena, where participants are able to not only express emotion in a safe environment, but more pertinently, able to learn how to calibrate their emotional responses to various stimuli. In the physical realm, Theatre endows all participants with insight and physicality, offering them the opportunity to explore areas of social interaction unavailable in "reality." And finally, Theatre plays the dual role of cultural transmitter and filter, disseminating cultural codes and values to the younger generation.

Accomplished educators exploit the enormous potential of the Theatre Arts by seamlessly integrating all aspects of the art form: script writing, acting, designing, directing, researching, comparing art forms, analyzing, critiquing, and understanding contexts. Further, in order to develop theatre literacy and a career focus, accomplished educators teach students to see the created world of theatre through multiple perspectives: the playwright, actor, designer, director, and discerning audience member. Finally, in order to enhance the intellectual aspect of Theatre, accomplished educators encourage students to view (and deconstruct) dramatic works as not only a collection of denotative and connotative meanings, but as a metaphoric vision of life that invites, supports, and celebrates varied interpretations.

The Georgia Performance Standards (GPS) Coding System for Theatre Arts:

The coding system developed for the performance standards in Theatre Arts has a unique corresponding code made up of numbers and letters. The codes include:

- Subject area (Theatre Arts, delineated by the letters “TA”)
- Grade level or band (ES = Elementary School; MS = Middle School; HS = High School)
- Grade bands for the K-5 grades (grade bands K-1; 2-3; 4-5)
- Letter abbreviations of the domains (FT = Fundamentals of Theatre, A= Acting, AD = Advanced Drama; TL = Theatre Literature; MT = Musical Theatre; TT = Technical Theatre)
- Numbering system for the standard within that domain (e.g., 1, 2, 3)
- The elements supporting the standard denoted by lower case letters (e.g., a, b, c)

Coding examples:

The code for the first elementary standard and corresponding element “a” for Kindergarten through first grade in the Theatre Arts is **TAESK-1.1. a**

Theatre Arts, Elementary School, Grades K-1, Standard 1, Element a

The coding for the ninth middle school standard and corresponding element “b” for seventh grade is **TAMS7.9.b**

Theatre Arts, Middle School, Grade 7, Standard 9, Element b

The coding for the second standard and corresponding element “c” within the Acting domain for high school Acting Level 1, is **TAHSA1.2.c**

Theatre Arts, High School, Acting Level I, Standard 2, Element c

III. THEATRE: GEORGIA PERFORMANCE STANDARDS

GRADE: K

THEATRE ARTS K

TAESK.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies simple theater vocabulary
- b. States the difference between pretend and real
- c. Identifies how theatre experiences are like and unlike real life

TAESK.2 Developing scripts through improvisation and other theatrical methods

- a. Identifies dramatic elements including character, setting, problem, plot, resolution, beginning-middle-end
- b. Retells stories
- c. Sequences plot events for dramatizations
- d. Generates original ideas for dramatizations
- e. Uses the playwriting process: pre-write/pre-play event; preparing to write/dramatize; writing/dramatizing story; evaluation, reflection, editing; rewrite/replay dramatization

TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Uses voice to communicate ideas and emotions
- b. Uses body to communicate ideas and emotions
- c. Uses imagination to create, revise or add to ideas
- d. Collaborates and cooperates in theatre experiences
- e. Demonstrates skills of the mind: imagination, focusing, and concentration.
- f. Assumes roles in a variety of dramatic forms, such as narrated story, pantomime, puppetry and role play
- g. Names the five senses

TAESK.4 Designing and executing artistic and technical elements of theatre

- a. Identifies and uses personal and partner space; playing space and audience space
- b. Uses simple objects and materials in dramatizations
- c. Uses sound in dramatizations

TAESK.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Follows directions in theatre experiences
- b. Contributes to planning for dramatizations
- c. Listens to others with respect and courtesy

TAESK.6 Researching cultural and historical information to support artistic choices

- a. Uses school resources including text, pictures, technology and people to develop dramatizations

TAESK.7 Integrating various art forms, other content areas, and life experiences, to create theatre

- a. Identifies visual art, music, dance, and/or electronic media in dramatizations
- b. Dramatizes life experiences

TAESK.8 Examining the roles of theatre as a reflection of past and present civilization

- a. Describes why people dramatize stories
- b. Identifies theatre experiences in the community

TAESK.9 Exploring the relevance of theatre to careers

- a. States that people have jobs in theatre
- b. Names actors and acting as a career in theater

TAESK.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Expresses personal preferences about theatre experiences
- b. Describes what is seen, felt, and heard in a theatre experience
- c. Asks questions about what is seen, felt, and heard in a theatre experience
- d. Reflects on theatre experiences using a variety of written, graphic, non-verbal, and oral responses

TAESK.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Participates as audience
- b. Identifies the basic elements of theatre etiquette.

TAES1.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Uses basic theatre vocabulary to discuss theatre experiences
- b. Discusses how dramatic elements such as character, setting, plot, problem, and resolution in theatre experiences are like, and unlike, real life
- c. Identifies big ideas and themes in a story or theatre experience
- d. Infers character thoughts and feelings through their actions and words

TAES1.2 Developing scripts through improvisation and other theatrical methods

- a. Uses dramatic elements such as character, setting, problem, plot, resolution, beginning-middle-end in developing dramatizations
- b. Retells stories
- c. Collaboratively plans dramatizations
- d. Uses the playwriting process: pre-writing/pre-play; preparation to write/dramatize; write/dramatize; evaluate and edit; re-write/re-dramatize

TAES1.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Makes vocal choices in assuming roles
- b. Makes movement choices in assuming roles
- c. Uses body and voice to communicate ideas, emotions, and character actions
- d. Collaborates and cooperates in theatre experiences
- e. Assumes roles in a variety of dramatic forms such as narrated story, pantomime, puppetry and role play
- f. Demonstrates skills of the mind: listening, observing, problem solving, imagining, concentrating
- g. Uses sensory awareness in assuming roles

TAES1.4 Designing and executing artistic and technical elements of theatre

- a. Makes artistic choices in selecting simple technical elements such as costume, props, sound, and sets, for dramatizations
- b. Selects music for dramatizations

TAES1.5 Directing by conceptualizing, organizing and conducting rehearsals for performance

- a. Identifies the role of director in theatre experiences
- b. Follows directions in theatre experiences
- c. Demonstrates leadership skills in planning dramatizations

TAES1.6 Researching cultural and historical information to support artistic choices

- a. Describes the cultural and historical background of dramatizations
- b. Researches cultural and historical information to inform dramatizations

TAES1.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Makes choices about the use of visual art, music, dance, and electronic media in dramatizations
- b. Creates dramatizations based on life experiences

TAES1.8 Examining the roles of theatre as a reflection of past and present civilization

- a. Describes theatre experiences in the community.

TAES1.9 Exploring the relevance of theatre to careers

- a. Discusses the roles of actors and directors in the business of theater

TAES1.10 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Describes the roles and responsibilities of the audience
- b. Demonstrates theatre etiquette.

TAES2.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Defines theatre terminology
- b. Discusses connections between theatre and life experiences
- c. Uses dramatic elements, such as plot, setting, themes, problem, resolution, and character, to discuss theatre experiences
- d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media
- e. Investigates the main ideas, details, sequence of events, and cause-effect relationships of the theatrical experience, dramatic literature, and electronic media

TAES2.2 Developing scripts through improvisation and other theatrical methods

- a. Uses the playwriting process: pre-write/pre-play; prepare to write/dramatize; write/dramatize; reflect and edit; re-write/re-dramatize; publish/present
- b. Collaborates to generate story ideas
- c. Develops characters and settings through action and dialogue
- d. Develops scripts based on personal story or fantasy
- e. Creates dramatizations and scripts for a specific audience
- f. Describes the elements of script writing: plot, setting, point of view, sequence of events, cause and effect

TAES2.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Communicates a character's actions, motives, emotions and traits, through voice, speech, and language
- b. Communicates a character's thought, emotions, and actions through movement
- c. Uses imagination to create characters
- d. Collaborates with an ensemble to create and portray characters
- e. Dramatizes literature and original scripts through various art forms, such as story drama, pantomime, process drama, puppetry, and readers' theatre
- f. Applies sensory awareness in portraying characters

TAES2.4 Designing and executing artistic and technical elements of theatre

- a. Discusses elements of technical theatre, such as costumes, props, sets, and sound
- b. Applies basic technical elements in dramatizations

TAES2.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Identifies the responsibilities of a director, such as planning, collaboration, and rehearsal
- b. Assumes leadership role of director

TAES2.6 Researching cultural and historical information to support artistic choices

- a. Uses a variety of resources like books, encyclopedias, and the internet to research content of dramatizations
- b. Identifies how a character's cultural background influences artistic choices, such as acting, playwriting, and technical theatre elements

TAES2.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Identifies the connection between theatre arts, visual art, music, dance, and technology
- b. Develops dramatic pieces that combine elements of theatre with other art forms
- c. Develops dramatic pieces related to other content areas

TAES2.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Identifies and describes various theatrical experiences
- b. Identifies basic periods in theatre history

TAES2.9 Exploring the relevance of theatre to careers

- a. Identifies and describes major jobs in the theatre business, such as director, actor, designer, and playwright

TAES2.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Interprets what is felt, seen and heard in a theatre experience
- b. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses

TAES2.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- c. Describes the roles and responsibilities of the audience
- d. Identifies the elements of theatre etiquette.

TAES3.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Defines theatre terminology
- b. Makes connections between theatre and personal life experiences
- c. Applies the dramatic elements such as plot, setting themes, problem, resolution, and character, to communicate a main idea
- d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media
- e. Uses inference to investigate the main ideas, details, sequence of events, and cause-effect in theatre experiences

TAES3.2 Developing scripts through improvisation and other theatrical methods

- a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan dramatization; write; dramatize; reflect and edit; re-write/play; publish/perform
- b. Collaborates to generate story ideas
- c. Develops characters and settings through action, sensory details, cause and effect relationships, and dialogue
- d. Develops scripts based on personal story or imagination
- e. Creates scripts that are appropriate in purpose, expectations, and length for the audience
- f. Describes the elements of script writing: plot, setting, point of view, sequence of events, and cause and effect

TAES3.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Communicates a character's actions, motives, emotions and traits through voice, speech, and language
- b. Communicates thoughts, emotions, and actions of characters through movement
- c. Creates and portrays characters based on imagination
- d. Collaborates to create characters and to dramatize ideas
- e. Communicates relationships among characters
- f. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, and readers' theatre
- g. Applies sensory elements in creating and portraying characters

TAES3.4 Designing and executing artistic and technical elements of theatre

- a. Uses technical theatre elements to design costumes, props, sets, sound, and lighting
- b. Incorporates technical theatre elements such as costumes, props, sets, sound, and lighting, into dramatizations

TAES3.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Describes the responsibilities of a director: casting, collaboration, and rehearsal
- b. Assumes leadership role of director
- c. Identifies the responsibilities of a production team (designers, technicians, playwright, and stage hands) in creating a theatre experience

TAES3.6 Researching cultural and historical information to support artistic choices

- a. Uses a variety of resources such as books, encyclopedias, and the internet to research the context and content of scripts and stories
- b. Locates information that informs artistic choices in dramatizations and playwriting

TAES3.7 Integrating various art forms, other content areas, and life experiences to create theatre technology

- a. Describes the connection between theatre arts, visual art, music, dance and technology
- b. Develops dramatic pieces that combine elements of theatre with other art forms
- c. Develops dramatic pieces related to other content areas

TAES3.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes various theatrical experiences
- b. Describes how theatre arts connect to self and to the present world
- c. Recognizes a brief history of the theatre arts
- d. Describes how culture influences the theatre arts
- e. Describes theatre experiences in the community

TAES3.9 Exploring the relevance of theatre to careers

- a. Describes the skills needed for of major careers such as director, actor, designer, technician, playwright, and stage manager, in the theatre business
- b. Analyzes why the theatre business involves multiple people and occupations

TAES3.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Critiques a theatrical experience using appropriate theatre terminology
- b. Interprets what is seen, felt and heard in a theatre experience
- c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses

TAES3.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Describes the roles and responsibilities of the audience
- b. Describes and applies theatre etiquette

TAES4.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Defines, and uses theatre vocabulary
- b. Explains how theatrical experiences reflect life
- c. Analyzes dramatic elements such as plot, point of view, conflict, resolution, and/or significant events
- d. Summarizes theatrical experiences, dramatic literature, and electronic media experiences
- e. Makes inferences about setting, character, events and main ideas in theatre experiences

TAES4.2 Developing scripts through improvisation and other theatrical methods

- a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan dramatization; write/ dramatize; reflect and edit; re-write/play; publish/perform
- b. Analyzes the elements of a well-written script
- c. Researches and incorporates a variety of media into a script
- d. Creates in-depth scripts that include character motivation and dialogue
- e. Creates an organizing structure for writing scripts

TAES4.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Uses articulation, volume and vocal variety to communicate thoughts, emotions and actions of a character
- b. Uses stage areas and body movement to communicate thoughts, emotions, and actions of a character
- c. Uses imagination and real life experience to portray characters
- d. Collaborates with an ensemble to create theatre
- e. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, improvisation and readers' theatre

TAES4.4 Designing and executing artistic and technical elements of theatre

- a. Uses technical theatre elements to design simple costumes, props, sets, sound and lighting
- b. Incorporates technical theatre elements into theatre experiences

TAES4.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Assumes the responsibilities of a director: casting, managing rehearsals, collaboration
- b. Collaborates with a production team to produce a cohesive theatre experiences

TAES4.6 Researching cultural and historical information to support artistic choices

- a. Uses a variety of resources such as books, encyclopedias, and the internet to research a particular era for a character or script
- b. Supports judgments for theatre through references to text, authors, non-print media or personal knowledge
- c. Produces informational writing related to a specific purpose, audience and context

TAES4.7 Integrating various art forms, other content areas, and life experiences, to create theatre

- a. Identifies and describes the connection between theatre arts, visual art, music, dance, and technology
- b. Selects elements of other art forms to develop theatre
- c. Examines other core content areas through theatre experiences

TAES4.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes theatre styles of the past and present
- b. Describes how theatre arts connect to self and to the present world
- c. Describes theatre opportunities in the community

TAES4.9 Exploring the relevance of theatre to careers

- a. Describes the skills necessary for artistic and production careers such as director, actor, designer, technician, playwright, and stage manager, in the theatre business
- b. Describes theatre experiences available in the community

TAES4.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Critiques a theatrical experience using appropriate theatre terminology
- b. Interprets what is seen, felt and heard in a theatre experience
- c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses
- d. Analyzes a theatre experience

TAES4.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Assumes the roles and responsibilities of the audience
- b. Applies theatre etiquette

TAES5.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Applies theatre vocabulary in discussions
- b. Analyzes how theatrical experiences reflect and impact society
- c. Identifies and analyzes the structural elements of dramatic literature such as scenes, acts, characters and stage directions, in plays read, viewed, written and performed
- d. Analyzes and summarizes theatrical experiences, dramatic literature, and electronic media experiences

TAES5.2 Developing scripts through improvisation and other theatrical methods

- a. Uses a playwriting process (e.g., pre-write/pre-play; prepare to write/plan dramatization; write; dramatize; reflect and edit; re-write/play; publish/perform)
- b. Applies dramatic elements such as plot, point of view conflict, resolution, and significant events, in creating scripts
- c. Creates an organizing structure appropriate for purpose, audience and context
- d. Uses a range of appropriate dramatic strategies such as flashback, foreshadowing, dialogue, suspense

TAES5.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Uses vocal elements such as inflection, pitch, and volume, to communicate the thoughts, emotions, and actions of a character
- b. Uses body and stage movement to communicate the thoughts, emotions, and actions of a character
- c. Uses imagination to make artistic choices in portraying characters
- d. Collaborates with an ensemble to create theatre
- e. Dramatizes literature and original scripts through various dramatic forms such as pantomime, process drama, puppetry, improvisation, plays, and readers' theatre

TAES5.4 Designing and executing artistic and technical elements of theatre

- a. Analyzes and applies technical theatre design elements: costumes, props, sets, sound, and lighting
- b. Incorporates technical elements into theatre experiences

TAES5.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Demonstrates leadership responsibilities of a director: casting, managing rehearsals, collaboration
- b. Collaborates with the ensemble to create theatre

TAES5.6 Researching cultural and historical information to support artistic choices

- a. Uses various reference materials such as texts, electronic information, and newspapers as aids to researching historical periods of scripts
- b. Describes when, where, and how theatrical activities occurred during a specific time period
- c. Makes artistic choices (acting, directing, playwriting, designing) based on historical and cultural information

TAES5.7 Integrating various art forms, other content areas, and life experiences, to create theatre

- a. Analyzes the connection among theatre arts, visual art, music, dance, and technology
- b. Examines other core content areas through theatre experiences

TAES5.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes how theatre arts connect to self and society
- b. Relates a dramatic work to information about its historic period
- c. Describes cultural influences on theatre
- d. Identifies and/or uses theatre resources in the community

TAES5.9 Exploring the relevance of theatre to careers

- a. Describes major artistic and production careers in theatre: director, actor, designer, technician, playwright, and stage manager
- b. Describes skills used in theatre arts that relate to the workplace

TAES5.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Generates a response to theatre experiences that is interpretive, evaluative or reflective
- b. Responds to theatre experiences through a variety of media

TAES5.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Attends theatre as an audience member
- b. Demonstrates appropriate audience etiquette

TAMS6.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies the elements, themes, and structure of drama
- b. Identifies, describes, and classifies character traits
- c. Interprets meaning within the context of a dramatic text
- d. Explores the connections between theatre and real life
- e. Compares and differentiates between various forms of media

TAMS6.2 Developing scripts through improvisation and other theatrical methods

- a. Identifies the elements of storytelling
- b. Articulates creative ideas in oral and written forms
- c. Demonstrates the conventions of dialogue
- d. Identifies elements of drama and dramatic structure
- e. Uses the writing process to generate a script

TAMS6.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Demonstrates effective verbal and non-verbal communication skills
- b. Demonstrates the relationship between a character's background and the character's method of communication
- c. Interprets motivation for a character's behavior
- d. Demonstrates appropriate interactions between characters
- e. Explores the variety of relationships between characters

TAMS6.4 Designing and executing artistic and technical elements of theatre

- a. Explores the technical elements of theatre
- b. Demonstrates ways in which technical elements enhance theatrical productions
- c. Uses available resources to plan for and support theatre activities
- d. Develops a plan to integrate the artistic and technical elements of theatre
- e. Incorporates artistic and technical elements into a theatre production

TAMS6.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Examines the skills and responsibilities of the director
- b. Identifies directorial tasks and creates a production timeline
- c. Delegates responsibilities for production tasks
- d. Demonstrates leadership skills
- e. Identifies behaviors which demonstrate collaborative skills

TAMS6.6 Researching cultural and historical information to support artistic choices

- a. Applies research skills to theatre scripts, roles, and experiences
- b. Examines the relevance of cultural and historical context
- c. Utilizes a multi-disciplinary approach to create original theatre
- d. Synthesizes theatre styles and other media to create performances

TAMS6.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Identifies similarities between theatre and other art forms
- b. Draws conclusions about the relationships between theatre and life
- c. Identifies theatre's multi-disciplinary aspects
- d. Utilizes a variety of sources to create original theatre
- e. Demonstrates a variety of types of theatre performances

TAMS6.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes the origins of theatre
- b. Creates a table summarizing the ways in which the role of theatre has changed over time
- c. Identifies ways in which theatre influences a culture
- d. Identifies ways in which a culture influences theatre
- e. Analyzes ways in which theatre reflects the culture of a society

TAMS6.9 Exploring the careers and business of theatre

- a. Defines tasks associated with a theatre production
- b. Calculates the amount of time needed to complete production tasks
- c. Identifies and calculate costs associated the production
- d. Creates an action plan and budget for a production
- e. Analyzes the skills sets of professions associated with theatre production

TAMS6.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Identifies the purpose of a critique
- b. Identifies the role of the audience in theatre and other media
- c. Develops and uses specific criteria in an assessment/evaluation instrument
- d. Evaluates a theatre production using the assessment instrument
- e. Analyzes, presents, and defends results of the assessment instrument

TAMS6.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Models appropriate audience behaviors
- b. Analyzes the relationship between an audience and a performer
- c. Creates guidelines for behaviors appropriate to a theatre experience

TAMS7.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies and compares elements of drama present in various forms of media
- b. Outlines dramatic structure used in various forms of theatrical media
- c. Compares common themes present in various forms of theatrical media
- d. Creates a list of traits exhibited by archetypal characters
- e. Analyzes the connections between theatre and real life
- f. Compares different forms of media production

TAMS7.2 Developing scripts through improvisation and other theatrical methods

- a. Identifies different techniques of storytelling
- b. Creates ideas for stories
- c. Applies improvisation techniques to tell a story
- d. Demonstrates storytelling in dialogue form
- e. Utilizes the elements and structure of drama in the scriptwriting process

TAMS7.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.

- a. Identifies and demonstrates effective communication skills
- b. Compares the physical, emotional, vocal, and social dimensions of a character
- c. Analyzes the motivation for a character's behavior
- d. Demonstrates appropriate interactions between characters
- e. Explores the variety of relationships between characters

TAMS7.4 Designing and executing artistic and technical elements of theatre

- a. Identifies technical elements of theatre
- b. Uses available resources to plan for and support theatre activities
- c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre productions
- d. Incorporates artistic and technical elements into a theatre production

TAMS7.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Recognizes the role and responsibilities of the director
- b. Collaborates with others to create a production timeline
- c. Delegates and assigns responsibilities for completion of production tasks
- d. Identifies and models leadership skills
- e. Communicates concepts and ideas to the production crew and cast members

TAMS7.6 Researching cultural and historical information to support artistic choices

- a. Utilizes advanced research skills to obtain appropriate cultural and historical information
- b. Analyzes the cultural and historical context in theatre production
- c. Supports artistic choices with cultural and historical information
- d. Draws conclusions regarding cultural similarities and differences
- e. Examines how a culture is defined through theatre and other media

TAMS7.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Compares and contrasts theatre with other art forms
- b. Articulates relationships between theatre and life
- c. Utilizes a multi-disciplinary approach to create original theatre
- d. Synthesizes theatre styles and other media to create performances
- e. Adapts a variety of literary forms into theatre productions

TAMS7.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes the origins of theatre from a global perspective
- b. Identifies reasons why the role of theatre has changed over time
- c. Evaluates ways in which theatre and culture influence each other
- d. Analyzes, explains, and defends theatre's role as the reflection of a culture

TAMS7.9 Exploring the careers and business of theatre

- a. Creates a chart of the needs and costs associated with media production
- b. Defines professional responsibilities involved in media production
- c. Creates a marketing plan for a media production
- d. Describes the major professions associated with media production
- e. Creates a plan to determine production effectiveness

TAMS7.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Identifies the benefits of dramatic criticism
- b. Assesses the role and responsibility of the audience as an integral part of media productions
- c. Utilizes appropriate criteria to develop an assessment/evaluation instrument for theatre experiences
- d. Applies the instrument to evaluate theatre and other media productions
- e. Makes and defends recommendations based on theatre evaluations

TAMS7.11 Engaging actively and appropriately as an audience member during theatre and other media experiences

- a. Demonstrates appropriate audience behaviors
- b. Summarizes the relationship between the audience and performers
- c. Predicts how audience relationships will differ with venue and performance type

TAMS8.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Investigates the experiences and ideas present in all forms of presentational media
- b. Analyzes the elements of drama present in theatrical experiences
- c. Identifies and articulates dramatic structure used in various forms of theatre
- d. Interprets meaning within various forms of theatrical experiences
- e. Connects dramatic literature and theatre presentations to the human experience
- f. Compares and contrasts various forms of theatre and other media

TAMS8.2 Developing scripts through improvisation and other theatrical methods

- a. Classifies different techniques of storytelling
- b. Utilizes improvisation techniques to generate script ideas
- c. Develops scripts by adapting appropriate ideas from personal experiences, literature and/or other forms of print media
- d. Identifies and articulates the elements and structure of drama in the scriptwriting process
- e. Incorporates the steps of the writing process into script writing process

TAMS8.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Analyzes character development within the theatrical contexts
- b. Demonstrates the physical, emotional, vocal, and social dimensions of a character
- c. Analyzes character motivation and behavior
- d. Compares the relationships and interactions between characters

TAMS8.4 Designing and executing artistic and technical elements of theatre

- a. Applies the technical elements of theatre
- b. Utilizes available resources to plan for and support theatre activities
- c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre
- d. Develops a management plan for incorporating technical elements of theatre
- e. Incorporates artistic and technical elements into a theatre production

- f. Evaluates the effectiveness of artistic and technical elements used in a theatre production

TAMS8.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Assumes the role and responsibilities of the director
- b. Collaborates with others to create a production timeline
- c. Delegates and assigns responsibilities for completion of tasks
- d. Identifies, assumes, and demonstrates leadership skills
- e. Communicates concepts and ideas

TAMS8.6 Researching cultural and historical information to support artistic choices

- a. Applies advanced research skills to obtain appropriate cultural and historical information
- b. Analyzes the cultural and historical context in theatre production
- c. Supports artistic choices with cultural and historical information
- d. Examines how culture is defined through theatre and other media

TAMS8.7 Integrating various art forms, other content areas, and life experiences, to create theatre

- a. Analyzes and explains common themes, content, and structure among theatre and other disciplines
- b. Compares theatre and media presentations to human experiences
- c. Incorporates multi-disciplinary aspects into theatre productions
- d. Uses recurring cultural motifs and social themes as a basis for theatre presentations

TAMS8.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes theatre's role in the development of global communication
- b. Compares and contrasts historic theatre forms with contemporary media productions
- c. Identifies and describes recurring cultural motifs and social themes present in a variety of theatre and media presentations
- d. Researches and describes cultures that influenced American theatre
- e. Discusses theatre's role in reflecting the culture of a society

TAMS8.9 Exploring the careers and business of theatre

- a. Examines the needs and costs associated with a media production
- b. Identifies the marketing aspects of a theatre production
- c. Identifies and analyzes professions associated with media production
- d. Creates an evaluation plan to determine production effectiveness

TAMS8.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Recognizes the role of dramatic criticism in media production
- b. Summarizes the role and responsibility of the audience as an integral part of media productions
- c. Utilizes specific criteria to articulate dramatic criticism
- d. Applies principles of dramatic criticism as both an audience member and participant
- e. Implements appropriate changes based on dramatic criticism

TAMS8.11 Engaging actively and appropriately as an audience member in theatre and other media experiences

- a. Demonstrates appropriate audience behaviors
- b. Articulates why the relationship between the audience and performers is critical to the success of the production
- c. Examines how audience relationships differ with venue and performance type

TAHSFTI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Critiques elements of theatrical conventions
- b. Generates and uses terminology and outline for critiquing theatre presentation
- c. Cites evidence of how theatre reflects life through universal themes
- d. Identifies stage terminology

TAHSFTI.2 Developing scripts through improvisation and other theatrical methods

- a. Critiques elements of dramatic structure
- b. Recognizes realistic and conventional speech patterns within dialogue or dramatic verse
- c. Identifies and distinguishes between stock and dynamic characters
- d. Lists the steps in the dramatic writing process
- e. Differentiates between drama and traditional literary writing
- f. Incorporates dramatic elements through improvisation

TAHSFTI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Investigates mental and emotional methods of actor preparation
- b. Observes and incorporates details of common human activity
- c. Demonstrates awareness of verbal elements of acting (e.g., voice, breathing)
- d. Demonstrates non-verbal elements of acting (e.g., posture, facial expression, physical movement)

TAHSFTI.4 Designing and executing artistic and technical elements of theatre

- a. Identifies and defines the various roles of production personnel (sound/lighting, set, scenic, costume, makeup, marketing and business aspects)
- b. Recognizes and applies the basic elements and procedures involved in the construction of props, scenery, and platforms.

TAHSFTI.5: Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Analyzes the various aspects of directing
- b. Recognizes directorial choices in performance
- c. Describes the need for script analysis and concept development
- d. Applies the process of directorial management

TAHSFTI.6 Researching cultural and historical information to support artistic choices

- a. Defines the role of the dramaturge
- b. Applies the skills of the dramaturge to various scenes
- c. Interprets data for use in production

TAHSFTI.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Identifies the various art forms which may be integrated into theatre (e.g., dance, music, visual arts, graphic arts, and electronic media)
- b. Integrates various art forms into a cohesive theatre performance
- c. Recognizes the arts as an effort to interpret and intensify experiences

TAHSFTI.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Analyzes plays and dramas that are representative of historical periods
- b. Identifies and analyzes plays and dramas that are culturally diverse
- c. Recognizes historical events that have influenced the role of theatre
- d. Recognizes theatrical events that have impacted cultural development

TAHSFTI.9 Exploring the business of theatre

- a. Lists and defines the skill sets for the various theatre arts careers
- b. Charts the skills learned in theatre arts which transfer to the workplace
- c. Applies the business elements of a production (e.g., creating a portfolio or resume, printing, advertising, budgeting)

TAHSFTI.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Differentiates between constructive and destructive critiques
- b. Generates and uses terminology for critiquing theatrical presentations
- c. Utilizes constructive criticism to improve performance

TAHSFTI.11 Engaging actively and appropriately as an audience member in theatre and other media experiences

- a. Demonstrates appropriate audience behaviors
- b. Articulates why the relationship between the audience and performers is critical to the success of the production
- c. Examines how audience relationships differ with venue and performance type

TAHSFTII.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Critiques and analyzes elements of theatrical conventions
- b. Generates and uses terminology and outline for critiquing theatre presentation
- c. Cites evidence of how theatre reflects life through universal themes
- d. Interprets text and subtext
- e. Illustrates the process of script analysis in a variety of scripts

TAHSFTII.2 Developing scripts through improvisation and other theatrical methods

- a. Critiques elements of dramatic structure
- b. Recognizes realistic and conventional speech patterns within dialogue or dramatic verse
- c. Identifies and distinguishes between stock and dynamic characters
- d. Lists the steps in the dramatic writing process
- e. Differentiates between drama and traditional literary writing
- f. Incorporates dramatic elements through improvisation
- g. Constructs scenes based on the elements of dramatic structure
- h. Compares and contrasts dialogue from various theatrical genres
- i. Interprets the objectives, decisions, and actions of characters
- j. Develops and critiques various scripts
- k. Creates and performs scenes for authentic audiences

TAHSFTII.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Investigates mental and emotional methods of actor for preparation
- b. Demonstrates awareness of verbal elements of acting (e.g., voice, breathing)
- c. Demonstrates non-verbal elements of acting (e.g., posture, facial expression, physical movement)
- d. Acquires and incorporates sensory and emotional recall in character development
- e. Constructs authentic characters through observation of human behavior
- f. Demonstrates the goals, observations, actions, and tactics of characters
- g. Differentiates between acting methods (e.g., Stanislavski, Uta Hagen)
- h. Revises performance based on self-critique
- i. Defends acting and character choices
- j. Analyzes critiques of fellow classmates to create improved performance

TAHSFTII.4 Designing and executing artistic and technical elements of theatre

- a. Identifies and defines the various roles of production personnel (sound/lighting, set, scenic, costume, makeup, marketing, and business aspects)

- b. Identifies and applies basic elements and procedures involved in the construction of props, scenery, and platforms.
- c. Distinguishes between effective and ineffective artistic designs
- d. Infers elements of artistic design from scripts
- e. Formulates a conceptualization of artistic design from scripts
- f. Hypothesizes possible audiences responses to artistic elements
- g. Creates product based on conceptualization
- h. Demonstrates ability to plan, create, and assemble the technical elements for a scene or short play

TAHSFTII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Analyzes the various aspects of directing
- b. Recognizes directorial choices in performance
- c. Describes the need for script analysis and concept development
- d. Applies the process of directorial management
- e. Distinguishes between effective and ineffective directorial choices
- f. Formulates directorial questions (e.g., script choice, script analysis, audition and casting, planning and organizing, rehearsal, performance, evaluation)
- g. Defends choice of script
- h. Assesses acting and design elements of various scripts
- i. Formulates a plan for rehearsal
- j. Articulates the appropriate relationship between the actor, director and other theatre personnel (e.g., designers, technicians, managers)
- k. Applies concepts of directorial design to performance

TAHSFTII.6 Researching cultural and historical information to support artistic choices

- a. Defines the role of the dramaturge
- b. Applies the skills of the dramaturge to various scenes
- c. Interprets cultural and historical data for use in production
- d. Communicates data to theatrical personnel
- e. Distinguishes between important and unimportant data for use in performance
- f. Evaluates artistic choices of the production team based on data.

TAHSFTII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Identifies the various art forms which may be integrated into theatre (e.g., dance, music, visual arts, graphic arts, and electronic media)
- b. Recognizes the arts as an effort to interpret and intensify experiences
- c. Examines the contributions of the other arts in the creation of a role or the production of drama
- d. Synthesizes observation, imagination, and research to create characters, environments, and situations

- e. Combines elements of other disciplines to create theatre arts

TAHSFTII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Analyzes plays and dramas that are representative of various historical periods
- b. Identifies and analyzes plays and dramas that are culturally diverse
- c. Recognizes historical events that have influenced the role of theatre
- d. Recognizes theatrical events that have impacted cultural development
- e. Analyzes and explains theatre conventions and traditions for different cultures and time periods
- f. Analyzes and explains how universal themes in theatre transcend time and space
- g. Explores the works of milestone playwrights
- h. Analyzes milestone plays for dramatic elements that contribute to their lasting influence
- i. Predicts which contemporary plays may endure

TAHSFTII.9 Exploring the business of theatre

- a. Lists and defines the skill sets for the various theatre arts careers
- b. Charts the skills learned in theatre arts which transfer to the workplace
- c. Applies the business elements of a production (e.g., creating a portfolio or resume, printing, advertising, budgeting)
- d. Demonstrates awareness of the discipline, knowledge, skills, and education required for careers in theatre
- e. Collects and displays samples of theatre portfolios
- f. Creates and revises a cost-benefit analysis of a production
- g. Critiques sample theatre portfolios
- h. Demonstrates mastery of various areas of business elements of theatre
- i. Performs the tasks of business theatre personnel during productions

TAHSFTII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Distinguishes between constructive and destructive critiques
- b. Generates and uses terminology for critiquing theatrical presentations
- c. Modifies performance based on critiques
- d. Utilizes constructive criticism to identify patterns of on-stage speech and behavior that enhance or detract from a performance
- e. Discerns the validity of critiques
- f. Creates and defends in-depth critiques of performances
- g. Synthesizes various critiques to determine performance strengths and weaknesses

TAHSFTII.11 Engaging actively and appropriately as an audience member in theatre and other media experiences

- a. Demonstrates appropriate audience behaviors
- b. Articulates why the relationship between the audience and performers is critical to the success of the production
- c. Examines how audience relationships differ with venue and performance type
- d. States and supports aesthetic judgments through experiences in diverse styles and genres of theatre

TAHSAI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Engages in script analysis and study as a means of actor preparation
- b. Utilizes evidence provided by the script to support decisions in characterization
- c. Uses script analysis in the development of presentation of formal and informal theatre performances

TAHSAI.2 Developing scripts through improvisation and other theatrical methods

- a. Examines theatre practices regarding the development, structure, lay-out, and format of scripts
- b. Uses improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts
- c. Performs formal and informal monologues and scenes based on published and original scripts

TAHSAI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Examines the voice, body, and imagination as tools of the actor
- b. Explores observation, research, cultural development, and personal experience as potential resources available to the actor
- c. Implements the tools and resources of acting in the development and presentation of formal and informal monologues and scenes

TAHSAI.4 Designing and executing artistic and technical elements of theatre

- a. Examines the appropriate relationship between the actor, designers, and technical crew
- b. Explores the effects of set design, costume, and lighting on an actor's performance
- c. Plans and creates technical elements of a theatrical production
- d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances

TAHSAI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Identifies the responsibilities and tasks of an actor in the preparation and performance of a theatrical piece
- b. Explores and articulates the appropriate relationship between actors and the director

- c. Collaborates on the development and presentation of formal and informal theatrical performances

TAHSAI.6 Researching cultural and historical information to support artistic choices

- a. Explores the use of cultural and historical information in character development
- b. Examines research methods used by professional actors and actresses
- c. Implements meaningful research efforts in developing formal and informal theatre performances

TAHSAI.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines the relationship between actors and other collaborators in a theatrical production
- b. Assesses the relationship between an actor's life experience/knowledge and the actor's development as a creative artistic
- c. Synthesizes concepts and/or skills from other disciplines to create a role or theatre piece

TAHSAI.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Examines theatrical performance conventions from a variety of historical periods
- b. Explores cultural influences on acting, theatre, and human interaction
- c. Applies appropriate historic and cultural data during the performance of a character in formal and informal theatrical pieces

TAHSAI.9 Exploring the business of theatre

- a. Examines how talent and training impact careers in acting
- b. Assesses the effectiveness of various strategies in pursuing an acting career
- c. Investigates how an actor's preparation might have an impact on career development outside the theatre community
- d. Determines and demonstrates effective audition etiquette and technique

TAHSAI.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and utilizes meaningful, structured criteria for assessing the work of an actor
- b. Participates in juried rehearsals and performances to develop individual skills in characterization and performance

TAHSAI.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.

- a. Examines the relationship between actor and audience in history
- b. Explores the impact of various acting styles (e.g., historical and contemporary) on the actor/audience relationship
- c. Analyzes and discusses the "chemistry" between actors and audience

TAHSAIL.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Engages in script analysis and study as a means of actor preparation
- b. Utilizes evidence provided by the script to support decisions in characterization
- c. Uses script analysis in the development of presentation of formal and informal theatre performances

TAHSAIL.2 Developing scripts through improvisation and other theatrical methods

- a. Examines theatre practices regarding the development, structure, layout, and format of scripts
- b. Uses improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts
- c. Performs formal and informal monologues and scenes based on published and original scripts

TAHSAIL.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Examines the voice, body, and imagination as tools of the actor
- b. Explores observation, research, cultural development, and personal experience as potential resources available to the actor
- c. Implements the tools and resources of acting in the development and presentation of formal and informal monologues and scenes
- d. Researches and assesses the development of skills for character creation and performance

TAHSAIL.4 Designing and executing artistic and technical elements of theatre

- a. Examines the appropriate relationship between the actor, designers, and technical crew
- b. Explores the effects of set design, costume, and lighting on an actor's performance
- c. Plans and creates technical elements of a theatrical production
- d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances

TAHSAIL.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Identifies the responsibilities and tasks of an actor in the preparation and performance of theatrical pieces
- b. Explores and articulates the appropriate relationship between actors and the director
- c. Collaborates on the development and presentation of formal and informal theatrical performances

TAHSAIL.6 Researching cultural and historical information to support artistic choices

- a. Explores the use of cultural and historical information in character development
- b. Examines research methods used by professional actors and actresses
- c. Implements meaningful research efforts in developing formal and informal theatre performances

TAHSAIL.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines the relationship between actors and other collaborators in a theatrical production
- b. Assesses the relationship between an actor's life experience/knowledge and the actor's development as a creative artist
- c. Synthesizes concepts and/or skills from other disciplines to create a role or theatre piece

TAHSAIL.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Examines theatrical performance conventions from a variety of historical periods
- b. Explores cultural influences on acting, theatre, and human interaction
- c. Applies appropriate historic and cultural data during the performance of a character in formal and informal theatrical pieces
- d. Researches and applies historical movement and acting technique to character development

TAHSAIL.9 Exploring the business of theatre

- a. Examines how talent and training impact careers in acting
- b. Assesses the effectiveness of various strategies in pursuing an acting career
- c. Investigates how an actor's preparation might have an impact on career development outside the theatre community
- d. Determines and demonstrates effective audition etiquette and technique

TAHSAIL.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and utilizes meaningful, structured criteria for assessing the work of an actor
- b. Participates in juried rehearsals and performances to develop individual skills in characterization and performance

TAHSAIL.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.

- a. Examines the relationship between actor and audience in history
- b. Explores the impact of various acting styles (e.g., historical and contemporary) on the actor/audience relationship
- c. Analyzes and discusses the "chemistry" between actors and audience

TAHSAIII.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Engages in script analysis and study as a means of actor preparation
- b. Utilizes evidence provided by the script to support decisions in characterization
- c. Uses script analysis in the development of presentation of formal and informal theatre performances

TAHSAIII.2 Developing scripts through improvisation and other theatrical methods

- a. Examines theatre practices regarding the development, structure, layout, and format of scripts
- b. Uses improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts
- c. Performs formal and informal monologues and scenes based on published and original scripts

TAHSAIII.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Examines the voice, body, and imagination as tools of the actor
- b. Explores observation, research, cultural development, and personal experience as potential resources available to the actor
- c. Implements the tools and resources of acting in the development and presentation of formal and informal monologues and scenes
- d. Researches and assesses the development of skills for character creation and performance

TAHSAIII.4 Designing and executing artistic and technical elements of theatre

- a. Examines the appropriate relationship between the actor, designers, and technical crew
- b. Explores the effects of set design, costume, and lighting on an actor's performance
- c. Plans and creates technical elements of a theatrical production
- d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances

TAHSAIII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Identifies the responsibilities and tasks of an actor in the preparation and performance of theatrical pieces

- b. Explores and articulates the appropriate relationship between actors and the director
- c. Collaborates on the development and presentation of formal and informal theatrical performances

TAHSAIII.6 Researching cultural and historical information to support artistic choices

- a. Explores the use of cultural and historical information in character development
- b. Examines research methods used by professional actors and actresses
- c. Implements meaningful research efforts in developing formal and informal theatre performances

TAHSAIII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines the relationship between actors and other collaborators in a theatrical production
- b. Assesses the relationship between an actor's life experience/knowledge and the actor's development as a creative artist
- c. Synthesizes concepts and/or skills from other disciplines to create a role or theatre piece.

TAHSAIII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Examines theatrical performance conventions from a variety of historical periods
- b. Explores cultural influences on acting, theatre, and human interaction
- c. Applies appropriate historic and cultural data during the performance of a character in formal and informal theatrical pieces
- d. Researches and applies the knowledge of historical movement and acting technique to character development
- e. Assesses the application of historic and contemporary acting theories to a variety of classical and contemporary theatre literature

TAHSAIII.9 Exploring the business of theatre

- a. Examines how talent and training impact careers in acting
- b. Assesses the effectiveness of various strategies in pursuing an acting career
- c. Investigates how an actor's preparation might have an impact on career development outside the theatre community
- d. Determines and demonstrates effective audition etiquette and technique

TAHSAIII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and utilizes meaningful, structured criteria for assessing the work of an actor
- b. Participates in juried rehearsals and performances to develop individual skills in characterization and performance

TAHSAIII.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.

- a. Examines the relationship between actor and audience in history
- b. Explores the impact of various acting styles (e.g., historical and contemporary) on the actor/audience relationship
- c. Analyzes and discusses the "chemistry" between actors and audience

TAHSADI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Examines various theories of dramatic structure from Aristotle to present
- b. Uses standards of literary dramatic analysis to study theatrical production
- c. Constructs arguments that relate the themes of a theatre production to the enhancement of the human experience

TAHSADI.2 Developing scripts through improvisation and other theatrical methods.

- a. Produces scripts based on personal experiences, heritage, imagination, literature, and history
- b. Connects appropriate form and structure to script creation
- c. Applies improvisational techniques and standard theatrical conventions to producing scripts

TAHSADI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Examines the skills and tasks associated with acting on stage
- b. Explores the development of an actor's skills and resources
- c. Creates characters using the tools and resources of acting to a variety of formal and informal performances

TAHSADI.4 Designing and executing artistic and technical elements of theatre

- a. Engages in script analysis from the perspective of technical theatre collaborators
- b. Plans and creates technical elements of a theatrical production
- c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances

TAHSADI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Examines the structure of the rehearsal process
- b. Creates a prompt script with blocking notation for a 2-3 character scene
- c. Develops a rehearsal schedule to prepare a scene for performance
- d. Collaborates on formal and informal theatrical performances

TAHSADI.6 Researching cultural and historical information to support artistic choices

- a. Explores the relationship between research and theatrical production
- b. Engages in meaningful cultural and historical research to support formal or informal theatrical performance
- c. Develops and executes a presentation or lobby display that summarizes the impact of cultural and historical research on a theatrical production

TAHSADI.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines how theatre incorporates all art forms via a collaborative process
- b. Explores the relationship between theatre and other non-arts disciplines
- c. Synthesizes concepts and skills from other disciplines to create theatre

TAHSADI.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Explores the historical impact of theatre on the political process
- b. Examines the impact of theatre on the quality of life in society
- c. Researches and defends the role of theatre as an educational tool

TAHSADI.9 Exploring the business of theatre

- a. Explores careers in theatre through participation in various production roles and activities
- b. Articulates how participation in theatre helps to equip students for success in careers within and outside the theatre community
- c. Examines and critiques the structure and standard operating procedures of commercial, professional, amateur, and educational theatre organizations

TAHSADI.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Generates and uses appropriate terminology for critiquing theatrical presentations
- b. Utilizes constructive criticism to identify patterns of on-stage speech and behavior that enhance or detract from a performance
- c. Modifies performance based on critiques
- d. Discerns the validity of critiques

TAHSADI.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- b. Explains and demonstrates proper decorum as an audience member
- c. Explores and analyzes the “chemistry” between actor and audience

TAHSADII.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Examines various theories of dramatic structure from Aristotle to present
- b. Uses standards of literary dramatic analysis to study theatrical production
- c. Constructs arguments that relate the theme/s of a theatre production to the enhancement of the human experience

TAHSADII.2 Developing scripts through improvisation and other theatrical methods.

- a. Produces scripts based on personal experiences, heritage, imagination, literature, and history
- b. Connects appropriate form and structure to script creation
- c. Applies standard theatrical conventions to producing scripts

TAHSADII.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Examines the skills and tasks associated with acting on stage
- b. Explores the development of an actor's skills and resources
- c. Creates characters using the tools and resources of acting to a variety of formal and informal performances
- d. Analyzes and applies observation skills for character creation

TAHSADII.4 Designing and executing artistic and technical elements of theatre

- a. Engages in script analysis from the perspective of technical theatre collaborators
- b. Plans and creates technical elements of a theatrical production
- c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances

TAHSADII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Examines the structure of the rehearsal process
- b. Creates a prompt script with blocking notation for a 2-3 character scene
- c. Develops a rehearsal schedule to prepare a scene for performance
- d. Collaborates on formal and information theatrical performances

TAHSADII.6 Researching cultural and historical information to support artistic choices

- a. Explores the relationship between research and theatrical production
- b. Engages in meaningful cultural and historical research to support formal or informal theatrical performance
- c. Develops and executes a presentation or lobby display that summarizes the impact of cultural and historical research on a theatrical production

TAHSADII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines how theatre incorporates all art forms via a collaborative process
- b. Explores the relationship between theatre and other non-arts disciplines
- c. Synthesizes concepts and skills from other disciplines to create theatre

TAHSADII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Explores the historical impact of theatre on the political process
- b. Examines the impact of theatre on the quality of life in society
- c. Researches and defends the role of theatre as an agent of social change

TAHSADII.9 Exploring the business of theatre

- a. Explores careers in theatre through participation in various production roles and activities
- b. Articulates how participation in theatre equips students for success in careers within and outside the theatre community
- c. Examines and critiques the structure and standard operating procedures of commercial, professional, amateur, and educational theatre organizations

TAHSADII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Generates and uses appropriate terminology for critiquing theatrical presentations
- b. Utilizes constructive criticism to identify patterns of on-stage speech and behavior that enhance or detract from a performance
- c. Modifies performance based on critiques
- d. Discerns the validity of critiques

TAHSADII.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- b. Explains and demonstrates proper decorum as an audience member
- c. Explores and analyzes the “chemistry” between actor and audience

TAHSADIII.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Examines various theories of dramatic structure from Aristotle to present
- b. Uses standards of literary dramatic analysis to study theatrical production
- c. Constructs arguments that relate the theme/s of a theatre production to the enhancement of the human experience

TAHSADIII.2 Developing scripts through improvisation and other theatrical methods.

- a. Produces scripts based on personal experiences, heritage, imagination, literature, and history
- b. Connects appropriate form and structure to script creation
- c. Applies standard theatrical conventions to producing scripts
- d. Critiques and uses historical, textual, and improvisational studies

TAHSADIII.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Examines the skills and tasks associated with acting on stage
- b. Explores the development of an actor's skills and resources
- c. Creates characters using the tools and resources of acting to a variety of formal and informal performances
- d. Analyzes and applies observation skills for character creation

TAHSADIII.4 Designing and executing artistic and technical elements of theatre

- a. Engages in script analysis from the perspective of technical theatre collaborators
- b. Plans and creates technical elements of a theatrical production
- c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances

TAHSADIII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Examines the structure of the rehearsal process
- b. Creates a prompt script with blocking notation for a 2-3 character scene
- c. Develops a rehearsal schedule to prepare a scene for performance
- d. Collaborates on formal and informal theatrical performances

TAHSADIII.6 Researching cultural and historical information to support artistic choices

- a. Explores the relationship between research and theatrical production
- b. Engages in meaningful cultural and historical research to support formal or informal theatrical performance
- c. Develops and executes a presentation or lobby display that summarizes the impact of cultural and historical research on a theatrical production

TAHSADIII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines how theatre incorporates all art forms via a collaborative process
- b. Explores the relationship between theatre and other non-arts disciplines
- c. Synthesizes concepts and skills from other disciplines to create theatre

TAHSADIII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Explores the historical impact of theatre on the political process
- b. Examines the impact of theatre on the quality of life in society
- c. Investigates and defends the role of theatre as an agent of social change

TAHSADIII.9 Exploring the business of theatre

- a. Explores careers in theatre through participation in various production roles and activities
- b. Articulates how participation in theatre equips students for success in careers within and outside the theatre community
- c. Examines and critiques the structure and standard operating procedures of commercial, professional, amateur, and educational theatre organizations

TAHSADIII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Generates and uses appropriate terminology for critiquing theatrical presentations
- b. Utilizes constructive criticism to identify patterns of on-stage speech and behavior that enhance or detract from a performance
- c. Modifies performance based on critiques
- d. Discerns the validity of critiques

TAHSADIII.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- b. Explains and demonstrates proper decorum as an audience member
- c. Explores and analyzes the “chemistry” between actor and audience

TAHSADIV.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Examines various theories of dramatic structure from Aristotle to present
- b. Uses standards of literary dramatic analysis to study theatrical production
- c. Constructs arguments that relate the theme/s of a theatre production to the enhancement of the human experience

TAHSADIV.2 Developing scripts through improvisation and other theatrical methods.

- a. Produces scripts based on personal experiences, heritage, imagination, literature, and history
- b. Connects appropriate form and structure to script creation
- c. Applies standard theatrical conventions to producing scripts
- d. Critiques and uses historical, textual, and improvisational studies

TAHSADIV.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Examines the skills and tasks associated with acting on stage
- b. Explores the development of an actor's skills and resources
- c. Creates characters using the tools and resources of acting to a variety of formal and informal performances
- d. Analyzes and applies observation skills for character creation
- e. Applies knowledge of theatre production and management in an actual production

TAHSADIV.4 Designing and executing artistic and technical elements of theatre

- a. Engages in script analysis from the perspective of technical theatre collaborators
- b. Plans and creates technical elements of a theatrical production
- c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances
- d. Engages in peer leadership experiences including design and technical direction

TAHSADIV.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Examines the structure of the rehearsal process
- b. Creates a prompt script with blocking notation for a 2-3 character scene
- c. Develops a rehearsal schedule to prepare a scene for performance
- d. Collaborates on formal and informal theatrical performances
- e. Engages in peer leadership experiences in the direction of a short play

TAHSADIV.6 Researching cultural and historical information to support artistic choices

- a. Explores the relationship between research and theatrical production
- b. Engages in meaningful cultural and historical research to support formal or informal theatrical performance
- c. Develops and executes a presentation or lobby display that summarizes the impact of cultural and historical research on a theatrical production

TAHSADIV.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines how theatre incorporates all art forms via a collaborative process
- b. Explores the relationship between theatre and other non-arts disciplines
- c. Synthesizes concepts and skills from other disciplines to create theatre

TAHSADIV.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Explores the historical impact of theatre on the political process
- b. Examines the impact of theatre on the quality of life in society
- c. Investigates and defends the role of theatre as an influence on culture and values

TAHSADIV.9 Exploring the business of theatre

- a. Explores careers in theatre through participation in various production roles and activities
- b. Articulates how participation in theatre equips students for success in careers within and outside the theatre community
- c. Examines and critiques the structure and standard operating procedures of commercial, professional, amateur, and educational theatre organizations
- d. Researches and assesses career opportunities in theatre production and management
- e. Assesses the interrelated responsibilities of the various roles involved in production and management

TAHSADIV.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Generates and uses appropriate terminology for critiquing theatrical presentations
- b. Utilizes constructive criticism to identify patterns of on-stage speech and behavior that enhance or detract from a performance
- c. Modifies performance based on critiques
- d. Discerns the validity of critiques

TAHSADIV.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- b. Explains and demonstrates proper decorum as an audience member
- c. Explores and analyzes the “chemistry” between actor and audience

TAHSTLI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Interprets the meaning of dramatic literature as a reflection of the human experience
- b. Identifies how the elements of dramatic literature convey meaning
- c. Compares and contrasts printed dramatic literature to filmed/recorded dramatic literature

TAHSTLI.2 Developing scripts through improvisation and other theatrical methods

- a. Compares and summarizes scripts from different times in history and from different cultures
- b. Examines and outlines the steps involved in the creation of a dramatic work
- c. Develops scripts using dramatic and/or literary improvisational techniques

TAHSTLI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Analyzes the character relationships
- b. Compares and analyzes the character interaction and motivation
- c. Examines the character role and significance to the meaning of the play

TAHSTLI.4 Designing and executing artistic and technical elements of theatre

- a. Explains the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, and makeup)
- b. Analyzes a variety of dramatic texts from cultural and historical perspectives to determine production requirements
- c. Designs visual and aural elements to convey the environment suggested by the text
- d. Applies technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup

TAHSTLI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Develops multiple interpretations and production choices for a given script and selects the most effective combination
- b. Justifies selection of text, interpretation, visual, aural, and artistic choices

- c. Conducts auditions, casts actors, directs scenes, and conducts production meetings to achieve production goals

TAHSTLI.6 Researching cultural and historical information to support artistic choices

- a. Traces the development of theatre from early storytelling to contemporary performance art
- b. Identifies and summarizes contributions made to the development of the theatre by different cultures and traditions
- c. Researches and explains how cultural and historical factors have influenced theatre practitioners of various generations

TAHSTLI.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Identifies the elements, influences, and contributions of other art forms to theatre
- b. Appraises the life experiences of selected playwrights and how they have influenced the playwright's work/s
- c. Considers how theatre has been influenced by other content areas

TAHSTLI.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Traces the development of theatre
- b. Compares theatrical styles and histories from different cultures
- c. Examines theatre as a reflection of political and social movements

TAHSTLI.9 Exploring the business of theatre

- a. Analyzes the needs and costs associated with a theatre production in ten years
- b. Defines ways to streamline responsibilities involved in media production
- c. Creates a 21st century marketing plan for a media production

TAHSTLI.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops a set of comprehensive criteria to assess a dramatic work
- b. Analyzes the effectiveness of a dramatic work
- c. Compares and contrasts the written work to live/film performances

TAHSTLII.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Interprets the meaning of dramatic literature as reflections of the human experience
- b. Identifies how the elements of dramatic literature convey meaning
- c. Compares and contrasts printed dramatic literature to filmed/recorded dramatic literature

TAHSTLII.2 Developing scripts through improvisation and other theatrical methods

- a. Compares and summarizes scripts from different times in history and from different cultures
- b. Examines and outlines the steps involved in the creation of a dramatic work
- c. Develops scripts using dramatic and/or literary improvisational techniques

TAHSTLII.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Analyzes the character relationships
- b. Compares and analyzes the character interaction and motivation
- c. Examines the character role and significance to the meaning of the play

TAHSTLII.4 Designing and executing artistic and technical elements of theatre

- a. Explains the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, and makeup)
- b. Analyzes a variety of dramatic texts from cultural and historical perspectives to determine production requirements
- c. Designs visual and aural elements to clearly convey the environment suggested by the text
- d. Applies technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup
- e. Designs coherent stage management, promotional, and business plans
- f. Explains how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions

TAHSTLII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Develops multiple interpretations and production choices for a given scripts and selects the most effective combination.
- b. Justifies selection of text, interpretation, visual, aural, and artistic choices
- c. Conducts auditions, casts actors, directs scenes, and conducts production meetings to achieve production goals

TAHSTLII.6 Researching cultural and historical information to support artistic choices

- a. Traces the development of theatre from early storytelling to contemporary performance art
- b. Identifies and summarizes contributions made to the development of the theatre by different cultures and traditions
- c. Researches and explains how cultural and historical factors have influenced theatre practitioners of various generations
- d. Analyzes the characteristics and important eras and movements in theatre and theatre literature
- e. Critiques and utilizes research from ancient times to the Italian Renaissance, Elizabethan England, the French Neoclassic Era, and the Golden Age of Spain

TAHSTLII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Identifies the elements, influences, and contributions of other art forms to theatre
- b. Appraises the life experiences of selected playwrights and how they have influenced the playwright's work/s
- c. Considers how theatre has been influenced by other content areas

TAHSTLII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Traces the development of theatre
- b. Compares theatrical styles and histories from different cultures
- c. Examines theatre as a reflection of political and social movements
- d. Compares major historical developments to significant shifts in theatre and theatre literature
- e. Critiques and utilizes the study and research of individuals in theatre literature through the 17th to the 21st centuries

TAHSTLII.9 Exploring the business of theatre

- a. Analyzes the needs and costs associated with a theatre production in ten years
- b. Defines ways to streamline responsibilities involved in theatre production
- c. Creates a 21st century marketing plan for a theatre production
- d. Describes how professions associated with media production are changing
- e. Describes how advances in technology are changing job opportunities in the theatre and film making business

TAHSTLII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops a set of comprehensive criteria to assess a dramatic work
- b. Analyzes the effectiveness of a dramatic work
- c. Compares and contrasts the written work to live/film performances

TAHSMTL.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies dramatic structure in a musical
- b. Analyzes dramatic elements in a musical text or performance
- c. Analyzes themes and motifs in a musical text or performance

TAHSMTL.2 Developing scripts through improvisation and other theatrical methods

- a. Explores a variety of musical techniques including recitative, aria, ballad, and other musical theatre conventions
- b. Analyzes song lyrics as dramatic text to promote character development
- c. Improvises using various musical techniques

TAHSMTL.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Applies appropriate vocal technique for speaking and singing
- b. Records blocking notation in a text for a performance
- c. Analyzes and scores a text for musical performance

TAHSMTL.4 Designing and executing artistic and technical elements of theatre

- a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound
- b. Creates a plot for a specific area of technical production in musical theatre
- c. Explores the relationship between design choices and the overall musical performance

TAHSMTL.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Compares and contrasts presentational and representational styles in musical theatre
- b. Defines and evaluates the roles of the directors in a musical theatre production
- c. Produces a concept statement for a musical performance
- d. Develops a rehearsal schedule for a scene or musical number

TAHSMTL.6 Researching cultural and historical information to support artistic choices

- a. Defines the role of a dramaturge
- b. Analyzes a musical text for era specific language, music style, and other cultural characteristics
- c. Investigates the careers of musical theatre collaborators

TAHSMTL.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Masters and presents basic dance steps
- b. Demonstrates basic singing techniques
- c. Combines dance, song, and text into an individual or group performance
- d. Masters rudimentary sight-reading skills

TAHSMTL.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Traces the historical development of musical theatre
- b. Interprets how societal conditions influence the creation of a musical
- c. Connects the themes in a musical to contemporary society and to the broader human experience

TAHSMTL.9 Exploring the business of theatre

- a. Explores the process of developing a musical for the Broadway stage
- b. Compares and contrasts standard operating procedures for Equity, Non-Equity, and amateur theatres
- c. Identifies and analyzes “above the lines” and “below the lines” roles of theatre-producing organizations

TAHSMTL.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and defends criteria for assessing each area of musical theatre production
- b. Justifies acting choices to prepare a role in a musical performance
- c. Evaluates the production in oral and written form
- d. Evaluates the work of individual contributors to the production process

TAHSMTL.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Observes and demonstrates appropriate audience etiquette
- b. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- c. Explores and analyzes the “chemistry” between actor and audience

TAHSM TII.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies dramatic structure in a musical
- b. Analyzes dramatic elements in a musical text or performance
- c. Analyzes themes in a musical text or performance
- d. Explains how text, music, and movement can be used to advance the plot of a musical
- e. Examines the use of musical motifs to set mood and establish character
- f. Analyzes vocal elements in a musical for performance

TAHSM TII.2 Developing scripts through improvisation and other theatrical methods

- a. Explores a variety of musical techniques including recitative, aria, ballad, and other musical theatre conventions
- b. Analyzes song lyrics as dramatic text to promote character development
- c. Improvises using various musical techniques
- d. Modifies or adapts an existing song to a different context
- e. Creates an outline for an original musical based on an original work or a story adaptation
- f. Develops an original song based on existing material

TAHSM TII.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Applies appropriate vocal technique for speaking and singing
- b. Records blocking notation in a text for a performance
- c. Analyzes and scores a text for musical performance
- d. Creates and sustains character throughout a musical performance
- e. Distinguishes between vocal ranges
- f. Demonstrates vocal performance skills such as articulation, projection, volume, pitch, tone, and vocal placement

TAHSM TII.4 Designing and executing artistic and technical elements of theatre

- a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound
- b. Creates a plot for a specific area of technical production in musical theatre
- c. Explores the relationship between design choices and the overall musical performance
- d. Examines the impact of costume and makeup design on character development
- e. Creates a rendering or model of a set or lights or props or costumes for a musical theatre production
- f. Explores the relationship between sound production and vocal performance

TAHSMTII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Compares and contrasts presentational and representational styles in musical theatre
- b. Defines and evaluates the roles of the director in a production
- c. Produces a concept statement for a musical performance
- d. Develops a multi-scene rehearsal schedule
- e. Directs a scene or song for musical performance
- f. Applies cultural and historical research to justify choices in directing and acting projects

TAHSMTII.6 Researching cultural and historical information to support artistic choices

- a. Defines the role of a dramaturge
- b. Analyzes a musical text for era specific language, music style, and other cultural characteristics
- c. Investigates the careers of musical theatre collaborators
- d. Examines the influences of social, historical, and economic conditions on the musical script
- e. Constructs a dramaturgical display related to a musical production
- f. Researches unfamiliar vocabulary and phrases found in musical theatre texts

TAHSMTII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Masters and executes basic dance steps
- b. Demonstrates basic singing techniques
- c. Combines dance, song, and text into an individual or group performance
- d. Explores the influence of the musical score on plot and character development
- e. Analyzes music to recognize performance cues
- f. Draws upon personal experiences to create dramatic characters and works
- g. Demonstrates sight-reading skills

TAHSMTII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Traces the historical development of musical theatre
- b. Interprets how societal conditions influence the creation of a musical
- c. Connects the theme/s in a musical to contemporary society and to the broader human experience
- d. Analyzes the lives, works, and influences of major musical theatre figures in various cultures and historical periods
- e. Examines the role and influence of musical theatre and musical media in modern society
- f. Appraises and compares current trends in musical theatre styles

TAHSMTII.9 Exploring the business of theatre

- a. Explores the process of developing a musical for the Broadway stage
- b. Compares and contrasts standard operating procedures for Equity, Non-Equity, and amateur theatres
- c. Identifies and analyzes “above the lines” and “below the lines” roles of theatre-producing organizations
- d. Creates a marketing plan for a musical production
- e. Outlines a production budget for a musical production
- f. Examines and analyzes performance contracts

TAHSMTII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and defends criteria for assessing each area of musical theatre production
- b. Justifies acting choices to prepare a role in a musical performance
- c. Evaluates the work of individual contributors to the production process
- d. Judges the effectiveness of the final performance based on the quality of the rehearsal process
- e. Compares and contrasts live musical performances to taped performances, film adaptations, and script readings
- f. Explores and evaluates the collaborative process of a production

TAHSMTII.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Observes and demonstrates appropriate audience etiquette
- b. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- c. Explores and analyzes the “chemistry” between actor and audience

TAHSMTIII.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies dramatic structure in a musical
- b. Analyzes dramatic elements in a musical text or performance
- c. Analyzes themes in a musical text or performance
- d. Examines the function and relevance of characters in a musical
- e. Examines the role of choreography in a performance
- f. Determines the effectiveness of artistic choices in a performance

TAHSMTIII.2 Developing scripts through improvisation and other theatrical methods

- a. Explores a variety of musical techniques including recitative, aria, ballad, and other musical theatre conventions
- b. Analyzes song lyrics as dramatic text to promote character development
- c. Improvises using various musical techniques
- d. Develops a character through improvisation
- e. Creates original choreography for an existing song found in a musical
- f. Designs an original scene for musical theatre

TAHSMTIII.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Applies appropriate vocal technique for speaking and singing
- b. Records blocking notation in a text for a performance
- c. Analyzes and scores a text for musical performance
- d. Contributes to the ensemble by exercising artistic discipline during rehearsal and performance
- e. Demonstrates proficiency in vocal techniques: warm-ups to prepare the voice, diction, phrasing, pitch, articulation, breath control, vocal safety, injury-avoidance procedures, dialect, timing, and pacing
- f. Demonstrates proficient physical techniques: warm-ups to prepare the body, relaxation techniques, centering, isolation of body parts, psychological gesture, neutral and character masks, and communicating meaning and characterization through body position and gesture.

TAHSMTIII.4 Designing and executing artistic and technical elements of theatre

- a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound
- b. Creates a plot for a specific area of technical production in musical theatre
- c. Explores the relationship between design choices and the overall musical performance

- d. Analyzes the technical elements of a production and how a performance is impacted by these elements
- e. Designs and produces at least one technical element for a production

TAHSMTIII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Compares and contrasts presentational and representational styles in musical theatre
- b. Defines and evaluates the roles of the director in a production
- c. Produces a concept statement for a musical theatre performance
- d. Applies rehearsal discipline in preparation for performance
- e. Practices physical and vocal warm-ups for rehearsal and performance
- f. Directs a musical performance

TAHSMTIII.6 Researching cultural and historical information to support artistic choices

- a. Defines the role of a dramaturge
- b. Analyzes a musical text for era specific language, music style, and other cultural characteristics
- c. Investigates the careers of musical theatre collaborators and their influence on theatre
- d. Creates and presents a research project directly related to a musical theatre performance

TAHSMTIII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Masters and executes intermediate level dance steps
- b. Demonstrates basic singing techniques
- c. Combines dance, song, and text into an individual or group performance
- d. Continues to develop skills in dance and vocal production vocal skills
- e. Assumes leadership roles in the production of musical theatre
- f. Masters sight-reading skills

TAHSMTIII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Traces the historical development of musical theatre
- b. Interprets how societal conditions influence the creation of a musical
- c. Connects the theme/s in a musical to contemporary society and to the broader human experience
- d. Compares and contrasts the development of choreography and the role it plays in musical theatre

TAHSMTIII.9 Exploring the business of theatre

- a. Explores the process of developing a musical for the commercial Broadway stage
- b. Compares and contrasts standard operating procedures for Equity, Non-Equity, and amateur theatres
- c. Identifies and analyzes “above the lines” and “below the lines” roles of theatre-producing organizations
- d. Researches and outlines copyright laws and guidelines that govern theatre and live performances
- e. Evaluates, selects, and rehearses monologue and vocal selections for an audition repertoire

TAHSMTIII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and defends criteria for assessing each area of musical theatre production
- b. Justifies acting choices to prepare a role in a musical performance
- c. Evaluates the work of individual contributors to the production process
- d. Evaluates the work of the technical contributors as a part of the collaborative team of a production
- e. Evaluates on stage and backstage performances in a musical production

TAHSMTIII.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Observes and demonstrates appropriate audience etiquette
- b. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- c. Explores the contribution of the audience to the production process

TAHSTTI.1 Designing and executing artistic and technical elements of theatre

- a. Compares and contrasts the characteristics of different types of performance spaces such as a proscenium stage, studio/black box, thrust stage, classroom, arena, or found space.
- b. Analyzes ways in which the characteristics of a performance space can influence production decisions
- c. Demonstrates knowledge of the technical components of a theatre set, properties, lighting, sound, costuming, and makeup
- d. Creates a chart of the responsibilities of technical personnel, including designers, builders, and operators
- e. Demonstrates theatre safety practices as well as an ethical use of available technology and resources
- f. Considers the interrelated nature of lighting, costumes, makeup, sound, properties, scenery, acting, and direction to create in a unified theatrical production
- g. Researches and selects lighting, sound, scenery, properties, costumes, and makeup to help create a particular theatrical environment
- h. Selects, documents, and arranges props, furniture, costumes, and sound to create the setting and environment of the plot
- i. Uses standard safety and operating procedures for tools and equipment used in formal and informal theatre, film/video, and electronic media productions

TAHSTTI.2 Designing and executing artistic and technical elements of theatre (Sets and Properties)

- a. Uses power tools under the operating and safety guidelines to construct theatre sets and props
- b. Collaborates with other group members to design and construct a variety of functional scenic devices for a formal production
- c. Describes and/or documents through words, drawings, technical elements, the setting and environment of a plot,
- d. Uses available art materials, tools, and/or stock scenery to create and convey props and/or setting
- e. Constructs or locates appropriate props to enhance a scene or production

TAHSTTI.3 Designing and executing artistic and technical elements of theatre (Costumes and Make-up)

- a. Identifies the basic functions of costumes in theatrical production
- b. Identifies the characteristics, safety considerations, application and removal techniques for different types of makeup and makeup materials

- c. Demonstrates the safe and appropriate application of character makeup and simple prosthetics
- d. Creates a graphic regarding historical, regional, and cultural styles of dress
- f. Analyzes and safely applies basic principles and techniques of costume construction: cutting, dyeing, sewing, care, and maintenance of costumes
- g. Uses available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or production
- h. Designs and creates costume drawings and/or make-up charts

TAHSTTI.4 Designing and executing artistic and technical elements of theatre (Lighting and Sound)

- a. Identifies basic lighting and sound technology, equipment, and safety practices
- b. Describes, compares, and demonstrates the practical application of different light and sound equipment in theatre, film, television, and electronic media

TAHSTTI.5 Designing and executing artistic and technical elements of theatre (Stage Management)

- a. Develops a schedule and organizational plan for selected areas of theatre operation
- b. Applies the established concepts of stage management
- c. Identifies the duties of the stage manager in the production process
- d. Implements technical theatre etiquette in rehearsal and production settings
- e. Assists the director in all areas of the production
- f. Maintains effective communication and safety procedures with members of the cast and crew

TAHSTTI.6 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Evaluates artistic choices in informal and formal productions, renderings, and models
- b. Critiques and analyzes constructive criticism of projects, plans, or ideas
- c. Evaluates the playing space and setting used for a variety of dramatic works, classroom scenes, and informal and formal productions
- d. Analyzes the technical elements – lights, sound, set, costumes – of live and recorded performances
- e. Appraises the artistic choices – director, actor, style – evident in a live or recorded performance

TAHSTTII.7 Engaging actively and appropriately as an audience member in theatre or
other media experiences

- a. Observes and demonstrates appropriate audience etiquette
- b. Explores the contribution of the audience to the production process

TAHSTTII.1 Designing and executing artistic and technical elements of theatre

- a. Interprets, prepares, and presents elements of technical theatre to enhance a scene
- b. Creates a two-dimensional study of a three-dimensional object, using scale drawings, perspective drawings, blueprints, or computer renderings to design scenery, costumes, and properties
- c. Analyzes and justifies design choices
- d. Applies the principles, elements, characteristics, and functions of design to a theatrical production
- e. Analyzes dramatic texts for theme/s, settings, era, style, genre, and characters to determine technical requirements
- f. Applies knowledge of design principles and elements to set and property design, costumes, lighting, sound, and makeup
- g. Collaborates with the director to develop concepts that convey the metaphorical nature of theatre, film/video, and electronic media productions
- h. Incorporates the use of technological advances in theatre and other disciplines to create formal and informal theatre, film/video, and electronic media productions

TAHSTTII.2 Designing and executing artistic and technical elements of theatre

- a. Develops designs that use visual elements to clearly convey environments suggested by the text
- b. Illustrates the use of line, shape, texture, color, space, and balance to represent the environment of a plot
- c. Designs original ground plans and set designs for a variety of dramatic works
- d. Develops technical designs based on design concepts (e.g., musical and visual art principles) that meet the requirements of the dramatic work, film/video, and electronic media production

TAHSTTII.3 Designing and executing artistic and technical elements of theatre (Costumes and Make-up)

- a. Applies construction techniques and materials for creating costumes
- b. Investigates alternative strategies for obtaining costumes
- c. Engages in proper safety practices in the creation of costumes and the application of make-up

TAHSTTII.4 Designing and executing artistic and technical elements of theatre (Lighting and Sound)

- a. Applies established principles, elements, and techniques of lighting and sound design for a theatrical production
- b. Analyzes and safely applies basic techniques of theatrical lighting and sound production such as using color gels, designing and reading a light plot and instrument schedule, and selecting or designing sound effects and background music
- c. Uses available lighting sources to enhance formal and informal theatre, film/video, and electronic media productions
- d. Creates appropriate sound effects, and selects music to enhance a scene or production

TAHSTTII.5 Designing and executing artistic and technical elements of theatre (Stage Management)

- a. Explores and discusses the principles of theatre management, administration, and the production process
- b. Identifies the functions of business management, including funding, publicity, and house management
- c. Applies standard backstage procedures for setting and striking sets, unit set preparation, curtain and fly rail operation, set and lighting crew preparation, backstage etiquette, and safety
- d. Applies principles of stage management by creating a prompt book noting blocking, lighting, sound, and effect cues

TAHSTTII.6 Researching cultural and historical information to support artistic choices

- a. Analyzes a variety of dramatic texts to determine their production requirements by referencing historical and cultural contexts
- b. Compares and contrasts the historic setting, culture, and geography of a play script, and how these factors influence the visual and aural representation in a classroom, on stage, or in media
- c. Researches historical and cultural influences from a variety of resources including texts, library, artifacts, and the internet, to develop credible design choices

TAHSTTII.7 Exploring the business of theatre

- a. Examines the roles and responsibilities of various technical positions in the production process
- b. Researches and reports on available careers in theatre technology and design
- c. Reflects on personal career interests, choices, and their relationship to a theatre career

TAHSTTII.8 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Analyzes technical choices in formal and informal presentations
- b. Assesses and revises personal design choices based on feedback from a director
- c. Justifies how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story
- d. Interprets technical elements in a variety of performed dramatic works including theatre, film/video, and electronic media productions
- e. Evaluates the effectiveness of lighting, sound, scenery, properties, costumes, and makeup choices in communicating the concept of a production
- f. Determines how the historical and cultural influences of technical elements affect a variety of performed dramatic works
- g. Critiques live performances with informed responses by identifying the elements of production, including directing, design, and acting

TAHSTTII.9 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Observes and demonstrates appropriate audience etiquette
- b. Explores the contribution of the audience to the production process

TAHSTTIII.1 Designing and executing artistic and technical elements of theatre

- a. Designs and creates programs, posters, and two or more of the following for a theatre, film, television, or electronic media production: tickets, flyers, print ads, print media, or public service announcements for television or radio
- b. Interprets a formal production, using costumes, props, and make-up to support the interpretation
- c. Analyzes safety practices and procedures relevant to technical theatre, including practices related to emotional and physical well-being
- d. Identifies and uses properties, costumes, scenery, lighting, and sound to define and support character, environment, mood, action, and theme and to alter space to create suitable environments for dramatic play and performance
- e. Demonstrates the use of observation from nature, society, or research as a means to enhance the script, performance, or design.

TAHSTTIII.2 Designing and executing artistic and technical elements of theatre (Scenery and Properties)

- a. Creates a scale model of a three-dimensional form from design drawings
- b. Builds a scale model of a setting for a stage or film/video
- c. Designs and implements technical elements for theatre, film/video, and electronic media productions based on designs from a concept and in collaboration with a director

TAHSTTIII.3 Designing and executing artistic and technical elements of theatre (Costumes and Make-up)

- a. Designs and realizes at least one original costume rendering for a theatre production or classroom exercise
- b. Creates and realizes at least one make-up rendering for a theatre production or classroom exercise

TAHSTTIII.4 Designing and executing artistic and technical elements of theatre (Lighting and Sound)

- a. Creates and implements a functional light or sound plot for a formal production for stage, film, television, or electronic media
- b. Designs an original sound plot for a variety of dramatic works

TAHSTTIII.5 Designing and executing artistic and technical elements of theatre (Stage Management)

- a. Executes the duties and responsibilities of a crew head and/or crew member to stage a variety of dramatic works
- b. Explores principles of theatre management, administration, and the production process

TAHSTTIII.6 Researching cultural and historical information to support artistic choices

- a. Researches and describes appropriate historical and contemporary production designs from a variety of dramatic works for formal and informal theatre, film, video, and electronic media productions
- b. Identifies and explains the historical and cultural influences on the visual and aural elements from a variety of works such as fairy tales, books, and plays

TAHSTTIII.7 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Reviews and analyzes live performances and makes informed responses by identifying the elements of production—directing, design, and acting
- b. Describes, analyzes, and evaluates artistic choices in scenic presentations

THEATRE ARTS

TECHNICAL THEATRE IV

TAHSTTIV.1 Designing and executing artistic and technical elements of theatre

- a. Applies solutions to technical theatre problem
- b. Develops and maintains a portfolio of best works that illuminate and reflect growth, knowledge, and skills as a theatrical technician and designer
- c. Compares and contrasts how nature, social life, and visual art practices and products influence and affect design choices for theatre, film, television, and electronic media productions in the past and the present
- d. Applies the components, functions, and operations of technical theatre elements, including lighting, scenery, costuming, makeup, properties, and sound

TAHSTTIV.2 Designing and executing artistic and technical elements of theatre (Scenery and Properties)

- a. Builds scenery and properties from original ground plans and set designs for a production
- b. Serves as technical director, shop supervisor, or in other leadership roles on the technical elements of a production

TAHSTTIV.3 Designing and executing artistic costumes and make-up

- a. Implements costume and make-up designs for a dramatic work in a formal setting
- b. Designs and creates a garment pattern

TAHSTTIV.4 Designing and executing artistic and technical elements of theatre (Costume and Make-up)

- a. Designs an original lighting or sound plot for a variety of dramatic works
- b. Implements lighting designs for a dramatic work in a formal theatre setting
- c. Implements sound designs for a dramatic work in a formal setting

TAHSTTIV.5 Designing and executing artistic and technical elements of theatre (Stage Management)

- a. Creates production and rehearsal schedules, contact sheets, and cue sheets
- b. Serves as a stage manager or assistant stage manager for a production

TAHSTTIV.6 Researching cultural and historical information to support artistic choices

- a. Analyzes a variety of dramatic works for color, style, line, texture, and technical requirements influenced by history and culture
- b. Researches, justifies, and illustrates historical, cultural, and symbolic image and sound choices to interpret a variety of dramatic works for productions

TAHSTTIV.7 Examining the roles of theatre as a reflection of past and present civilizations

- a. Analyzes the effects of technical theatre and media on the mores and politics of current and past cultures
- b. Creates and articulates the reasoning behind design concepts that reflect the influence of social, political and economic standards

TAHSTTIV.8 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Attends and critiques theatrical productions outside of the school environment
- b. Evaluates the collaboration process with directors to develop concepts that convey the metaphorical nature of the drama for theatre, film/video, and electronic media productions
- c. Evaluates their own and their peers' portfolios of best works that illuminate and reflect growth, knowledge and skills as a theatrical technician/designer
- d. Evaluates the environment, setting, lights, sound, costumes, and props in a variety of performed dramatic works to determine the mood and meaning of the story
- e. Evaluates peers' efficiency and effectiveness of safety issues, execution of duties, and responsibilities on a technical crew
- f. Reviews and analyzes live performances and makes informed responses by identifying the elements of production - directing, designing, and acting

TAHSTM.1 Analyzing and constructing meaning from theatrical dramatic literature, and electronic media

- a. Engages in script analysis and study as a means of developing a marketing plan
- b. Utilizes theatre and content knowledge to contribute to the building of a balanced season
- c. Creates narratives of varying length for use in marketing efforts

TAHSTM.2 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Identifies the responsibilities and tasks of a marketing team
- b. Coordinates with directors and other organizational leaders to develop a calendar of marketing activities
- c. Collaborates on the planning and execution of formal and informal marketing activities

TAHSTM.3 Researching cultural and historical information to support artistic choices

- a. Engages in production research to gather marketing information
- b. Plans for and engages in market research to develop an audience base
- c. Develops and implements a marketing plan that incorporates the knowledge gained through research efforts

TAHSTM.4 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Examines the relationship between the marketing team other collaborators in theatrical production
- b. Analyzes a variety of angles from which various press releases might be produced (e.g., production areas, cast, production history, personality/biography)
- c. Creates and implements various press releases and other marketing efforts directed at reaching specific target markets

TAHSTM.5 Examining the roles of theatre as a reflection of past and present civilizations

- a. Examines performance/production history of plays scheduled for production
- b. Explores the reception and reaction of productions in other communities
- c. Applies knowledge of appropriate historic and cultural reactions to a marketing plan

TAHSTM.6 Exploring the business of theatre

- a. Examines existing and develops original marketing plans, budgets, and calendars
- b. Develop an audience and patron data base
- c. Implements and assesses the effectiveness of marketing efforts

TAHSTM.7 Critiquing various aspects of marketing for theatre and other media using appropriate supporting evidence

- a. Designs, implements, and assesses a marketing plan
- b. Records and analyzes trends in the local market
- c. Evaluates the success of marketing efforts for individual events and the season as a whole

TAHSTM.8 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Develops and implements a survey and/or other means of establishing dialogue between the theatre organization and its audience
- b. Records audience interests and sales trends
- c. Creates an environment of continuous improvement based on audience feedback