

## THEATRE STANDARDS

(These standards are based on the National Theatre Standards and those developed by the Phoenix Union High School Performing Arts and Arizona State University; Herberger College of the Arts)

### Standard 1: Acting

Acting by developing, communicating, and sustaining characters in improvisations and formal and informal productions.

**1.1** Compare and demonstrate various classical and contemporary acting techniques and methods.

**Activities:** Physical and vocal warm-ups, pantomime and mime, improvisations, voice and diction exercises, theater activities, performance outline, performance, monologues, scene work..

**Assessment strategies:** Participation checklist, evaluation sheets, teacher observation, oral responses, testing.

**1.2** Demonstrate artistic discipline to achieve ensemble in rehearsal and performance.

**Activities:** Student generated list of performance and/or rehearsal expectations, design a rehearsal schedule, concentration exercises

**Assessment strategies:** Participation checklist, Evaluation sheet, Interviews, Discussions, Oral responses.

**1.3** Create consistent characters from classical, contemporary, realistic, and non-realistic dramatic texts in informal and formal theater, film, television, or electronic media productions.

**Activities:** Physical and vocal warm-ups, pantomime and mime, improvisations, voice and diction exercises, theater activities, performance outline, performance, monologues, scene work..

**Assessment strategies:** Participation checklist, evaluation sheets, teacher observation, oral responses, testing.

### Standard 2: Script Writing

Script writing through improvising, writing and refining scripts based on personal experience, heritage, imagination, literature, or history.

**2.1** Write theater in a variety of traditional and new forms that include original characters with unique dialogue that motivates action.

**Activities:** Read and analyze scripts, outline dramatic structure, brainstorm plot sequence and scenarios, improvisation, write scripts.

**Assessment strategies:** Portfolio assessment, checklist, rubric, and workshop strategies.

### **Standard 3: Technical Theater**

Designing and producing by conceptualizing and realizing artistic interpretations for informal and formal productions.

**3.1** Develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhyme, dynamics, tempo expression) from traditional and nontraditional sources that clearly support the text.

**Activities:** View and critique stage and technical elements/requirements, drawings, conceptualizations, design plans, demonstrations

**Assessment strategies:** Oral responses, demonstrations, rubric, checklists, and evaluation.

**3.2** Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

**Activities:** Participation, research history and culture, read and evaluate plays, present sketches or designs, formulate design concepts based on culture and history.

**Assessment strategies:** Teacher observation, Checklist, Portfolio, oral responses, evaluation checklists, quizzes, presentations

**3.3** Design and implement production schedules, stage management plans, promotional and fund raising ideas, business and front-of-house procedures for informal and formal theater or other productions.

**Activities:** Design production schedules, portfolio, design fliers, tickets, publicity releases checklists, cue sheets and plots.

**Assessment strategies:** Oral presentation, Portfolio, Checklists, Rubric over assignments

**3.4** Safely construct and efficiently operate technical aspects of theater.

**Activities:** Build and paint sets, set up and run lights and sound, change and adjust lighting, sound, etc., record and edit scenes.

**Assessment strategies:** Checklist, portfolio, teacher evaluation, rubric.

## **Standard 4: Production Process**

Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal and formal productions.

**4.1** Develop multiple interpretations of visual and aural production choices for scripts and production ideas, and justify choices and adaptations.

**Activities:** Analyze script and brainstorm, research, submit and evaluate designs and adaptations.

**Assessment strategies:** Oral presentations, portfolio, checklist, rubric, interview, and diagrams (pictures, etc).

**4.2** Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

**Activities:** Develop prompt book, justify choices, practically apply techniques, direct scenes and direct actors.

**Assessment strategies:** Rubric, oral presentations, participation checklist, teacher observation, portfolio, evaluation.

**4.3** Conduct or participate in auditions, casting actors, directing scenes, conducting production meetings to achieve production goals.

**Activities:** Practice audition techniques, develop production schedule, scene work, develop prompt book.

**Assessment strategies:** Participation checklist, rubric, production schedule, scene work, develop prompt book.

**4.4** Investigate career opportunities in performing arts field.

**Activities:** Research career responsibilities and opportunities, create resume, create portfolio, interview someone currently working in performing arts.

**Assessment strategies:** Interview, presentation, teacher observation, evaluation sheet/ rubric.

**4.5** Utilize current technology in production design and performance.

**Activities:** Use computer programs to create lighting, costume, make up, sound, scenery and publicity designs; use computer technology for playwriting, word processing and desktop publishing; use audio and/or video technology to create and edit electronic media productions; program and operate lighting and sound systems using available technology.

**Assessment strategies:** Evaluation sheets, teacher observation, checklist, and portfolio.

### **Standard 5: History and Culture**

Understanding theater through researching and evaluating cultural and historical information.

**5.1** Research and use cultural, historical, and symbolic clues to develop an improvisation or scripted scene and justify choices.

**5.2** Compare how similar themes are treated in drama of different genres and styles from various cultural and historical periods; illustrate and justify choices with classroom performances and discuss how theater can reveal concepts.

**5.3** Identify and compare the lives, works, and influences of representative theater artists in several cultures and historical periods.

**5.4** Analyze the effects of their own cultural experiences on their dramatic work and explain how culture affects the content and production values of theater, television, and films created by others and justify choices.

**Activities:** Research, study theater history, reports, presentations, read and evaluate plays from various cultures and time periods, improvise scenes, write scenes, theater games, monologues, perform scenes or presentations.

**Assessment strategies:** Rubrics, tests, quizzes, evaluation sheets, observation, oral responses, discussion, and checklists (scoring guides).

### **Standard 6: Critique**

Analyzing, critiquing, and constructing meanings from informal and formal theater, film, television, and electronic media productions.

**6.1** Construct personal meanings from dramatic performances.

**6.2** Analyze and critique the whole and the parts of the dramatic performances, taking into account the context, constructively suggest alternative artistic choices.

**6.3** Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

**6.4** Analyze, compare and evaluate differing critiques of the same dramatic texts and performance.

**6.5** Analyze and explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation of theater, film, television, and electronic media.

**Activities:** Attend and evaluate live performance, evaluate film, television, or electronic media productions, justify opinions, list personal experiences that compare with the text, compare and contrast personal criteria to printed reviews, develop evaluations forms, self evaluation and oral and written evaluation to own text plus those of others, compare and contrast published reviews, evaluate class critiques, report and research technology, predict future technologies.

**Assessment strategies:** Rubric, oral responses, teacher observation, evaluation sheets, peer and self review and scoring, teacher evaluation.