

Eighth Grade

# Drama & Theatre Arts



## Colorado Academic Standards Drama and Theatre Arts

"The stage is not merely the meeting place of all the arts, but is also the return of art to life." --Oscar Wilde

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"Too often, we glimpse the outlines of a scene and fail to notice the details that fill it in, making it truly interesting and unique." --Eric Booth

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### **Theatre Arts are Important to Life and Learning**

Theatre arts are a universal force in the everyday life of people around the world. This force connects each new generation to those who have gone before. Students need theatre arts to make these connections and to express the otherwise inexpressible. Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life – about actions and consequences, customs and beliefs, and others and themselves.

Theatre arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy, including innovations in technology, while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21<sup>st</sup> century. Additionally, as they work at increasing their understanding of the challenges presented by theatre arts, they prepare to make their own contributions to the nation's storehouse of culture. The theatre process also is important for a student's individual growth. A strong and clear sense of the theatre process, which takes the creative theatrical act from inception to completion, teaches the importance of follow-through and responsibility.

Theatre arts have both intrinsic and instrumental value. That is, they have worth in and of themselves and also can be used to achieve a multitude of purposes such as to present issues and ideas, to teach or persuade, to entertain, to design, to plan, and to beautify. Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions, and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value." The modes of thinking and methods of theatre arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. Attributes necessary to the arts such as self-discipline, collaboration, and perseverance transfer to the rest of life.

The more students live up to these high expectations, the more empowered our citizenry becomes. Indeed, helping students meet these standards is among the best possible investment in the future of not only our children, but also our country and civilization.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

# Continuum of State Standards Definitions

## Prepared Graduate Competency

Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

## Standards

Standards are the topical organization of an academic content area.

P-8

High School

## Grade Level Expectations

Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.

*What do students need to know?*

## High School Expectations

Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.

*What do students need to know?*

## Evidence Outcomes

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

## 21<sup>st</sup> Century and PWR Skills

### Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

### Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

### Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Evidence Outcomes

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

## 21<sup>st</sup> Century and PWR Skills

### Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

### Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

### Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in Drama and Theatre Arts

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles
- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process
- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

## Standards in Drama and Theatre Arts

Standards are the topical organization of an academic content area. The three standards of drama and theatre arts are:

**1. Create**

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.

**2. Perform**

The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

**3. Critically Respond**

An informed literacy, thoughtful critique, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

**Purpose of Fundamental and Extended Pathways in High School:**

In order to meet the basic needs of all students and the advanced needs of those pursuing careers in theatre, the standards review subcommittee developed *Fundamental* and *Extended* pathways.

The *Fundamental* pathway describes students who have limited interest in theatrical performance or theatre-related vocations, or whose interest lies within other aspects of theatre-related vocations, such as acoustic and structural engineering, advertising and marketing, event management, fashion design, mass communications, or publishing.

The *Extended* pathway is directed at students who intend to pursue postsecondary education or vocation in theatre, which might lead to careers in theatre education, performance, technical production, theater management, or other theatre-related areas. The expectations in the *Extended* pathway meet all of the prepared graduate competencies with a much higher degree of rigor appropriate to the expectations of postsecondary theatre opportunities.

## Drama and Theatre Arts Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>Eighth Grade</b>	
1. Create	1. Creating and sustaining a believable character 2. Participation in improvisation and play building 3. Construction of technical and design elements
2. Perform	1. Characterization in performance 2. Technology reinforces, enhances, and/or alters a theatrical performance
3. Critically Respond	1. Recognition and evaluation of contemporary and historical contexts of theatre history 2. Use critical thinking skills in character analysis and performance 3. Respect the value of the collaborative nature of drama and theatre works

## **21<sup>st</sup> Century Skills and Readiness Competencies in Drama and Theatre Arts**

The drama and theatre arts subcommittees embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### **Colorado's Description of 21st Century Skills**

The 21<sup>st</sup> century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Drama and theatre arts are inherently demonstrated in each of Colorado's 21<sup>st</sup> century skills, as follows:

#### Critical Thinking and Reasoning

As this century progresses, it becomes clear that the world needs citizens who are able to penetrate unfolding of events and conflicts with pure thought. The greatest exercise for the development of solid rationalization and logical solution has to do with problem-solving and critical response. Whether searching for strong or better choices in production or dramatic literature, or exploring the spontaneous ingenuity of improvisation, the mind is engaged in analytic and logical examination. Through script analysis, character analysis, design interpretations, or marketing planning, the theatre student develops practical thinking skills along with the ability to respond through writing, speaking, and logical expression. Equal to the ability to develop thought through observation and the identification of substantive ethic in plot, character, or style is the mindfulness of how one's choices affect others within the theatre group and from an audience's perspective. Once the mind is engaged through decision-making in writing, directing, acting, critiquing, using mathematics in design and construction, or simply attending a performance, the theatre student is developing abilities and skills that serve society to progress and evolve, to be flexible in solving cultural conflicts, and to celebrate the uniqueness of the individuality and the common bond in humanity.

#### Information Literacy

Processing the awareness and demands of an ever-changing, modern world is more and more a function of an individual's ability to respond to what the world offers with one's foundation of knowledge, imagination, inventiveness, and attention to detail. The research required to master a faction of theatrical endeavor entreats the student to utilize all the sources available for study and to know the laws and limitations relevant to their audience, community, and culture. Theatrical production, as well as study in history and criticism, demands knowledge of customs, ideals, and technologies. Theatre students must use their knowledge from all other disciplines, including history, politics and social studies, mathematics and science, and media technology and mass communications in order to create and to understand their roles and created environments. These bodies of knowledge must be enhanced by skills and awareness in knowing where and how to find the information and how to discern its truth and relevance. What follows lies in knowing how to utilize the information in writing, characterization, directing, designing, and fashioning implements and environments. Theatre expresses the differences of time and cultures from all over the world and the spectrum of disciplines from all of history.



### Collaboration

The spirit of collaboration lives in the very heart of theatre study. Theatrical production includes a dynamic mix of all the arts – as visual art, music, dance, and literary works are all embraced to recreate stories of the human condition. The study of theatre arts is a group dynamic. To produce theatrical works requires an interaction of artists and technicians from many different disciplines. This interaction is inherently related to the interaction our young citizens will encounter in their roles as citizens. In preparation for a theatrical event, planning, staffing, and practicing are required of the entire company of actors, artisans, managers, designers, technicians, and marketing specialists. The result of this intense collaboration is an understanding and appreciation of leadership, talent, and reliability. A work of theatre for an audience is the reenactment of conflict and consequence in time and space as interpreted by the group in plot, characterization, and spectacle. This provides the essence of understanding and loving in a community bound together by language, custom, age, gender, history, race, or privilege.

### Self Direction

The guiding lights for students of theatre are in learning the concepts of initiative and responsibility. Because of its collaborative nature and that a task must be completed on time and out of one's own initiative, theatre production is an invaluable tool for developing the personality and sense of community responsibility. Each individual finds an important place to contribute to the whole of the project, and each one learns to express himself or herself to their best sense of excellence for the good of the entire company. For personal growth, theatre equips the participant with the communication skills and the ego strength to make mature choices and evaluations. As theatre students progress from learner to leader, they have the opportunity find their gifts and individual talents. Theater students learn to rely on themselves and to trust the response of their community of artists and their audiences. To stand in the midst of fellow students, teachers, and administrators, or face an audience and deliver the fruits of their labor and study is the most internally strengthening human activity. Students of theatre can rely on this strength for self-expression and self direction, and those qualities stay with them for the rest of their lives.

### Invention

Exercising the creativity and inventiveness of the human soul begins at the very first stages of theatre study and continues beyond the high school years. The actor learns to take risks in characterization and spontaneity; the writer learns to explore all possibilities of development; and the technician learns to solve all sorts of problems in nonverbal forms. Each time a theatrical production is undertaken, it is a new invention, no matter if that title has been done before or if it is an original work. The solutions to that particular production concept are inventions created to serve the performance; the particular invention may live only in the time and place for which it is created, or it may be discarded after performance – but the inventiveness and appreciation for those solutions will live on in the individual and group –each time an actor, out of technique or spontaneity, creates a personal event or interpretation, or each time an artisan creates a working piece of scenery, sound effect, implement, or environmental effect, or each time a publicist finds a new incentive for a greater audience, an invention has come to life. The appreciation of new inventions also has a place in theatre study, as the discerning theatre group always embraces the newest technologies and latest developments in theory. The skill developed in the creation of the moment, implement, or method will serve the theatre student through many years to come.

## **Colorado's Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado's Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.

# 1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, developing characters, and analyzing roles.

## **Prepared Graduates**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the Create Standard:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

##### 1. Creating and sustaining a believable character

#### Evidence Outcomes

##### Students can:

- Develop and use previously acquired movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop roles or characters with commitment (DOK 1-3)
- Develop and use previously acquired vocal and physical techniques appropriate to conveying a variety of roles or characters (DOK 1-3)
- Generate, formulate, and apply character ideas to improvisation or scripted material (DOK 1-3)
- Discover a character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and translate these into voice, language, and movement that are unique to a role or character (DOK 2-4)
- Use the recall of sensory and personal experiences and the observation of the external world to motivate character behavior (DOK 1-4)
- Use improvisation techniques to explore the dramatic structures of scripts (DOK 2-3)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How many "characters" do you play in one day?
- What makes a character believable?
- Why is it important for scripts to contain diverse characters?

##### Relevance and Application:

- Creating a character and observing the characterization process validates the respect for exceptional performers, writers, artists, and public personalities.
- Analyzing characters and roles and performing them using the voice, body, and ingenuity deepens one's understanding of oneself, one's peers, and the adult community.
- Performing with increased knowledge and awareness of characterization technique leads to more awareness of the need for technical control of the physical environment. For example, a character with a disability or a character portraying a specific historical figure requires a precise, controlled plan for the set design to ensure the character is placed within an appropriate environment; otherwise the character is less believable.

##### Nature of Drama and Theatre Arts:

- Creating and maintaining a character requires self direction, confidence, and concentration.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

#### 2. Participation in improvisation and play building

#### Evidence Outcomes

##### Students can:

- a. Create new, original, and unique roles or characters of one's own imagining by experimenting with plot and narrative structures such as realistic and abstract, dialectics such as presenting conflicting or contrasting ideas, and dramatic metaphors (DOK 2-4)
- b. Write a monologue and/or a series of dramatic scenes for an invented, literary, or historical situation or character (DOK 2-4)
- c. Demonstrate previously acquired improvisation skills through the appropriate participation in improvisation games with established rules and improvisation processes (DOK 2-3)
- d. Make, accept, and extend offers in improvisation, and contribute ideas in spontaneous and rehearsed scenes with a focus on the development and resolution of dramatic conflicts (DOK 1-3)
- e. Use and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and scripts (DOK 2-4)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How do performers use personal experiences to enhance a scene or improvisation, but still connect to universal themes?
2. Why is it fun to see history brought to life?

##### Relevance and Application:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building.
2. Developing and appreciating spontaneous ingenuity through the improvisation process aids in social adeptness and acceptance.
3. Exploring the styles and techniques in theatrical conventions for work on a stage fosters an appreciation of theatrical and educational technologies.

##### Nature of Drama and Theatre Arts:

1. Realizing theatrical ideas fosters confidence and self-reliance.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

<p><b>Prepared Graduates:</b></p> <ul style="list-style-type: none"> <li>➤ Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy</li> <li>➤ Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research</li> </ul>
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**Grade Level Expectation: Eighth Grade**

<p><b>Concepts and skills students master:</b></p> <p>3. Construction of technical and design elements</p>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Conceptualize, hypothesize, and analyze ideas from a scripted or improvised work in to design elements (DOK 2-4)</li> <li>b. Make and justify choices on the selection, and use design elements to support scripted and unscripted material (DOK 2-3)</li> <li>c. Identify and analyze the application of design elements to scripted and unscripted material (DOK 1-3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How do technical elements affect the actors and their performances?</li> <li>2. What happens to a production if there is no cohesiveness in the design elements?</li> <li>3. How much freedom should directors have in changing or modifying technical aspects written in to a script?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Training in drama and theatre arts technology can be directly applied to vocations outside the educational setting such as corporate training, construction, performance, visual art, music, and sound and lighting design.</li> <li>2. Developing the imagination through lighting, construction, sound technologies, fashion, theatre business techniques, and media technologies enhances appreciation for engineers, scientists, and marketing experts.</li> <li>3. Developing confidence in technical skills in drama and theatre arts leads to many opportunities to work in theatre productions in high school and higher education institutions.</li> </ul>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ul style="list-style-type: none"> <li>1. Creating, reflecting on, and analyzing one's own work are exercises in initiative, self-awareness, and humility.</li> </ul>

## 2. Perform

The theatrical process is a product of the knowledge and essential skills gained in the study of drama and theatre arts toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

### **Prepared Graduates**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Perform Standard:**

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

1. Characterization in performance

#### Evidence Outcomes

##### Students can:

- a. Perform sustained characters (DOK 2-3)
- b. Develop a sense of timing in performance (DOK 1-3)
- c. Demonstrate a character's motivation by using recall of sensory and emotional experience and observation of the external world (DOK 1-2)
- d. Apply voice and movement skills that demonstrate a strong understanding of the script or text in action (DOK 2-3)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What makes relationships among actors in a performance believable?
2. How do actors make you believe that they believe what they are saying and doing?

##### Relevance and Application:

1. Collaborating with peers on a project and contributing to its management develops leadership skills.
2. Contributing to the total research and creative experience of a theatrical production enhances problem-solving aptitudes in other disciplines including literacy, engineering, and technology.
3. Translating the written word in to a hands-on experience in a theatrical production strengthens aptitudes for technical careers.

##### Nature of Drama and Theatre Arts:

1. Interpreting and shadowing leads to informed judgments regarding the relative merits of theatrical works of art.



**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

2. Technology reinforces, enhances, and/or alters a theatrical performance

**Evidence Outcomes**

**Students can:**

- Read, analyze, and evaluate a theatrical work, and name necessary technical elements
- Present renderings and floor plans, build models of sets for dramatic work, and explain choices in using visual elements such as line, shape or form, texture, color, and space
- Share sound choices for a production that reflect the realistic and emotional needs of theatrical work
- Show appropriate respect for the safety and maintenance of the work space, tools, and equipment
- Justify the necessary historical or relevant data to produce technical elements for a scripted or non-scripted play

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- What is the relationship between the technician and actor?
- How accurate must renderings be when designing a model?
- What are the industry standard safety and maintenance requirements in community theatre companies?

**Relevance and Application:**

- Exploring design elements and creating renderings and models develops spatial awareness and appreciation for physical environment.
- Working on a production in a technical capacity enhances a sense of belonging and purpose.
- Employing technical skills ensures a place in a production for future educational settings.

**Nature of Drama and Theatre Arts:**

- Understanding technology and technical skills enhances presentational and communication skills.

# 3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of drama and theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

## **Prepared Graduates**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the Critically Respond Standard:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

## Content Area: Drama and Theatre Arts

### Standard: 3. Critically Respond

#### Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

1. Recognition and evaluation of contemporary and historical contexts of theatre history

#### Evidence Outcomes

##### Students can:

- a. Evaluate the elements of drama in a variety of dramatic forms and performance styles (DOK 1-2)
- b. Evaluate the nature of different dramatic forms and performance styles (DOK 2-3)
- c. Recognize and investigate societal and cultural themes in dramatic forms (DOK 1-3)
- d. Recognize the ways dramatic forms have reflected or facilitated change in various societies (DOK 1-2)
- e. Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal processes (DOK 1-3)
- f. Research, use, and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and scripts (DOK 2-4)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why are themes in theatre and history cyclical?
2. How does theatre bring about change?

##### Relevance and Application:

1. Using information and communication technologies in theatre helps to improve all aspects of human interaction, and promotes an efficient exchange of ideas in social situations and the workplace.
2. Discussing and debating the issues that arise from research helps to strengthen critical thought and language skills.
3. Keeping a journal or workbook, and making oral presentations helps to personalize the work and the results of research.

##### Nature of Drama and Theatre Arts:

1. People have used drama and theatre since the beginning of time to represent their ideas.

## Content Area: Drama and Theatre Arts

### Standard: 3. Critically Respond

#### Prepared Graduates:

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

2. Use critical thinking skills in character analysis and performance

#### Evidence Outcomes

##### Students can:

- Describe and analyze in written and oral form a character's wants, needs, objectives, and personality characteristics (DOK 1-3)
- Receive and act on coaching, feedback, and constructive criticism (DOK 2-3)
- Develop critical questioning to appreciate and understand the role of drama and theatre, (DOK 2-3)
- Recognize dramatic problems, and solve them individually and in a group (DOK 1-3)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How does a playwright shape and create an audience?
- How do theatre participants use their knowledge and opinions to constructively critique?
- What would be considered harmful critique?

##### Relevance and Application:

- Giving and taking constructive criticism increases the desire for and appreciation of excellence.
- Accepting how to take direction builds skills as an actor and helps actors understand when it is appropriate to use creative license and when it is not.
- Solving staging problems through critique within a group builds a sense of community and challenges the imagination.
- Using video playbacks to analyze the effectiveness of performances promotes critical thinking.

##### Nature of Drama and Theatre Arts:

- Constructive criticism and objective praise lead to better productions and a striving for excellence.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer</li></ul>
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**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**  
3. Respect the value of the collaborative nature of drama and theatre works

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Enjoy drama and theatre as a community activity (DOK 1)</li><li>b. Research the contribution of various historical and contemporary drama and theatre practitioners and groups (DOK 1-2)</li><li>c. Perform in rehearsals performances as a productive and responsible member of an acting ensemble, and demonstrate personal responsibility and commitment to a collaborative process (DOK 1-2)</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. How does being part of a collaborative process help you outside of a theatrical performance?</li><li>2. What does it mean to be trustworthy and responsible?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Enjoying the theatre as a participant and an audience member encourages a cultural commitment in adult life.</li><li>2. Understanding the contributions and backgrounds of various historical and contemporary performers broadens one’s knowledge base.</li><li>3. Using technology tools such as computer-aided design, computerized light and sound boards, computer-rendering applications, and Internet research can simplify the production aspects of a theatrical work.</li></ul>
	<b>Nature of Drama and Theatre Arts:</b> <ul style="list-style-type: none"><li>1. Learning to recognize excellence in performance and production helps to build a deep respect for arts and culture.</li></ul>

**Colorado Department of Education**

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