

# ART CONTENT STANDARDS FOR THEATRE/DRAMA

## Grades 6-8

<b>Strand: Theatre/Drama</b>
<b>Standard 1:</b> Learn and develop the essential skills and meet technical demands unique to dance, music, theatre/drama and visual arts.
<b>6-8 Benchmark 1A:</b> Refine dialogue and action that contribute to effective plots in classroom dramatizations.
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Utilize acting skills to study human behavior and conflict resolution.</li><li>2. Interpret the meaning of scripted scenes and plays.</li><li>3. Construct dialogue and action that creates a story line with a beginning, middle and end.</li></ol>
<b>6-8 Benchmark 1B:</b> Practice acting skills to develop characterizations that suggest or illustrate artistic choice.
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Define and analyze character relationships in improvised and scripted scenes.</li><li>2. Analyze and describe character behaviors and motivations.</li><li>3. Participate in improvisation and scene work focused on artistic choices.</li></ol>
<b>6-8 Benchmark 1C:</b> Interact as characters in an ensemble.
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Apply various acting skills (memory and sensory recall, concentration and motivation) to create believable characters that function in an ensemble.</li><li>2. Cooperate and abide by group decisions.</li></ol>
<b>6-8 Benchmark 1D:</b> Select and create necessary technical elements for dramatizations (e.g., sets, props, costumes, make-up and sound effects).
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Using available resources, develop and implement technical elements (e.g., sets, costumes, lighting, sound) needed to enhance the meaning of a scene or play.</li><li>2. Develop basic design concepts to create a set for formal and informal scenes.</li></ol>

**6-8 Benchmark 1E:** Demonstrate the directing process (e.g., research, plan, collaborate, audition, cast, block and direct).

**Performance Standards**

1. Utilize the directing process (research, plan, collaborate, audition, cast, block and direct) in dramatizations.
2. Lead small groups in designing, planning and rehearsing a variety of dramatizations.

**Standard 2:** Use dance, music, theatre/drama and visual arts to express ideas.

**6-8 Benchmark 2A:** Create improvised dramatizations that express specific ideas, meanings, themes, moods and emotions.

1. Develop and defend character choices in relation to other actors' interpretations of their characters.
2. Identify the physical, emotional and social dimensions of characters in improvisations.

**6-8 Benchmark 2B:** Interact as the invented characters within an ensemble. Grades 6-8 performance standards:

1. Collaborate with others to create and evaluate improvised and scripted scenes.
2. Demonstrate the ability to stay in character for longer classroom dramatizations.

**Standard 3:** Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.

**6-8 Benchmark 3A:** Describe and compare characteristics of different art forms as they relate to theatre arts.

1. Incorporate elements of dance, music and visual arts to express ideas and emotions in improvised and scripted scenes.
2. Design and construct a set using available materials based on line, color, space, shape, texture and principles of visual arts.

**6-8 Benchmark 3B:** Develop dramatizations which include topics in other content areas such as literature, history and science.

1. Apply the transfer of knowledge between the arts and other content areas to dramatic presentations.

<b>Standard 4:</b> Demonstrate an understanding of the dynamics of the creative process.
<b>6-8 Benchmark 4A:</b> Using appropriate vocabulary, describe and make connections between various technical aspects of theatre.
<ol style="list-style-type: none"> <li>1. Explain the functions and interrelated nature of technical aspects of theatre (e.g., set/scenery, lighting, costumes, props and make-up).</li> <li>2. Integrate theatre arts vocabulary in the development of dramatic presentations.</li> </ol>
<b>6-8 Benchmark 4B:</b> Collaborate to develop improvised and scripted scenes, and evaluate effectiveness of student contributions.
<ol style="list-style-type: none"> <li>1. Employ the use of different tones, moods and characterization in the creation of suspense.</li> <li>2. Lead small groups in planning and rehearsing scenes to be scripted using social, group and consensus skills.</li> </ol>
<b>6-8 Benchmark 4C:</b> Create written dramatic scenes based on original or recognized interdisciplinary prompts, personal experiences and historical events.
<ol style="list-style-type: none"> <li>1. Analyze how culture, location and era are reflected in written scenes and plays.</li> <li>2. Refine, write, critique and produce original scenes or one-act plays.</li> </ol>

<b>Standard 5:</b> Observe, discuss, analyze and make critical judgments about artistic works.
<b>6-8 Benchmark 5A:</b> Express and compare personal reactions to dramatic performances.
<ol style="list-style-type: none"> <li>1. Attend and evaluate theatre productions in the school or community.</li> <li>2. Describe sensory impressions and emotional reactions to various works of art, and justify preferences.</li> <li>3. Express and compare personal reactions and audience reactions to a variety of art forms</li> </ol>
<b>6-8 Benchmark 5B:</b> Describe and analyze the effect of publicity, support materials and physical environments on audience response and appreciation.
<ol style="list-style-type: none"> <li>1. Assess the relationship between an audience and a dramatic presentation.</li> </ol>
<b>6-8 Benchmark 5C:</b> Articulate and support meaning constructed from one's own and other dramatic performances.
<ol style="list-style-type: none"> <li>1. Critique the ideas, meaning, themes, moods and emotions expressed in classroom dramatizations or formal theatrical productions.</li> <li>2. Apply descriptive vocabulary and creative thinking in the critiquing process.</li> <li>3. Utilize student-developed criteria for evaluation of dramatic presentations.</li> </ol>

**Standard 6:** Show increased awareness of diverse peoples and cultures through visual and performing arts.

**6-8 Benchmark 6A:** Describe and compare universal characters and situations in dramas from various cultures and historical periods.

1. Engage in dramatic activities depicting different cultures and times, and discuss commonality of characters, situations and motives in various cultures and historical periods.
2. Critique theatrical material from various cultures.

**6-8 Benchmark 6B:** Explore similarities between life and theatre.

1. Assess the emotional and social impact of theatre arts on one's own life.
2. Analyze the functions of the performing arts in the community and in other cultures.

**6-8 Benchmark 6C:** Explore reasons why subjects and ideas are re-examined in different cultures and times.

1. Compare and contrast theatrical productions from different cultures, and examine how theatrical forms develop in response to cultural needs.
2. Analyze how culture affects the content and production elements of a dramatic presentation.

**Standard 7:** Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

**6-8 Benchmark 7A:** Describe how scientific and technological developments have impacted career choices in theatre, film, television, video and other electronic media.

1. Assess careers in the theatre and related fields (e.g., actor, director, stage manager, producer, set designer, costume designer, production/marketing, agent, internet and intranet endeavors, and other fields).
2. Explain knowledge, skills and discipline needed to pursue careers and vocational opportunities in various theatrical media and in related fields.
3. Discuss a variety of theatrical works, playwrights and performing artists in various cultures throughout history.

**K-5 Benchmark 7B:** Explore the impact of film, video and computer on theatrical endeavor.

1. Debate the advantage or disadvantage of film, video and communications technology on dramatic presentations.
2. Interpret a variety of theatre works in their contexts in cultures, times and places.

**Standard 8:** Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.

**6-8 Benchmark 8A:** Develop scenes and technical aspects to perform for an audience.

1. Apply various acting skills (e.g., memorization, concentration and motivation) to create believable characters.
2. Design and construct a set, using available materials, with consideration for the performance space.
3. Create lighting and sound elements that set a mood for an audience in formal and informal dramatic presentations.
4. Use time effectively to brainstorm, experiment, plan and rehearse.
5. Evaluate staging choices to convey the meaning in scripted scenes.