

# Competencies for Secondary Teachers: Drama, Grades 7-12

2014

In addition to the Arkansas Teaching Standards, the teacher of Drama, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Script Writing</b></p> <p>NSTE: Standard 1</p>	<p>Standard 1: Ability to improvise, write, and refine scripts based on personal experience and heritage, imagination, literature, and history by</p> <ol style="list-style-type: none"> <li>1.1 Constructing imaginative scripts and collaborating with actors to refine scripts so that story and meaning are conveyed to an audience</li> <li>1.2 Writing theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action</li> </ol>
<p><b>2. Acting</b></p> <p>NSTE: Standard 2</p>	<p>Standard 2: Ability to develop, communicate, and sustain characters in improvisations and informal or formal productions by</p> <ol style="list-style-type: none"> <li>2.1 Analyzing the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media</li> <li>2.2 Comparing and demonstrating various classical and contemporary acting techniques and methods</li> <li>2.3 Using an ensemble to create and sustain characters that communicate with audiences</li> <li>2.4 Demonstrating artistic discipline to achieve an ensemble in rehearsal and performance</li> <li>2.5 Creating consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions</li> </ol>
<p><b>3. Design and Production</b></p> <p>NSTE: Standard 3</p>	<p>Standard 3: Ability to conceptualize and realize artistic interpretations for informal or formal productions by</p> <ol style="list-style-type: none"> <li>3.1 Explaining the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup)</li> <li>3.2 Analyzing a variety of dramatic texts from cultural and historical perspectives to determine production requirements</li> <li>3.3 Developing designs that use visual and aural elements to convey environments that clearly support the text</li> <li>3.4 Applying technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup</li> <li>3.5 Designing coherent stage management, promotional, and business plans</li> <li>3.6 Explaining how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions</li> <li>3.7 Collaborating with directors to develop unified production, informal and formal theatre, film, television, or electronic media productions</li> <li>3.8 Safely constructing and efficiently operating technical aspects</li> </ol>

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Praxis II (5641) = Praxis II Theatre

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	<p>of theatre, film, television, or electronic media productions</p> <p>3.9 Creating and reliably implementing production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions</p>
<p><b>4. Directing</b></p> <p>NSTE: Standard 4</p>	<p>Standard 4: Ability to interpret dramatic texts and organize and conduct rehearsals for informal or formal productions by</p> <p>4.1 Developing multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting</p> <p>4.2 Justifying selections of text, interpretation, and visual and aural artistic choices</p> <p>4.3 Effectively communicating directorial choices to a small ensemble for improvised or scripted scenes</p> <p>4.4 Explaining and comparing the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions</p> <p>4.5 Collaborating with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions</p> <p>4.6 Conducting auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals</p>
<p><b>5. Research</b></p> <p>NSTE: Standard 5</p>	<p>Standard 5: Ability to evaluate and synthesize cultural and historical information to support artistic choices by</p> <p>5.1 Identifying and researching cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions</p> <p>5.2 Researching and describing appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions</p>
<p><b>6. Comparing and Integrating Art Forms</b></p> <p>NSTE: Standard 6</p>	<p>Standard 6 – Ability to analyze traditional theatre, dance, music, visual arts, and new art forms by</p> <p>6.1 Describing and comparing the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts</p> <p>6.2 Determining how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre</p> <p>6.3 Illustrating the integration of several arts media in informal presentations</p> <p>6.4 Comparing the interpretive and expressive natures of several art forms in a specific culture or historical period</p> <p>6.5 Comparing the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as</p>

	<p>performance art)</p> <p>6.6 Integrating several arts and/or media in theatre, film, television, or electronic media productions</p>
<p><b>7. Analyzing, Critiquing, and Construction Meanings</b></p> <p>NSTE: Standard 7</p>	<p>Standard 7: Ability to analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions by</p> <p>7.1 Constructing social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues</p> <p>7.2 Articulating and justifying personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement</p> <p>7.3 Analyzing and critiquing the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices</p> <p>7.4 Constructively evaluating their own and others' collaborative efforts and artistic choices in informal and formal productions</p> <p>7.5 Constructing personal meanings from nontraditional dramatic performances</p> <p>7.6 Analyzing, comparing, and evaluating differing critiques of the same dramatic texts and performances</p> <p>7.7 Critiquing several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese kabuki, and others)</p> <p>7.8 Analyzing and evaluating critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work</p>
<p><b>8. Understanding Context</b></p> <p>NSTE: Standard 8</p>	<p>Standard 8: Ability to analyze the role of theatre, film, television, and electronic media in the past and the present by</p> <p>8.1 Comparing how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts</p> <p>8.2 Identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods</p> <p>8.3 Identifying cultural and historical sources of American theatre and musical theatre</p> <p>8.4 Analyzing the effect of their own cultural experiences on their dramatic work</p> <p>8.5 Analyzing the social and aesthetic impact of underrepresented theatre and film artists</p> <p>8.6 Analyzing the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various</p>

	<p>cultures and historical periods</p> <p>8.7 Analyzing the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions</p>
<p><b>9. Incorporate Disciplinary Literacy</b></p> <p>CCSS - English/Language Arts: English Language Arts &amp; Literacy in Science, and Technical Subjects, grades 7-12</p>	<p><u>Reading in Science and Technical Subjects, Grades 7-12</u></p> <p>Reading competencies for literacy in science and technical subjects for grades 7-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>9.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>9.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>9.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text</p> <p>9.4 Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7-12 text and topics Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>9.5 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>9.6 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>9.7 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>9.8 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>9.9 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 7-12 text complexity band</p>

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	<p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by</p> <p>9.10 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> <li>a. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence</li> <li>b. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases</li> <li>c. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>d. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</li> <li>e. Providing a concluding statement or section that follows from or supports the argument presented</li> </ul> <p>9.11 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by</p> <ul style="list-style-type: none"> <li>a. Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>b. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</li> <li>c. Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts</li> <li>d. Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers</li> <li>e. Providing a concluding statement or section that follows</li> </ul>
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	<p>from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)</p> <p>9.12 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>9.13 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>9.14 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>9.15 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>9.16 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>9.17 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>9.18 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
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