Competencies for Secondary Teachers: Drama, Grades 7-12

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

1. Script Writing
 	
NCAS: Anchor Standard 1, 3, 9, 11
NSTE: Standard 1
	Standard 1: The ability to create improvised/devised work, scripted scenes, and refined scripts based on personal experience and heritage, imagination, literature, and history by
	    1.1 Collaborating to create characters, environments, and actions that create tension and suspense
	    1.2 Refining and documenting dialogue and action, which will convey story and meaning to an audience through collaboration with actors.

2. Acting
 	
NCAS: Anchor Standard 1,2, 3, 4, 5, 6, 9
 	
NSTE: Standard 2
	Standard 2: The ability to develop basic acting skills by developing and portraying characters, who interact in improvised and scripted scenes, and who may be sustained over time by
	    2.1 Imagining and clearly describing characters, their relationships, and their environments
	    2.2 Using variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone for different characters
	    2.3 Interacting as the invented characters, exhibiting concentration and contributing to the action of classroom dramatizations, improvisations, and scripted scenes, based on personal experience and heritage, imagination, literature, and history
	    2.4 Analyzing descriptions, dialogue, and actions to discover, articulate, and justify character motivation, objectives, and tactics and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
	    2.5 Demonstrating acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
	    2.6 Comparing and demonstrating various classical and contemporary acting techniques and methods
	    2.7 Analyzing the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media
	    2.8 Using an ensemble to create and sustain characters that communicate with audiences

3. Design and Production NCAS: Anchor Standard 1, 2, 3, 4, 5, 6, 9 NSTE: Standard 3	Standard 3: The ability to design by developing environments for improvised and scripted scenes, and conceptualizing and realizing artistic interpretations for informal or formal productions by 3.1 Collaborating to establish playing spaces for classroom dramatizations by selecting and safely organizing available materials that suggest scenery, properties, lighting, sound, costumes, and makeup

FACF: P.5.THIII.7	3.2 Developing focused ideas for the environment by visualizing and constructing designs to communicate locale and mood, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources 3.3 Explaining the functions and interrelated nature of these dramatic elements and how they are appropriate for the drama 3.4 Explaining the basic physical and chemical properties of these technical aspects of theatre such as light, color, electricity, paint, and makeup 3.5 Analyzing improvised and scripted scenes for technical requirements 3.6 Analyzing a variety of dramatic texts from cultural and historical perspectives to determine production requirements, and develop designs using visual and aural elements to convey environments that clearly support the text 3.7 Designing coherent stage management, promotional, and business plans at the higher grade levels 3.8 Enforcing appropriate safety practices in theatre such as personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures, etc.
4. Directing NCAS: Anchor Standard 1, 2, 3, 4, 6, 9 NSTE: Standard 4	Standard 4: The ability to direct by planning and organizing rehearsals for classroom dramatizations, improvised and scripted scenes, and formal productions 4.1 Collaborating in small groups in planning visual and aural elements and in rehearsing classroom dramatizations, and improvised and scripted scenes, demonstrating social, group, and consensus skills 4.2 Developing multiple interpretations and visual and aural production choices for scripts and production ideas and choosing those that are most interesting 4.3 Justifying selections of text, interpretation, and visual and aural artistic choices 4.4 Effectively communicating directorial choices to a small ensemble for improvised or scripted scenes and formal productions
5. Research NCAS: Anchor Standard 1, 2, 3, 4, 5, 6, 9, 10, 11 NSTE: Standard 5	Standard 5: The ability to research, evaluate, and synthesize cultural and historical information in order to support classroom dramatizations and improvised and scripted scenes by 5.1 Communicating information to peers about people, events, time, and place related to classroom dramatizations 5.2 Applying research from print and non-print sources to script writing, acting, design, and directing choices. 5.3 Identifying and researching cultural, historical, and symbolic clues in dramatic texts and evaluating the validity

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Revised 12/8/2015

	and practicality of the information to assist in making artistic choices for informal and formal productions
6. **Comparing and Integrating Art Forms** NCAS: Anchor Standard 7, 8, 9 NSTE: Standard 6	Standard 6: The ability to compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), dance, music, visual arts, and new art forms by 6.1 Describing visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts and comparing how ideas and emotions are expressed in these dramatic mediums 6.2 Describing characteristics and comparing the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts 6.3 Incorporating elements of dance, music, and visual arts to enhance the mood of classroom dramatizations 6.4 Expressing and comparing personal reactions to several art forms 6.5 Expressing ideas and emotions in improvised and scripted scenes, illustrating the integration of several arts media in informal presentations 6.6 Describing and comparing the functions and interaction of performing artists, visual artists, and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts 6.7 Describing and comparing the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts 6.8 Determining how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre
7. **Analyzing, Critiquing, and Construction Meanings** NCAS: Anchor Standard 1, 2, 4, 7, 8, 9,10, 11 NSTE: Standard 7	Standard 7: The ability to analyze, evaluate, and construct meanings from classroom dramatizations, improvised and scripted scenes and from theatre, film, television, and electronic media productions by 7.4 Describing, evaluating, and analyzing classroom dramatizations and other dramatic performances 7.5 Improving the collaborative processes of planning, playing, responding, and evaluating based on overall effectiveness of artistic choices found in dramatic performances 7.6 Articulating and supporting the meanings constructed from their and others' dramatic performances 7.7 Describing and analyzing the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances 7.8 Articulating and justifying personal aesthetic criteria for

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	critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement 7.9 Using articulated criteria and considering the context, constructively suggesting alternative ideas for dramatizing roles, arranging environments, and developing situations 7.10 Constructing social meanings from informal productions, formal productions, and various cultural and historical dramatic performances, and relating these to current personal, national, and international issues

8. Understanding Context
 	
NCAS: Anchor Standard 1, 2, 7, 8 9, 10, 11
 	
NSTE: Standard 8
	Standard 8: The ability to understand context by analyzing the role of theatre and other dramatic forms such as film, radio, television, and electronic media in the past and present, in daily life, in the community, and in other cultures by
	    8.1 Describing and comparing universal characters and situations in dramas from and about various cultures and historical periods, illustrated in classroom dramatizations and improvised and scripted scenes, and discussing how theatre reflects life and a culture
	    8.2 Identifying and comparing the various settings and reasons for creating and attending theatre and other dramatic forms such as film, radio, television, and electronic media productions
	    8.4 Comparing how similar themes are treated in drama from various cultures and historical periods, illustrating this comparison with informal performances, and discussing how theatre can reveal universal concepts
	    8.5 Explaining how culture affects the content and production values of dramatic performances, and analyzing the effect of their own cultural experiences on their dramatic work
	    8.6 Analyzing the emotional and social impact of dramatic events in their lives, in the community, and in other cultures
	    8.7 Explaining how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy apply in theatre and daily life
	    8.8 Identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods and, in particular, cultural and historical sources of American theatre and musical theatre

9. Incorporate Disciplinary Literacy CCSS - English/Language Arts: English Language Arts & Literacy in Science, and Technical Subjects, grades 7-12	Reading in Science and Technical Subjects, Grades 7-12 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 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
	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
	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
	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
	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
	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
	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
	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
	9.9 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 7-12 text complexity band
	Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12 Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by
	9.10 Writing arguments focused on discipline-specific content by 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 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

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

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

e. Providing a concluding statement or section that follows from or supports the argument presented

9.11 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by

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

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

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

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

e. Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)

9.12 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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

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
	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
	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
	9.17 Drawing evidence from informational texts to support analysis, reflection, and research
	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

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