Theatre Appreciation

Fine Arts
Curriculum Framework

2014

Course Title: Theatre Appreciation
Course/Unit Credit: 0.5 credit

Course Code: 453130

Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades: 9-12
Prerequisites: There is no prerequisite for Theatre Appreciation.

Theatre Appreciation

Theatre Appreciation is a one-semester course in which students will develop fundamental theatre skills through academic study. Students will develop an understanding of basic theatre skills and the history of the theatre, analyze and evaluate artistic work, and discover connections between theatrical works and societal, cultural, and historical contexts. The Standards for Accreditation require schools to offer a one-half unit of survey of fine arts OR one-half unit of advanced art or advanced music. Theatre Appreciation may be used to fulfill this requirement. Theatre Appreciation also fulfills the one-half unit of fine arts required for graduation. Arkansas Department of Education approval is not required for Theatre Appreciation.

Theatre Appreciation

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing/Presenting	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:
1. SLEs may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating
Content Standard 1: Students will generate and conceptualize artistic ideas and work.

		CCSS Alignment
CR.1.TA.1	Differentiate between theatre as an art form and *dramatic play*	CCRA.SL.1, 2, 4
CR.1.TA.2	Explore the concept of imaginary environments	CCRA.R.3, 7 CCRA.SL.1
CR.1.TA.3	Explore the collaborative nature of theatre	CCRA.SL.1

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Key: CR.1.TA.1 = Creating.Content Standard 1.Theatre Appreciation.1st Student Learning Expectation

Strand: Creating
    Content Standard 2: Students will organize and develop artistic ideas and work.

		CCSS Alignment
CR.2.TA.1	Differentiate between different onstage and offstage theatrical positions • actor • director • designer • producer • playwright • technician • stage manager	CCRA.SL.1, 2, 4 CCRA.L.6
CR.2.TA.2	Examine the impact of different types of theatre spaces (e.g. proscenium, thrust, arena)	CCRA.SL.1, 2, 4 CCRA.L.6
CR.2.TA.3	Identify *theatrical conventions* in a *devised* or *scripted drama/theatre work* (e.g., blackout represents passing of time, set with three walls represents an entire room, soliloquy represents character's internal monologue)	CCRA.R.3 CCRA.L.6

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Key: CR.2.TA.1 = Creating.Content Standard 2.Theatre Appreciation.1st Student Learning Expectation

Strand: Creating
    Content Standard 3: Students will refine and complete artistic work.

		CCSS Alignment
CR.3.TA.1	Establish empathy for characters in a *devised* or *scripted drama/theatre work*	CCRA.R.3
CR.3.TA.2	Examine self and peer evaluations of artistic work	CCRA.SL.1, 3

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Key: CR.3.TA.1 = Creating.Content Standard 3.Theatre Appreciation.1st Student Learning Expectation

Strand: Performing/Presenting
 Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

		CCSS Alignment
P.4.TA.1	Analyze a *scripted drama/theatre work* of literary merit • character • *given circumstances* • mood • plot structure • theme	CCRA.R.1, 2, 3
P.4.TA.2	Characterize various *genres* of plays	CCRA.R.9 CCRA.SL.1
P.4.TA.3	Analyze scripts to determine technical requirements	CCRA.R.1, 4 CCRA.L.6
P.4.TA.4	Interpret characters and *technical elements* based on research from multiple sources of information (e.g., script, print resources, web resources, film, video)	CCRA.R.7 CCRA.W.7 CCRA.SL.3
P.4.TA.5	Recognize a character's *objectives* and *tactics*	CCRA.R.1, 3 CCRA.W.1 CCRA.SL.3
P.4.TA.6	Analyze the *elements of drama* in a *scripted drama/theatre work* • character • language • plot • rhythm • spectacle • theme	CCRA.R.2, 3 CCRA.W.1 CCRA.SL.1 CCRA.L.6

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Key: P.4.TA.1 = Performing/Presenting.Content Standard 4.Theatre Appreciation.1st Student Learning Expectation

Strand: Performing/Presenting
    Content Standard 5: Students will develop and refine artistic work for presentation.

		CCSS Alignment
P.5.TA.1	Investigate physical, vocal, and psychological choices that lead to a believable, authentic, and relevant performance of a drama/theatre work	CCRA.R.4 CCRA.SL.1, 3, 4, 6
P.5.TA.2	Explore the development of dramatic/theatrical skills and techniques through the rehearsal process • *table work* • blocking • working rehearsals • tech rehearsals • dress rehearsals • performance	CCRA.SL.1, 6
P.5.TA.3	Examine character development through steps of the acting process • analysis • research • vocal/movement choices • character choices • rehearsal	CCRA.R.1, 3 CCRA.SL.1, 3, 4
P.5.TA.4	Discover the characteristics of a strong and versatile stage voice (e.g. pitch, volume, breath support, diction)	CCRA.SL. 1, 4, 6
P.5.TA.5	Research *technical elements* to refine a presentation for increased impact (e.g., lighting, sound, set, costuming)	CCRA.W.7, 8 CCRA.SL.1, 4

Key: P.5.TA.1 = Performing/Presenting.Content Standard 5.Theatre Appreciation.1st Student Learning Expectation

Strand: Performing/Presenting
Content Standard 6: Students will convey meaning through the presentation of artistic work.

		CCSS Alignment
P.6.TA.1	Articulate the meaning of a *devised* or *scripted drama/theatre work*	CCRA.R.3 CCRA.SL.1, 3, 6

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Key: P.6.TA.1 = Performing/Presenting.Content Standard 6.Theatre Appreciation.1st Student Learning Expectation

Strand: Responding
     Content Standard 7: Students will perceive and analyze artistic work.

<div align="right">CCSS Alignment</div>

R.7.TA.1	Analyze the consequences of a character's decisions and actions	CCRA.R.3 CCRA.W.1 CCRA.SL.1
R.7.TA.2	Discuss the contribution of *technical elements* to the effectiveness of a production	CCRA.SL.1, 4
R.7.TA.3	Discuss dramatic elements of an observed drama/theatre work using basic theatre terminology	CCRA.SL.1, 4 CCRA.L.6
R.7.TA.4	Respond appropriately to a theatrical experience as an audience member	CCRA.SL.1

Key: R.7.TA.1 = Responding.Content Standard 7.Theatre Appreciation.1st Student Learning Expectation

Strand: Responding
    Content Standard 8: Students will interpret intent and meaning in artistic work.

		CCSS Alignment
R.8.TA.1	Compare emotional responses evoked by a variety of *genres*	CCRA.R.1, 3, 10 CCRA.SL.1, 3
R.8.TA.2	Discuss the impact of technical design choices on the mood and meaning of a *scripted drama/theatre work*	CCRA.R.1 CCRA.SL.1, 4

Key: R.8.TA.1 = Responding.Content Standard 8.Theatre Appreciation.1st Student Learning Expectation

Strand: Responding
     Content Standard 9: Students will apply criteria to evaluate artistic work.

		CCSS Alignment
R.9.TA.1	Develop criteria using basic theatre terminology to evaluate artistic work (e.g., self, peer, stage, film, television)	CCRA.W.1 CCRA.L.6
R.9.TA.2	Distinguish between personal preferences and artistic merit of a drama/theatre work	CCRA.SL.1, 3, 4 CCRA.L.6

Key: R.9.TA.1 = Responding.Content Standard 9.Theatre Appreciation.1st Student Learning Expectation

Strand: Connecting
Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

		CCSS Alignment
CN.10.TA.1	Analyze the impact of personal experience on the creation of drama/theatre work	CCRA.W.1 CCRA.SL.1, 3, 4
CN.10.TA.2	Describe, based on research, the use of acting theories (e.g., internal, external, integrated, method) to impact the creation of drama/theatre work	CCRA.R.1, 6, 9 CCRA.W.7, 8 CCRA.L.6

Key: CN.10.TA.1 = Connecting.Content Standard 10.Theatre Appreciation.1st Student Learning Expectation

Strand: Connecting
   Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

		CCSS Alignment
CN.11.TA.1	Research the societal, cultural, and historical contexts that lead to personal artistic choices	CCRA.W.1, 7, 8 CCRA.SL.1, 4
CN.11.TA.2	Explain the influence of cultural perspectives and *theatrical conventions*/practices on theatre art	CCRA.W.1 CCRA.SL.1, 4
CN.11.TA.3	Investigate the effect of theatre on people of various ages and cultures	CCRA.W.8
CN.11.TA.4	Develop cultural sensitivity to the artistic work of others	CCRA.SL.1
CN.11.TA.5	Discuss the influence of community values and beliefs in the creation of drama/theatre work	CCRA.SL.1, 4
CN.11.TA.6	Research significant periods in theatre history, utilizing technology (e.g., Greek/Roman, Elizabethan, Renaissance)	CCRA.W.7, 8
CN.11.TA.7	Compare the theatre experience to that of other art forms and media	CCRA.W.1 CCRA.SL.1, 2
CN.11.TA.8	Compare the creative processes used in various art forms (e.g., visual art, music, dance, film)	CCRA.SL.1, 2
CN.11.TA.9	Describe the role of technology in the theatre	CCRA.W.2 CCRA.SL.1, 4 CCRA.L.6

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Key: CN.11.TA.1 = Connecting.Content Standard 11.Theatre Appreciation.1st Student Learning Expectation

Devised drama/theatre work	An original piece created by an ensemble (e.g., monologue, scene, one-act)
Dramatic play	A form of interacting where participants naturally assign and accept roles and act them out by pretending to be something or someone else
Elements of drama	Aristotle's elements of drama: plot, character, theme, language, rhythm, spectacle
Genre	A specific type or classification of drama and theatre (e.g., tragedy, comedy, farce, drama, melodrama)
Given circumstance	Stated or implied action or event that has happened before the scripted or devised piece begins
Objective	A goal, need, or want of a character
Scripted drama/theatre work	A dramatic piece of work for the theatre that includes setting, character list, dialogue, and action of characters (e.g., monologue, scene, one-act)
Table work	The reading and discussion phase of the rehearsal process
Tactic	A way a character seeks to achieve his/her objective
Technical element	An element of spectacle that is a part of a theatrical production (e.g., set, sound, costumes, lights, props, makeup)
Theatrical convention	A practice, technique, and/or device used in the theatre that allows the audience to accept a theatrical reality for an everyday reality (e.g., blackout represents passing of time, set with three walls represents an entire room, soliloquy represents character's internal monologue)
Theatrical paperwork	Templates and forms commonly used to accomplish theatrical tasks

Contributors

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