Theatre I-III

Fine Arts
Curriculum Framework

2014

Course Title: Theatre I-III
Course/Unit Credit: 1 per course

Course Number: TI: 459100   TII: 459110   TIII: 459120

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 I. The student entering Theatre II or III must successfully complete the preceding year of study of the same content.

Theatre I-III

Theatre I is a two-semester course in which students learn and demonstrate mastery of theatre academic and performance skills. Theatre II and III are two-semester courses which expand the knowledge and performance base of Theatre I. At the Theatre I level, students will explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work. In Theatre II and III students will focus on the practical application of skills developed in Theatre I. Students will take on more complex projects and may begin to develop directorial skills. Ultimately, students will make artistic decisions using multiple forms of inspiration, particularly focusing on social, cultural, and historical context. Theatre I contains an introduction to stagecraft skills. Theatre II and III do not develop these stagecraft skills, but the teacher may choose to draw student learning expectations from the Stagecraft I-III Curriculum Framework. Theatre I fulfills the one-half credit fine arts required for graduation. Arkansas Department of Education approval is not required for Theatre I, Theatre II, and Theatre III.

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	
	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. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. 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.

Theatre I	Theatre II	Theatre III	CCSS Alignment
CR.1.THI.1 Explore given imaginary environments through dramatic activities (e.g., pantomime, mime, improvisation) to develop diverse characters	CR.1.THII.1 Explore imaginary environments through dramatic activities (e.g., pantomime, mime, improvisation) to develop diverse characters through collaboration	CR.1.THIII.1 Create imaginary environments through dramatic activities (e.g., pantomime, mime, improvisation) to develop diverse characters to elicit a specific audience response	CCRA.R.2, 3, 7 CCRA.SL.1
CR.1.THI.2 Explore the collaborative nature of theatre	CR.1.THII.2 Collaborate to prepare an informal or formal performance	CR.1.THIII.2 Collaborate to prepare an informal or formal performance for a specific audience or specific purpose	CCRA.SL.1, 6
CR.1.THI.3 Generate a design, following the steps of the design process • analysis • research • preliminary sketches	CR.1.THII.3 Generate multiple designs for a single drama/theatre work, following the steps of the design process • analysis • research • preliminary sketches	CR.1.THIII.3 Make design choices from a directorial perspective	CCRA.W.7, 8 CCRA.SL.4
CR.1.THI.4 Utilize a *design morgue* to inform design choices	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	CCRA.SL.2, 5

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Key: CR.1.THI.1 = Creating.Content Standard 1. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
CR.2.THI.1 Develop characters, environments, and actions individually in a *devised* or *scripted drama/theatre work*	CR.2.THII.1 Develop characters, environments, and actions individually and in groups to create a desired effect in a *devised* or *scripted drama/theatre work*	CR.2.THIII.1 Justify choices made in the development of characters, environments, and actions to create a desired effect in a *devised* or *scripted drama/theatre work*	CCRA.W.3, 4 CCRA.SL.1, 4, 6
CR.2.THI.2 Identify stage directions • center stage • downstage • stage left • stage right • upstage	CR.2.THII.2 Utilize appropriate terminology in regard to stage directions • center stage • downstage • stage left • stage right • upstage	CR.2.THIII.2 Utilize appropriate terminology in regard to stage directions • center stage • downstage • stage left • stage right • upstage	CCRA.SL.1, 4
CR.2.THI.3 Identify different onstage and offstage theatrical positions and their responsibilities • actor • designer • director • playwright • producer • stage manager • technician	CR.2.THII.3 Investigate the various onstage and offstage theatrical jobs and the responsibilities of each • actor • designer • director • playwright • producer • stage manager • technician	CR.2.THIII.3 Develop competencies in various onstage and/or offstage roles (e.g., actor, director, designer, producer, playwright, technician, stage manager)	CCRA.R.2, 10 CCRA.W.7, 8, 10
CR.2.THI.4 Identify characteristics of theatre spaces (e.g., proscenium, thrust, arena)	CR.2.THII.4 Describe the impact of theatre spaces on performances	CR.2.THIII.4 Adapt a drama/theatre work for a specific theatre space	CCRA.SL.1, 2, 3

Key: CR.2.THI.1 = Creating.Content Standard 2. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
CR.2.THI.5 Identify tools and equipment used in stagecraft (e.g., construction tools, measurement tools, sewing machine)	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	CCRA.SL.1
CR.2.THI.6 Describe the uses of a variety of *theatrical paperwork* (e.g., résumé, rehearsal schedule, audition forms)	CR.2.THII.6 Create selected *theatrical paperwork* (e.g., résumé, rehearsal schedule, audition forms)	CR.2.THIII.6 Revise selected *theatrical paperwork* (e.g., résumé, rehearsal schedule, audition forms)	CCRA.W.4, 7, 9 CCRA.SL.5

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Key: CR.2.THI.5 = Creating.Content Standard 2. Theatre I.5th Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
CR.3.THI.1 Examine self and peer evaluations of artistic work	CR.3.THII.1 Modify choices based on self and peer evaluations of artistic work	CR.3.THIII.1 Refine choices based on self and peer evaluations of artistic work	CCRA.SL.1

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Key: CR.3.THI.1 = Creating.Content Standard 3. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
P.4.THI.1 Analyze a script of literary merit	P.4.THII.1 Analyze a script of literary merit to interpret characters and visual design elements	P.4.THIII.1 Analyze a script of literary merit to interpret characters, visual design elements, and cultural/historical significance	CCRA.R.1, 2, 10
P.4.THI.2 Examine the manner in which character choices assist in telling the story of a drama/theatre work	P.4.THII.2 Analyze the manner in which a character's unique choices make drama/theatre work believable	P.4.THIII.2 Develop a directorial approach to guide actors in making character choices in a drama/theatre work using research of other directors' approaches as a guide	CCRA.W.4 CCRA.R.2, 3 CCRA.SL.1, 4
P.4.THI.3 Analyze characters and *technical elements* based on research from multiple sources of information (e.g., print resources, web resources, film, video)	P.4.THII.3 Interpret characters based on research from multiple sources of information (e.g., print resources, web resources, film, video)	P.4.THIII.3 Make artistic choices, based on research from multiple sources of information, in a drama/theatre work with peers	CCRA.R.1, 2, 7, 10 CCRA.W.9 CCRA.SL.4, 5
P.4.THI.4 Determine character *objectives* and *tactics*	P.4.THII.4 Relate character *objectives* and *tactics* to a drama/theatre work	P.4.THIII.4 Articulate author's intent using character's *objectives* and *tactics*	CCRA.R.1, 2, 3 CCRA.W.1 CCRA.SL.3, 6
P.4.THI.5 Define the *elements of drama* • character • language • plot • rhythm • spectacle • theme	P.4.THII.5 Analyze the relationship of the *elements of drama* in a specific *devised* or *scripted drama/theatre work*	P.4.THIII.5 Make artistic choices based on the relative importance of the *elements of drama* to a *devised* or *scripted drama/theatre work*	CCRA.R.2, 9 CCRA.SL.1

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Key: P.4.THI.1 = Performing.Content Standard 4. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
P.5.THI.1 Develop a believable, authentic, and relevant performance of a drama/theatre work through physical, vocal, and psychological choices	P.5.THII.1 Refine a believable, authentic, and relevant performance of a drama/theatre work through physical, vocal, and psychological choices	P.5.THIII.1 Refine a believable, authentic, and relevant performance of a drama/theatre work through more complex physical, vocal, and psychological choices	CCRA.SL.6
P.5.THI.2 Demonstrate empathy for characters in literature	P.5.THII.2 Create empathetic characters in a *devised* or *scripted drama/theatre work*	P.5.THIII.2 Investigate diverse methods of creating empathetic characters	CCRA.R.1, 2, 3 CCRA.W.3, 4 CCRA.SL.6
P.5.THI.3 Develop theatrical skills and techniques through the rehearsal process • *table work* • blocking • working rehearsals • tech rehearsals • dress rehearsals • performance	P.5.THII.3 Apply theatrical skills and techniques through the rehearsal process	P.3.THIII.3 Refine theatrical skills and techniques through the rehearsal process	CCRA.W.4, 5, 7 CCRA.SL.4, 5
P.5.THI.4 Prepare a drama/theatre work following steps in the acting process • analysis • research • vocal/movement choices • character choices • rehearsal	P.5.THII.4 Refine a drama/theatre work following steps in the acting process • analysis • research • vocal/movement choices • character choices • rehearsal	P.5.THIII.4 Make artistic choices to refine a drama/theatre work using steps in the acting process (e.g., analysis, research, vocal/movement choices, character choices, rehearsal)	CCRA.R.1, 7, 10 CCRA.SL.1, 2, 3, 4
P.5.THI.5 Identify the characteristics of a strong and versatile stage voice (e.g., diction, volume, breath support)	P.5.THII.5 Apply the characteristics of a strong and versatile stage voice (e.g., diction, volume, breath support)	P.5.THIII.5 Cultivate a strong and versatile stage voice (e.g., dialects, diction)	CCRA.SL.6

Key: P.5.THI.1 = Performing.Content Standard 5. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
P.5.THI.6 Research *technical elements* to refine a presentation for increased impact (e.g., lighting, sound, set, costuming, makeup)	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	CCRA.W.7 CCRA.SL.2, 5
P.5.THI.7 Identify safety practices in theatre (e.g., personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures)	P.5.THII.7 Utilize appropriate safety practices in theatre (e.g., personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures)	P.5.THIII.7 Enforce appropriate safety practices in theatre (e.g., personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures)	CCRA.SL.1, 4

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Key: P.5.THI.6 = Performing.Content Standard 5. Theatre I.6th Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
P.6.THI.1 Convey a specific meaning through the performance of a *devised* or *scripted drama/theatre work*	P.6.THII.1 Convey a specific meaning through the performance of a *devised* or *scripted drama/theatre work* for a specific audience	P.6.THIII.1 Convey a specific meaning through a collaborative performance of a *devised* or *scripted drama/theatre work* for a specific audience	CCRA.SL.6
P.6.THI.2 Present an original theatrical design (e.g., costume, prop, set)	P.6.THII.2 Share a created concept for a *devised* or *scripted drama/theatre work* (e.g., character analysis, scene analysis, artistic vision)	P.6.THIII.2 Create a directorial vision for presentation to peers	CCRA.SL.1, 4

Key: P.6.THI.1 = Performing.Content Standard 6. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
R.7.THI.1 Identify the consequences of a character's decisions and actions	R.7.THII.1 Analyze the consequences of a character's decisions and actions	R.7.THIII.1 Evaluate the consequences of a character's decisions and actions	CCRA.SL.1, 2, 3
R.7.THI.2 Discuss the characteristics of authentic character interactions	R.7.THII.2 Analyze the authenticity of character interactions	R.7.THIII.2 Critique the authenticity of character interactions	CCRA. W.1 CCRA.SL.3, 4
R.7.THI.3 Discuss the contribution of *technical elements* to the effectiveness of a production	R.7.THII.3 Analyze the contribution of *technical elements* to the effectiveness of a production	R.7.THIII.3 Critique the contribution of *technical elements* to the effectiveness of a production	CCRA.W.1 CCRA.SL.3, 5
R.7.THI.4 Discuss dramatic elements of an observed drama/theatre work using basic theatre terminology	R.7.THII.4 Analyze dramatic elements of an observed drama/theatre work using theatre terminology	R.7.THIII.4 Analyze dramatic elements of an observed drama/theatre work using more complex theatre terminology	CCRA.W.1, 2 CCRA.SL.1, 4
R.7.THI.5 Respond appropriately to a theatrical experience as an audience member	R.7.THII.5 Respond appropriately to a theatrical experience as an audience member	R.7.THIII.5 Respond appropriately to a theatrical experience as an audience member	CCRA.SL.3

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Key: R.7.THI.1 = Responding.Content Standard 7. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
R.8.THI.1 Identify emotional responses evoked by a variety of *genres*	R.8.THII.1 Compare emotional responses evoked by a variety of *genres*	R.8.THIII.1 Compare emotional responses evoked by a variety of *genres* to interpret the intent of the playwright	CCRA.W.1, 4 CCRA.SL.1, 2, 3, 4
R.8.THI.2 Investigate the impact of technical design choices on the mood and meaning of a drama/theatre work	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	CCRA.R.4 CCRA.W.1, 4 CCRA.SL.1, 2

Key: R.8.THI.1 = Responding.Content Standard 8. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
R.9.THI.1 Develop criteria using basic theatre terminology to evaluate performances and/or designs • peer • self • stage, film, and/or television	R.9.THII.1 Apply criteria using theatre terminology to evaluate performances and/or designs • peer • self • stage, film, and/or television	R.9.THIII.1 Develop more complex criteria using theatre terminology to evaluate performances and/or designs • peer • self • stage, film, and/or television	CCRA.W.1 CCRA.SL.3
R.9.THI.2 Distinguish between personal preferences and artistic merit	R.9.THII.2 Research the manner in which society determines artistic merit	R.9.THIII.2 Justify a position taken on the artistic merit of a drama/theatre work	CCRA.R.1, 10 CCRA.W.1 CCRA.SL.1, 2, 3, 4

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Key: R.9.THI.1 = Responding.Content Standard 9. Theatre I.1st Student Learning Expectation

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

Theatre I	Theatre II	Theatre III	CCSS Alignment
CN.10.THI.1 Analyze the impact of personal experience on the creation of drama/theatre work	CN.10.THII.1 Evaluate the impact of personal experience on the creation of drama/theatre work	CN.10.THIII.1 Synthesize personal experience and theatre knowledge to create a drama/theatre work	CCRA.R.6 CCRA.W.4 CCRA.SL.1,3 ,4, 6
CN.10.THI.2 Research acting theories (e.g., internal, external, integrated, method) utilizing technology	CN.10.THII.2 Employ knowledge of acting theories (e.g., internal, external, integrated, method) in the creation of drama/theatre work	CN.10.THIII.2 Employ knowledge of acting theories (e.g., internal, external, integrated, method) to increase the impact of student-created drama/theatre work	CCRA.R.1, 10 CCRA.W.9 CCRA.SL.1, 2, 6

Key: CN.10.THI.1 = Connecting.Content Standard 10. Theatre I.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.

Theatre I	Theatre II	Theatre III	CCSS Alignment
CN.11.THI.1 Research the societal, cultural, and historical contexts that lead to personal artistic choices	CN.11.THII.1 Make personal artistic choices based on societal, cultural, and historical contexts	CN.11.THIII.1 Justify personal artistic choices based on societal, cultural, and historical contexts	CCRA.W.1, 4, 7 CCRA.SL.3, 4, 5, 6
CN.11.THI.2 Research the influence of cultural perspectives on *theatrical conventions/*practices (e.g., blackout represents passing of time, set with three walls represents an entire room, soliloquy represents character's internal monologue)	CN.11.THII.2 Analyze the influence (e.g., design choices, acting choices, directing choices) of cultural perspectives and *theatrical conventions*/practices on theatre art	CN.11.THIII.2 Evaluate the influence (e.g., design choices, acting choices, directing choices) of cultural perspectives and *theatrical conventions*/practices on the creation of a specific informal or formal presentation of a drama/theatre work	CCRA.W.1, 7, 8 CCRA.SL.1, 2, 4
CN.11.THI.3 Investigate the effect of theatre on people of various ages and cultures	CN.11.THII.3 Analyze the effect of theatre on the beliefs, attitudes, and actions of people of various ages and cultures	CN.11.THIII.3 Explore the intention of the playwright and/or director to influence the beliefs, attitudes, and actions of the audience	CCRA.W.1 CCRA.SL.1, 2, 3
CN.11.THI.4 Discuss cultural sensitivity to the artistic work of others	CN.11.THII.4 Develop cultural sensitivity to the artistic work of others	CN.11.THIII.4 Demonstrate cultural sensitivity through appropriate response to the artistic work of others	CCRA.W.1 CCRA.SL.1, 3, 4
CN.11.THI.5 Discuss the influence of community values and beliefs in the creation of drama/theatre work	CN.11.THII.5 Analyze the influence of community values and beliefs in the creation of drama/theatre work	CN.11.THIII.5 Create an informal or formal presentation of a drama/theatre work reflecting community values and beliefs	CCRA.SL.1, 2, 3, 4, 6
CN.11.THI.6 Identify connections between theatre history and student-created drama/theatre work	CN.11.THII.6 Employ knowledge of theatre history to increase the impact of student-created drama/theatre work	CN.11.THIII.6 Employ knowledge of theatre history to refine student-created drama/theatre work	CCRA.W.9 CCRA.SL.1, 4, 6

Key: CN.11.THI.1 = Connecting.Content Standard 11. Theatre I.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.

Theatre I	Theatre II	Theatre III	CCSS Alignment
CN.11.THI.7 Compare the theatre experience to that of other art forms and media	CN.11.THII.7 Design a theatre experience using other art forms and media	CN.11.THIII.7 Utilize other art forms and media to create a directorial vision	CCRA.R.1, 2, 3, 7 CCRA.W.1, 8, 10 CCRA.SL.2
CN.11.THI.8 Employ *technical elements* to convey cultural and historical context in a drama/theatre work	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	SLE introduced in Theatre I. Refer to appropriate level of Stagecraft for optional extension of SLE.	CCRA.SL.4, 5
CN.11.THI.9 Research technological advances in theatre (e.g., dialect software, projection, editing and design software)	CN.11.THII.9 Utilize available technological resources to increase the impact of a drama/theatre work	CN.11.THIII.9 Assess the impact of technology on a specific drama/theatre work	CCRA.R.7, 10 CCRA.W.7, 8, 9

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Key: CN.11.THI.7 = Connecting.Content Standard 11. Theatre I.7th Student Learning Expectation

Design morgue	A digital or physical collection of reference images pertaining to elements such as makeup, costuming, and/or set design
Devised drama/theatre work	An original piece created by an ensemble
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)
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
Stage movement	The intentional movement of an actor onstage (e.g., combat, blocking, stage direction, body position)
Table work	The reading and discussion phase of the rehearsal process
Tactic	A way a character seeks to achieve his/her objective(s)
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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