SOUTH CAROLINA
ACADEMIC STANDARDS
FOR THE
VISUAL AND PERFORMING ARTS

Jim Rex
State Superintendent of Education

South Carolina Department of Education
Columbia, South Carolina

2010

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South Carolina owes a debt of gratitude to the following individuals for their expertise and dedication in developing a quality vision for the visual and performing arts in our state.

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INTRODUCTION

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is presented as a series of seven documents that individually address the arts areas of dance, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. Delineating what the state's children should know and be able to do in these content areas, the seven documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Visual and Performing Arts Standards Development Team, created this series of arts-standards documents. The fundamental process began with the development of the *South Carolina Visual and Performing Arts Framework* in 1993. The next year, *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, developed by the Consortium of National Arts Education Associations, was made available nationwide, and in 2003, the SCDE published its *South Carolina Visual and Performing Arts Curriculum Standards*, which utilized the nine content standards that are put forth in the national standards document. The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is based on both of these latter documents. While changes in the wording of the discipline-specific national content and achievement standards have been made here, the essential beliefs and intent of these standards remain intact. In addition, our seven documents contain standards that are original and unique to South Carolina.

While the *2010 South Carolina Academic Standards for the Visual and Performing Arts* represent a guide for what students should know and be able to do, the local school district should determine the appropriateness of the content used to teach the standards. Decisions as to curriculum, instruction, and assessment should match the grade level at which the standards are taught and support the culture of the local community.

The *2010 South Carolina Academic Standards for the Visual and Performing Arts* draws on the expertise of K–16 arts teachers and administrators who were nominated by district superintendents and the professional arts education organizations for dance, music, theatre, and visual arts. We are grateful to all who those contributed to this effort.

The Visual and Performing Arts in South Carolina

Students who participate in the standards-based education in the visual and performing arts that South Carolina provides are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state and throughout the nation. The *2010 South*

Carolina Academic Standards for the Visual and Performing Arts will serve as the basis for the continuation of the comprehensive sequential arts education system offered in our state. In addition, these standards provide guaranteed experiences for our students to study, perform, and produce in the arts.

Ten years of ongoing research in South Carolina schools has demonstrated that increased and enhanced arts education programs make a significant impact on the state's students, schools, and teachers as well as its overall economic stability. For example, research conducted by the University of South Carolina's Office of Program Evaluation found quality comprehensive arts programs greatly changed the ecology of the schools. Such schools were found to have higher student attendance, higher parent approval, fewer discipline referrals, fewer student interruptions and more time on task, higher teacher attendance, and higher teacher morale. In addition, in 2002, the South Carolina Arts Commission reported that, according to a study conducted by the Division of Research in University of South Carolina's Moore School of Business, the cultural industry in the state was making a significant impact on the state's economy. That study, which updated in 2007, affirmed the state's cultural industry overall had generated $2.4 billion dollars or more in output for the South Carolina economy, including $766,249,688 in salaries and wages from 31,490 jobs—a significant return on the state's investment in the visual and performing arts.

The South Carolina Visual and Performing Arts Academic Standards Documents

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is not a curriculum. The academic standards set forth in the seven visual and performing arts documents are not sequenced for instruction; do not prescribe classroom activities or materials; and do not dictate instructional strategies, approaches, or practices. Instead, these documents—in presenting a framework for the development of realistic and achievable expectations for student performance in each grade level—are intended to serve as a resource for the state's school districts in designing their own visual and performing arts curricula. A district may expand and organize its course content on the basis of these standards and indicators to fit the needs of its particular student populations.

The academic standards statements and their performance indicators describe the knowledge and skills that should be addressed in each grade level. Mastery of the standards is not expected for kindergarten students, and formal assessment is not appropriate for these standards. When the standards continue into the lower grades, however, mastery and assessment of the grades 1 and 2 standards are expected. The kindergarten visual and performing arts standards were developed with the intention that instruction would be provided in schools (with sufficient arts staff and appropriate funding) by arts specialists or by early childhood teachers who had received extensive professional development in arts education. A systematic collaborative effort between elementary arts specialists and early childhood teachers is highly recommended.

As the standards are implemented and the arts program grows, schools and districts should evaluate the effectiveness of their programs by using criteria to determine the extent to which students have opportunities to learn the arts standards. The Program Assessment Worksheets available on Winthrop University's "Arts in Basic Curriculum Project" Web site at http://www2.winthrop.edu/abc/learn.htm, provide a survey instrument for the development of a comprehensive sequential arts program. The survey gauges individual arts disciplines, addressing facilities, supplies and equipment, scheduling, and staffing. In addition, teachers and administrators are encouraged to use the recommendations cited in the *Essential Elements of a Quality District Arts Program* document located at http://www.ed.sc.gov/arts. Checklists, which are provided as a supplement to this document, can be used by districts and schools to conduct a needs assessment of their arts programs.

South Carolina students have always grown through the benefits of strong visual and performing arts programs. This document assures for the continuation of our state's strength in arts education.

Document Format and Definitions of Key Terms

Elementary teachers will find academic standards for kindergarten through grade five; middle school teachers, for grades six through eight. Middle school teachers may find it necessary to adjust the implementation of the standards according to their students' experiences in the arts. Students studying an arts discipline for the first time in the eighth grade may need to be introduced to the sixth- or seventh-grade standards, according to their abilities and knowledge of the discipline. Middle school teachers may want to think of the grades in terms of the following levels: sixth grade as middle-level *one*, seventh grade as middle-level *two*, and eighth grade as middle-level *three*.

For high school students, the standards are written as levels *one* through *four,* representing grades nine through twelve respectively. Teachers should teach the standards at the level at which the individual student's abilities and knowledge exist when he or she enters the arts discipline. A pretest of student abilities and knowledge will assist the teacher in determining which overall level of the standards best aligns with what the students in the class should know and be able to do.

All children deserve access to the rich education that the arts provide, regardless of their background, talents, or disabilities. Students with disabilities can derive great benefit from the arts; therefore, arts specialists should be involved in the planning for the education of students with special needs through their individualized education program (IEP). Arts specialists should also take part in the planning and implementation of artistically gifted and talented programs. Students in these programs in the elementary and middle grades are expected to achieve all the standards listed at their grade levels as well as to demonstrate higher levels of skills and knowledge, deal with more complex examples, and respond to works of art in increasingly sophisticated ways.

Academic standards are statements of the most important and consensually determined expectations for student learning in a particular discipline. The 2010 South Carolina Academic Standards for the Visual and Performing Arts are provided for nine grade levels (kindergarten through grade eight) and four high school levels.

Indicators are specific statements of the content knowledge, skills, and performance levels that students must demonstrate in order to meet the particular standard. The term *including* in the indicator statements names the specific items that are intended to be the focus of the teaching and learning on the particular skill or concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the *including* statements. The items named in the parenthetical *for example* statements, on the other hand, are suggestions rather than requirements.

Throughout the text of the standards and the indicators for the individual grade levels, terms that are defined in the glossary appear in boldface type. Words in the glossary are defined contextually as they are used in the standards.

The indicators are labeled in such a way that identifies the particular arts area. The following designations are used:
D = Dance
MA = Media Arts
MG = General Music (Music, General)
MC = Choral Music (Music, Choral)
MI = Instrumental Music (Music, Instrumental)
T = Theatre
VA = Visual Arts

The individual indicators are labeled alphanumerically by arts area, grade level, standard number, and sequential number. The example, the second indicator for standard 1 for Dance in the eighth-grade is written **D8-1.2**:
- The letter *D*, for dance, represents the particular arts area,
- the number 8 represents the grade level,
- the number 1 represents the content standard, and
- the number 2 represents the order in which the indicator appears in the sequence of items in the list.

SOUTH CAROLINA
ACADEMIC STANDARDS
FOR THE
VISUAL AND PERFORMING ARTS

THEATRE

Jim Rex
State Superintendent of Education

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Theatre

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. In accordance with that objective, the 2010 South Carolina academic standards for Theatre are aligned with the eight theatre content standards that are put forth in *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, a document developed by the Consortium of National Arts Education Associations and published in 1994, as were the Theatre standards in the *South Carolina Visual and Performing Arts Curriculum Standards,* published in 2003.

Studies in theatre are part of the overall school curriculum; therefore, a school's theatre curriculum should include sequential theatre courses as well as specialized theatre courses in high school, which may include Theatre 1-4 and courses in directing, technical theatre, and acting.

The Grade Levels

Theatre standards are provided for each grade level from kindergarten through high school. However, students enter the theatre class with varying degrees of theatre instruction. Theatre teachers—who are held accountable for students' attainment of the theatre standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina academic standards for Theatre are numbered 1 through 8, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction should integrate many standards within a unit of study, thus enabling students to see the connections among the eight standards of the theatre discipline.

Several of the indicators are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students use more advanced techniques as well as more complex terminology and study art concepts in depth.

Schools interested in developing quality theatre programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in Basic Curriculum Project, online at http://www2.winthrop.edu/abc/learn.htm. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and* Performing *Arts Program,* available online at http://www.ed.sc.gov/arts.

Grades K–8: South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school theatre classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 theatre standards and indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of theatre instruction by addressing the indicators that do show increasing complexity from one grade level to another.

Grades 9–12 (High School Levels 1–4): The Theatre high school academic standards and indicators are designed to reflect the highest possible levels of achievement in theatre instruction. High schools that aspire to build a comprehensive theatre program for their students should also consider offerings in the area of theatre appreciation and theatre history, as well as in a variety of performance-based theatre courses. While high school theatre programs make it possible for students who have participated in elementary and middle school theatre programs to continue their growth as thespians, high school students with no prior theatre experience should be provided opportunities in the area of theatre appreciation and in appropriate performance-based courses.

Those high school students who are interested in the arts should be encouraged to enroll in the Art, Audio-Video Technology, and Communications Career Cluster, which is divided into six pathways: Audio-Video Communications Technology; Broadcasting, Film, Journalism; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

Secondary Sources

In addition to the *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, the following sources were utilized in the creation of the South Carolina academic standards for Theatre:

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KINDERGARTEN

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

TK-1.1   Retell familiar stories through guided **dramatic play**.

TK-1.2   Identify and demonstrate individual story elements (including characters, **setting**, and important events in sequential order) in classroom dramatizations and theatre activities.

TK-1.3   Create and demonstrate simple dialogue through classroom dramatizations and theatre activities.

KINDERGARTEN

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

TK-2.1 Recognize that pretend play is dramatic acting.

TK-2.2 Make choices about using his or her body and/or voice to imitate a variety of characters, conditions, and emotions in theatre activities.

TK-2.3 Describe and demonstrate ways that people react to other people and to conditions.

TK-2.4 Participate as an ensemble member in guided dramatic activities.

KINDERGARTEN

Designing and Technical Theatre

Standard 3:   The student will design a variety of **technical elements** for the theatre.

Indicators

TK-3.1   Identify simple **technical elements** (for example, **props**, **scenery**, music, makeup, costumes) in the dramatic process and recognize their role in **dramatic play**.

TK-3.2   Use simple **technical elements** in theatre activities.

KINDERGARTEN

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

TK-4.1   Listen to and respond appropriately to directions and **side coaching**.

TK-4.2   Distinguish between performance space and audience space.

TK-4.3   Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.

TK-4.4   Participate in group planning and rehearsal for theatre activities.

KINDERGARTEN

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

TK-5.1   Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.

TK-5.2   Identify and use historical and cultural elements from a variety of sources (for example, stories, pictures, electronic media) in theatre activities.

KINDERGARTEN

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

TK-6.1   Compare and contrast theatre activities and experiences with those encountered in other disciplines.

TK-6.2   Use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.

TK-6.3   Act out career and social roles.

KINDERGARTEN

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

TK-7.1   Identify **audience etiquette** to be used during theatre activities and performances.

TK-7.2   Describe theatrical activities and productions in terms of their oral, visual, and kinetic elements.

TK-7.3   Describe emotions evoked by theatre experiences.

TK-7.4   Explain his or her likes and dislikes about a particular theatre experience.

TK-7.5   Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.

KINDERGARTEN

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

TK-8.1   Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.

TK-8.2   Experience live or recorded theatre performances.

GRADE 1

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T1-1.1   Retell familiar stories through guided **dramatic play**.

T1-1.2   Create and demonstrate story elements (for example, characters, **setting**, **plot**) for classroom dramatizations.

T1-1.3   Create and use simple dialogue in classroom dramatizations.

GRADE 1

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T1-2.1 Make choices about using his or her body and/or voice to imitate a variety of characters, conditions, and emotions in theatre activities.

T1-2.2 Describe and demonstrate ways characters change in relation to the development of the **plot** in a dramatic presentation.

T1-2.3 Participate as an ensemble member in theatre activities.

GRADE 1

Designing and Technical Theatre

Standard 3:   The student will design a variety of **technical elements** for the theatre.

Indicators

T1-3.1   Identify and create simple **props**, sets, and costumes appropriate for theatre activities.

T1-3.2   Use simple **technical elements** (for example, **props**, **scenery**, music, makeup, costumes) in theatre activities.

GRADE 1

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T1-4.1 Listen and respond appropriately to directions and **side coaching** and recognize both of them as part of the directing process.

T1-4.2 Understand and share performance space in theatre activities.

T1-4.3 Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.

GRADE 1

Researching

Standard 5:   The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T1-5.1   Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.

T1-5.2   Identify and use historical and cultural elements from a variety of sources (for example, stories, pictures, electronic media) in theatre activities.

GRADE 1

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T1-6.1   Identify similarities and differences between theatre and other art forms.

T1-6.2   Recognize theatre elements in non-arts disciplines.

T1-6.3   Use other arts disciplines in theatre activities.

T1-6.4   Use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.

T1-6.5   Act out career and social roles.

GRADE 1

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T1-7.1   Demonstrate **audience etiquette** during theatre performances.

T1-7.2   Describe the characters, **setting**, events, and **technical elements** of a particular theatrical experience.

T1-7.3   Recognize that theatre evokes emotional responses and describe his or her emotional responses to a particular theatre experience.

T1-7.4   Explain his or her likes and dislikes about a particular theatre experience.

T1-7.5   Demonstrate a knowledge of the difference between live and recorded theatre performances.

T1-7.6   Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.

GRADE 1

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T1-8.1 Participate in theatre activities relating to various historical periods, cultures, and traditions.

T1-8.2 Experience live or recorded theatre performances.

GRADE 2

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T2-1.1 Analyze simple stories for basic dramatic elements such as character, **setting**, and **plot**.

T2-1.2 Understand the format of scripts and compare them with other types of writing.

T2-1.3 Read assigned parts in simple scripts with appropriate expression.

T2-1.4 Work individually and in groups to retell familiar stories by changing **setting**, character, and/or **plot**.

GRADE 2

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T2-2.1   Create a variety of characters, emotions, and conditions in theatre activities by using his or her body and/or voice.

T2-2.2   Assume roles in a variety of **improvised** and scripted scenes.

T2-2.3   Apply basic voice control including **projection**, clarity, and inflection appropriate to the particular character.

T2-2.4   Demonstrate cooperation and support as a member of an ensemble.

GRADE 2

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

T2-3.1 Identify and discuss **technical elements** in a variety of performances.

T2-3.2 Design simple sets, **props**, and/or costumes that are appropriate for a particular dramatic activity.

T2-3.3 Use **technical elements** (for example, **props**, **scenery**, costumes, music) to enhance dramatic presentations.

GRADE 2

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T2-4.1   Listen and respond appropriately to directions and **side coaching** and recognize both of them as part of the directing process.

T2-4.2   Identify and explain the role of the **director** in theatre.

T2-4.3   Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.

T2-4.4   Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.

GRADE 2

Researching

Standard 5:   The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T2-5.1   Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.

T2-5.2   Apply historical and cultural information from a variety of sources (for example, stories, pictures, current events, and electronic media) to theatre activities.

T2-5.3   Use his or her experiences as a basis for creating dramatizations.

GRADE 2

Making Connections

Standard 6:   The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T2-6.1   Identify similarities and differences between theatre and other art forms.

T2-6.2   Recognize theatre elements in non-arts disciplines.

T2-6.3   Use other arts disciplines to enhance dramatic presentations.

T2-6.4   Use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.

T2-6.5   Act out career and social roles.

GRADE 2

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T2-7.1 Demonstrate **audience etiquette** during theatre performances.

T2-7.2 Describe the characters, **setting**, events, and **technical elements** of a particular theatrical experience.

T2-7-3 Assess peer performances on the basis of specific criteria.

T2-7.4 Compare and contrast live and recorded theatre performances.

T2-7.5 Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.

GRADE 2

Relating to History and Culture

Standard 8:   The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T2-8.1   Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.

T2-8.2   Experience a variety of live and/or recorded theatre performances.

GRADE 3

Playmaking/Playwriting

Standard 1:   The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T3-1.1   Analyze stories and scripts for basic dramatic elements such as character, **setting**, **plot**, and theme.

T3-1.2   Improvise characters, environments, dialogue, and action in group **theatre games** and activities.

T3-1.3   Identify the different parts of a script by using appropriate theatre vocabulary.

T3-1.4   Adapt familiar stories to play form using correct script format.

GRADE 3

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T3-2.1 Develop body control through **pantomime** and character portrayal.

T3-2.2 Develop vocal control to interpret characters in **improvisations** and scripted scenes.

T3-2.3 Observe the environment and people and apply his or her observations in theatre activities.

T3-2.4 Demonstrate cooperation and support as a member of an ensemble.

GRADE 3

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

T3-3.1 Analyze familiar stories, scripts, and performances to identify essential **technical elements**.

T3-3.2 Design simple **technical elements** appropriate for a particular dramatic activity.

T3-3.3 Use a variety of **technical elements** to enhance dramatic presentations.

GRADE 3

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T3-4.1 Respond appropriately to **side coaching** in theatre activities and recognize it as part of the directing process.

T3-4.2 Explain and justify the role of **director** in theatre.

T3-4.3 Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.

T3-4.4 Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.

GRADE 3

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T3-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.

T3-5.2 Apply historical and cultural information from a variety of sources (for example, stories, pictures, current events, and electronic media) to theatre activities.

T3-5.3 Use his or her experiences as a basis for creating dramatizations.

GRADE 3

Making Connections

Standard 6:   The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T3-6.1   Identify and explain the differences and similarities between theatre and other arts areas.

T3-6.2   Recognize theatre elements in non-arts disciplines.

T3-6.3   Use a variety of arts disciplines to enhance classroom presentations.

T3-6.4   Identify and use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.

T3-6.5   Act out career and social roles.

GRADE 3

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T3-7.1   Demonstrate **audience etiquette** during theatre performances.

T3-7.2   Give oral and written responses to live and recorded theatre performances.

T3-7.3   Use specific criteria to assess his or her own theatre performances as well as those of peers.

T3-7.4   Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.

GRADE 3

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T3-8.1 Participate in theatre activities relating to a variety of historical periods, cultures, and traditions, including those of South Carolina.

T3-8.2 Experience a variety of live and recorded theatre.

T3-8.3 Examine ways that live and recorded theatre influences personal and community life.

GRADE 4

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T4-1.1   Analyze stories and scripts for basic dramatic elements such as character, **setting**, **plot**, and theme.

T4-1.2   Improvise characters, environments, dialogue, and action in group **theatre games** and activities.

T4-1.3   Use appropriate script formats to create dramatic adaptations of stories or other texts.

GRADE 4

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T4-2-1   Develop body control and expression in **pantomime** and character **portrayal**.

T4-2.2   Develop vocal control and expression to interpret characters in **improvisations**, scripts, and literary works.

T4-2.3   Identify and use basic acting vocabulary, including the terms "**blocking**" and "**stage directions**."

T4-2.4   Apply his or her observations of the environment and people to dramatic activities.

T4-2.5   Create characters that display conflict and emotion.

T4-2.6   Develop skills of concentration and collaboration necessary for him or her to perform as part of an ensemble.

GRADE 4

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

T4-3.1   Analyze stories, scripts, and performances to identify essential **technical elements**.

T4-3.2   Design and use simple **technical elements** to enhance dramatic presentations.

T4-3.3   Identify careers in **technical theatre**.

GRADE 4

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T4-4.1 Respond appropriately to **side coaching** in theatre activities and recognize it as part of the directing process.

T4-4.2 Assume the responsibilities of the **director** in small groups.

T4-4.3 Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.

T4-4.4 Recognize and respond to **stage directions**.

GRADE 4

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T4-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.

T4-5.2 Apply historical and cultural information from various sources (for example, stories, pictures, current events, and electronic media) to theatre activities.

T4-5.3 Research information about various careers in theatre.

T4-5.4 Use his or her experiences as a basis for creating dramatizations.

GRADE 4

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T4-6.1   Demonstrate the understanding that theatre incorporates all arts areas.

T4-6.2   Demonstrate ways that theatre skills can impact and enrich other disciplines.

T4-6.3   Incorporate elements of other arts areas to enhance his or her classroom theatre presentations.

T4-6.4   Use various theatrical conventions (for example, puppets, **masks**, **props**) in dramatic activities.

T4-6.5   Act out career and social roles.

T4-6.6   Explore theatre careers by using print and non-print sources.

GRADE 4

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T4-7.1   Demonstrate **audience etiquette** during theatre performances.

T4-7.2   Give oral and written responses to live and recorded theatre performances.

T4-7.3   Assess peer performances and make suggestions for improvement.

GRADE 4

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T4-8.1   Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.

T4-8.2   Experience a variety of live and recorded theatre productions.

T4-8.3   Examine the origins of theatre in world culture.

T4-8.4   Examine ways that live and recorded theatre influences personal and community life.

GRADE 5

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T5-1.1 Analyze stories and scripts for basic dramatic elements such as character, **setting**, **plot**, and theme.

T5-1.2 Improvise characters, environments, dialogue, and actions in theatre activities.

T5-1.3 Use correct playwriting format to write and revise **monologues** and scenes that include the basic elements of **plot structure**.

GRADE 5

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T5-2.1   Develop body control and expression in **pantomime** and character portrayal.

T5-2.2   Develop vocal control and expression to interpret characters in **improvisations**, scripts, and literary works.

T5-2.3   Recognize essential acting vocabulary (for example, **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, **pitch**).

T5-2.4   Research and observe to create characters.

T5-2.5   Create characters that display conflict and a variety of emotions.

T5-2.6   Develop skills of concentration and collaboration necessary for one to perform as part of an ensemble.

GRADE 5

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

T5-3.1   Analyze stories, scripts, and performances to identify **technical elements**.

T5-3.2   Identify, design, and use **technical elements** to enhance dramatic presentations.

T5-3.3   Identify and explore careers in **technical theatre**, including theatre management.

GRADE 5

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T5-4.1. Respond appropriately to **side coaching** in theatre activities and recognize it as part of the directing process.

T5-4.2 Demonstrate the responsibilities of the **director**.

T5-4.3 Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.

T5-4.4 Demonstrate a knowledge of **stage directions** and plan basic **blocking**.

GRADE 5

Researching

Standard 5:   The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T5-5.1   Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.

T5-5.2   Apply historical and cultural information from various sources (for example, stories, pictures, current events, and electronic media) to theatre activities.

T5-5.3   Research information about various careers in theatre.

T5-5.4   Use his or her experiences as a basis for creating dramatizations.

GRADE 5

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T5-6.1   Demonstrate the understanding that theatre incorporates all arts areas.

T5-6.2   Demonstrate ways that theatre skills can impact and enrich other disciplines.

T5-6.3   Use a variety of arts to enhance dramatic presentations.

T5-6.4   Identify and use a variety of theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.

GRADE 5

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T5-7.1   Use **audience etiquette** during theatre performances.

T5-7.2   Give oral and written responses to live and recorded theatre performances.

T5-7.3   Assess peer performances on the basis of specific criteria and offer suggestions for improvement.

GRADE 5

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T5-8.1 Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.

T5-8.2 Experience a variety of live and/or recorded theatre productions.

T5-8.3 Examine the origins of theatre in a variety of historical periods and cultures.

T5-8.4 Discuss ways that live and recorded theatre influences personal and community life.

GRADE 6

Playmaking/Playwriting

Standard 1:   The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T6-1.1   Improvise characters, environments, dialogue, and action both individually and in groups.

T6-1.2   Use theatre vocabulary to examine the basic elements within a dramatic script, including character, **setting**, and **plot**.

T6-1.3   Use the elements of **plot structure** to write short scenes in collaborative groups.

GRADE 6

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T6-2.1 Recognize essential acting vocabulary (for example, **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, **pitch**).

T6-2.2 Develop physical control and expression through **improvisation** and **pantomime**.

T6-2.3 Develop vocal acting skills (for example, breath control, resonance, appropriate **diction**).

T6-2.4 Develop skills of **sensory recall**, concentration, collaboration, and ensemble building.

T6-2.5 Research and observe people to create characters.

T6-2.6 Analyze the **given circumstances** of the script or **scenario** in order to explain and justify character **motivation**.

T6-2.7 Act as an **improvised** or scripted character in an ensemble.

GRADE 6

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

T6-3.1   Identify and recognize the functions and interrelated nature of **scenery**, **props**, **lighting**, sound, costumes, and makeup in creating an environment appropriate for scripted and nonscripted theatre.

T6-3.2   Identify tools and basic materials of set design and construction.

T6-3.3   Analyze **improvised** and scripted scenes for basic technical requirements.

T6-3.4   Create **technical elements** for the theatre (for example, **scenery**, **lighting**, sound) incorporating the fundamental **principles of design**.

T6-3.5   Create a simple promotional design for a production.

GRADE 6

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T6-4.1   Explain the roles of the **director** and the **production staff** in theatre.

T6-4.2   Demonstrate the responsibilities of the **director**.

T6-4.3   Recognize **side coaching** in **improvisations**, **theatre games**, and other theatre activities as part of the directing process.

GRADE 6

Researching

Standard 5:   The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T6-5.1   Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.

T6-5.2   Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.

T6-5.3   Use print and nonprint sources to research careers in theatre.

T6-5.4   Research the components of a résumé for various careers in theatre.

T6-5.5   Demonstrate an understanding of the use and importance of headshot photographs for those pursuing a career in acting.

GRADE 6

Making Connections

Standard 6:   The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T6-6.1   Demonstrate an understanding of the collaborative nature of theatre.

T6-6.2   Explore the commonalities between theatre and other art forms.

T6-6.3   Relate the vocabulary of theatre to similar concepts in other art forms.

GRADE 6

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T6-7.1 Use **audience etiquette** during theatre performances.

T6-7.2 Recognize the elements of **dramatic criticism**.

T6-7.3 Give oral and written responses to live and recorded theatre performances.

T6-7.4 Accept constructive criticism in a positive manner.

GRADE 6

Relating to History and Culture

Standard 8:   The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T6-8.1   Examine the origins of theatre in a variety of historical periods and cultures, including South Carolina.

T6-8.2   Recognize ways that live and recorded theatre relates to real life.

GRADE 7

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T7-1.1   Improvise characters, environments, dialogue, and action both individually and in groups.

T7-1.2   Use theatre vocabulary to analyze the elements of a drama (including theme, character, **climax**, and **catharsis**).

T7-1.3   Use correct playwriting format to write and revise **monologues** and scenes that include the basic elements of **plot structure**.

GRADE 7

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T7-2.1 Demonstrate a knowledge of essential acting vocabulary (for example, **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, **pitch**).

T7-2.2 Demonstrate physical control and expression through **improvisation**, **pantomime**, and character exercises.

T7-2.3 Utilize vocal acting skills (for example, **breath control**, appropriate tone of voice, **voice placement**, and effective speech).

T7-2.4 Demonstrate skills of **sensory recall**, concentration, collaboration, and ensemble building.

T7-2.5 Research and observe people to create characters.

T7-2.6 Analyze the **given circumstances** of the script or **scenario** in order to explain and justify character **motivation**.

T7-2.7 Act as an **improvised** or scripted character in an ensemble.

GRADE 7

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

T7-3.1 Categorize the functions and interrelated nature of **scenery**, **props**, **lighting**, sound, costumes, and makeup in creating an environment appropriate for scripted and nonscripted theatre.

T7-3.2 Identify tools and materials for basic **technical** design and construction of **scenery**, **lighting**, sound, costumes, and makeup.

T7-3.3 Analyze **improvised** and scripted scenes for basic technical requirements and justify his or her choices.

T7-3.4 Create **technical elements** for the theatre (for example, **scenery**, **lighting**, sound) incorporating the fundamental **principles of design**.

T7-3.5 Design coherent stage management, promotional, and marketing plans.

GRADE 7

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T7-4.1   Identify the requirements of basic stage composition.

T7-4.2   Direct short scenes incorporating simple blocking techniques.

GRADE 7

Researching

Standard 5:   The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T7-5.1   Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.

T7-5.2   Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.

T7-5.3   Use print and nonprint sources to research careers in theatre.

T7-5.4   Research the components of a résumé for various careers in theatre.

T7-5.5   Demonstrate an understanding of the use and importance of headshot photographs for those pursuing a career in acting.

GRADE 7

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T7-6.1   Integrate the use of creative writing, visual arts, dance, music, and/or electronic media to enhance theatre activities.

T7-6.2   Compare and contrast different career and social roles within the arts.

T7-6.3   Recognize that theatre is a synthesis of all the arts.

GRADE 7

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T7-7.1 Use **audience etiquette** during theatre performances.

T7-7.2 Incorporate components of **dramatic criticism** to evaluate dramatic texts.

T7-7.3 Develop standards to critique both live and electronic theatre productions.

T7-7.4 Critique classroom performances on the basis of **characterization**, **diction**, **pacing**, and staging and then make suggestions for improvement.

GRADE 7

Relating to History and Culture

Standard 8:   The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T7-8.1   Identify theatrical practices in a variety of historical periods and cultures and recognize them in contemporary informal and formal productions.

T7-8.2   Analyze the historical and cultural contexts of **improvisations** and published plays.

T7-8.3   Recognize ways that live and recorded theatre relates to real life.

GRADE 8

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

T8-1.1   Improvise characters, environments, dialogue, and action both individually and in groups.

T8-1.2   Use theatre vocabulary to critique the **plot structure** of a play.

T8-1.3   Write, revise, and perform short plays that include the basic elements of **plot structure** and the **conventions of playwriting**.

T8-1.4   Compare and contrast film, television, and other electronic media scripts with theatre scripts.

GRADE 8

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

T8-2.1 Apply a knowledge of essential acting vocabulary such as **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, and **pitch** in peer assessment as well as self-assessment.

T8-2.2 Demonstrate physical control and expression through character exercises, scene work, and performance.

T8-2.3 Utilize vocal acting skills, such as **breath control**, appropriate tone of voice, **voice placement**, and effective speech in character exercises, scene work, and performance.

T8-2.4 Refine skills of **sensory recall**, concentration, collaboration, and ensemble building.

T8-2.5 Research and observe to create characters.

T8-2.6 Synthesize research, observation, **given circumstances**, and acting skills to create characters in formal and informal productions.

T8-2.7 Act as an **improvised** or scripted character in an ensemble.

T8-2.8 Create and justify characters and roles on the basis of his or her observations of people's interactions, ethical choices, and emotional responses.

T8-2.9 Summarize his or her own progress in acting as well as that of others through reflection and critique.

GRADE 8

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

T8-3.1   Critique the use of design elements such as **scenery**, **props**, **lighting**, sound, costumes, and makeup in a live or video production.

T8-3.2   Identify tools and materials for basic **technical** design and construction of **scenery**, **lighting**, sound, costumes, and makeup.

T8-3.3   Analyze **improvised** and scripted scenes for basic technical requirements and justify his or her choices.

T8-3.4   Create **technical elements** for the theatre (for example, **scenery**, **lighting**, sound) incorporating the fundamental **principles of design**.

T8-3.5   Collaborate with other students on the **production** design for a scripted scene.

GRADE 8

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

T8-4.1   Collaborate with other*s* to make choices and apply them to formal and informal productions.

T8-4.2   Use rehearsal time effectively to brainstorm, experiment, and plan as well as to rehearse.

T8-4.3   Direct short scenes incorporating simple **blocking** techniques.

T8-4.4   Direct rehearsals of scripted **monologues**, scenes, or short plays for informal or formal performances.

T8-4.5   Critique performances and recommend solutions to directing problems.

GRADE 8

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

T8-5.1 Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.

T8-5.2 Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.

T8-5.3 Use print and nonprint sources to research careers in theatre.

T8-5.4 Research the components of a résumé for various careers in theatre.

T8-5.5 Demonstrate an understanding of the use and importance of headshot photographs for those pursuing a career in acting.

T8-5.6 Write a theatre résumé for an actual or hypothetical person.

GRADE 8

Making Connections

Standard 6:   The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

T8-6.1   Identify and utilize a variety of universal theatrical conventions (for example, costumes, **props**, puppets, **masks**).

T8-6.2   Compare and contrast different career and social roles within the arts.

T8-6.3   Collaborate with other arts and non-arts disciplines in a variety of activities.

T8-6.4   Recognize that theatre is a synthesis of all the arts.

GRADE 8

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

T8-7.1   Use **audience etiquette** during theatre performances.

T8-7.2   Analyze and critique dramatic texts.

T8-7.3   Analyze and critique live and electronic theatre productions.

T8-7.4   Analyze a classroom performance on the basis of **characterization**, **diction**, **pacing**, and staging and then make suggestions for improvement.

GRADE 8

Relating to History and Culture

Standard 8:   The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

T8-8.1   Analyze and explain the relationship between historical and cultural contexts and acting **styles**.

T8-8.2   Compare and contrast plays or excerpts of plays from different periods or cultures.

T8-8.3   Apply an understanding of historical and cultural contexts to theatre activity such as a presentation or an **improvised** or short scripted scene.

HIGH SCHOOL

LEVEL 1

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

TH1-1.1 Improvise characters, environments, dialogue, and action, both individually and in groups.

TH1-1.2 Use theatre vocabulary to critique the **plot structure** of a play.

TH1-1.3 Write, revise, and perform short plays that include the basic elements of **plot structure** and the conventions of playwriting.

TH1-1.4 Compare and contrast film, television, and other electronic media scripts with theatre scripts.

HIGH SCHOOL

LEVEL 1

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

TH1-2.1 Apply a knowledge of essential acting vocabulary such as **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, and **pitch** in peer assessment as well as self-assessment.

TH1-2.2 Demonstrate physical control and expression through character exercises, scene work, and performance.

TH1-2.3 Utilize vocal acting skills such as **breath control**, **voice placement**, and effective speech in character exercises, scene work, and performances.

TH1-2.4 Refine skills of **sensory recall**, concentration, collaboration, and ensemble building.

TH1-2.5 Research and observe to create characters.

TH1-2.6 Synthesize research, observation, **given circumstances**, and acting skills to create characters for formal and informal presentations.

TH1-2.7 Act as an **improvised** or scripted character in an ensemble.

TH1-2.8 Create and justify characters and roles on the basis of his or her observations of people's interactions, ethical choices, and emotional responses.

TH1-2.9 Summarize his or her own progress in acting as well as that of others through reflection and critique.

HIGH SCHOOL

LEVEL 1

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

TH1-3.1   Critique the use of design elements such as **scenery**, **props**, **lighting**, sound, costumes, and makeup in a live or video production.

TH1-3.2   Identify tools and basic materials of set design and construction, **lighting** design, costume and makeup design, and sound.

TH1-3.3   Analyze **improvised** and scripted scenes for basic technical requirements and justify his or her choices.

TH1-3.4   Create **technical elements** for the theatre (for example, **scenery**, **lighting**, sound) incorporating the fundamental **principles of design**.

TH1-3.5   Collaborate with other students on the **production** design for a scripted scene.

HIGH SCHOOL

LEVEL 1

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

TH1-4.1   Collaborate with others to make choices to be applied to formal and informal productions.

TH1-4.2   Use rehearsal time effectively to brainstorm, experiment, and plan as well as to rehearse.

TH1-4.3   Direct short scenes incorporating simple **blocking** techniques.

TH1-4.4   Direct rehearsals of scripted **monologues**, scenes, or short plays for informal or formal performances.

TH1-4.5   Critique and recommend solutions to directing problems.

HIGH SCHOOL

LEVEL 1

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

TH1-5.1 Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.

TH1-5.2 Apply research from print and nonprint sources to plan writing, acting, **designing**, and directing activities.

TH1-5.3 Use print and nonprint sources to research careers in theatre.

TH1-5.4 Research the training and education required for specific careers in theatre.

TH1-5.5 Research the postsecondary educational paths available in theatre.

HIGH SCHOOL

LEVEL 1

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

TH1-6.1   Compare and contrast different career and social roles within the arts.

TH1-6.2   Collaborate with other arts and non-arts disciplines in a variety of activities.

TH1-6.3   Recognize that theatre is a synthesis of all the arts.

HIGH SCHOOL

LEVEL 1

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

TH1-7.1   Demonstrate **audience etiquette** during theatre performances.

TH1-7.2   Recognize the importance of **audience expectations**.

TH1-7.3   Analyze and critique dramatic texts and theatrical publications.

TH1-7.4   Analyze and critique live and electronic theatrical productions.

TH1-7.5   Develop a critical vocabulary and use it to analyze a classroom performance.

HIGH SCHOOL

LEVEL 1

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

TH1-8.1   Analyze and explain the relationship between historical and cultural contexts and acting **styles**.

TH1-8.2   Compare and contrast plays or excerpts of plays from different periods or cultures.

TH1-8.3   Research the historical impact of theatre in South Carolina.

TH1-8.4   Apply an understanding of historical and cultural contexts to theatre activity such as presentation or an **improvised** or short scripted scene.

TH1-8.5   Identify and utilize basic theatrical conventions (for example, costumes, **props**, puppets, **masks**).

HIGH SCHOOL

LEVEL 2

Playmaking/Playwriting

Standard 1:   The student will create **improvised** scenes and written scripts based on his or her personal experiences and imagination as well as on literature, history and culture, and current events.

Indicators

TH2-1.1   Analyze scripts to describe the relationship among the dramatic elements and the impact of changing one or more of them.

TH2-1.2   Construct imaginative scripts and collaborate with actors to refine scripts so that **plot** and meaning are conveyed to the audience.

TH2-1.3   Work individually or in groups to create and perform short plays that are based on familiar **plots** and/or current events.

HIGH SCHOOL

LEVEL 2

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

TH2-2.1   Compare and demonstrate various **classical** and **contemporary** acting techniques and methods.

TH2-2.2   Analyze the **given circumstances** to discover the physical, emotional, and social dimensions of characters found in a variety of dramatic texts.

TH2-2.3   Use a range of emotional, psychological, and physical characteristics and behaviors to portray complex, believable characters in **improvised** and scripted **monologues**, scenes, and plays.

HIGH SCHOOL

LEVEL 2

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

TH2-3.1   Explain the basic physical and chemical properties, as well as production and design materials, involved in **technical theatre** (for example, light, color, electricity, paint, makeup).

TH2-3.2   Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

TH2-3.3   Construct designs that use visual and **aural** elements to convey environments that clearly support a particular dramatic text.

HIGH SCHOOL

LEVEL 2

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

TH2-4.1 Describe and demonstrate appropriate responses to a variety of directing **styles**.

TH2-4.2 Explain, compare, and classify the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, or electronic media productions.

TH2-4.3 Interpret dramatic texts to find coherence and integrate artistic choices regarding stage movement, character development, language (for example, **dialect**, **regionalism**, **rhythm**, **meter**, **connotation**), and theme for a production.

TH2-4.4 Investigate the **directorial concepts** and skills that are demonstrated in a variety of theatre activities.

TH2-4.5 Communicate and justify **director**ial choices to an ensemble for **improvised** or scripted scene work.

HIGH SCHOOL

LEVEL 2

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

TH2-5.1   Use documented research sources to evaluate and synthesize cultural and historical themes in dramatic texts.

TH2-5.2   Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.

TH2-5.3   Research the role and responsibilities of the **artistic director** (for example, selecting the material to be performed, managing the budget, selecting the staff).

TH2-5.4   Describe and explain the role of the **dramaturge**.

TH2-5.5   Use print and nonprint sources to research careers in theatre.

TH2-5.6   Research the training and education required for specific careers in theatre.

TH2-5.7   Research the postsecondary educational paths available in theatre.

HIGH SCHOOL

LEVEL 2

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

TH2-6.1 Compare and contrast the relationships and interactions between theatre and other disciplines.

TH2-6.2 Explain ways that the content and concepts of theatre are interrelated with those of other disciplines and careers.

TH2-6.3 Incorporate the elements of visual arts, dance, music, and electronic media into an **improvised** or scripted scene.

TH2-6.4 Incorporate elements of non-arts disciplines into an **improvised** or scripted scene

TH2-6.5 Demonstrate an understanding of the collaborative nature of theatre.

HIGH SCHOOL

LEVEL 2

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

TH2-7.1   Demonstrate **audience etiquette** during theatre performances.

TH2-7.2   Compare and contrast **audience expectations** for a variety of events.

TH2-7.3   Construct and analyze social meaning from theatre performances and dramatic texts.

TH2-7.4   Analyze published reviews of theatre performances to identify elements of **dramatic criticism**.

TH2-7.5   Demonstrate a knowledge of appropriate criteria to be used in critiques and develop personal criteria for evaluating performances (live or electronic) and dramatic texts in terms of artist intent and final achievement.

HIGH SCHOOL

LEVEL 2

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

TH2-8.1 Identify theatrical practices in a variety of historical periods and cultures and recognize them in contemporary informal and formal productions.

TH2-8.2 Analyze the historical and cultural contexts of **improvisations** and published plays.

TH2-8.3 Analyze and explain theatre as an expression of the social values, cultural precepts, and accomplishments of a civilization.

TH2-8.4 Identify ways in which theatre practitioners in different cultures and historical periods have used **directorial concepts**, **motifs**, and themes that remain appropriate and prominent today.

HIGH SCHOOL

LEVEL 3

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

TH3-1.1   Analyze scripts to describe the relationship among the dramatic elements and the impact of changing one or more of them.

TH3-1.2   Construct imaginative scripts and collaborate with actors to refine scripts so that **plot** and meaning are conveyed to the audience.

TH3-1.3   Adapt a theatre script for video or other electronic media.

HIGH SCHOOL

LEVEL 3

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

TH3-2.1 Compare and demonstrate various **classical** and **contemporary** acting techniques and methods.

TH3-2.2 Analyze the **given circumstances** to discover the physical, emotional, and social dimensions of characters found in a variety of dramatic texts.

TH3-2.3 Use a range of emotional, psychological, and physical characteristics and behaviors to portray complex, believable characters in **improvised** and scripted **monologues**, scenes, and plays.

TH3-2.4 Act in an ensemble to create and sustain characters that communicate with an audience.

HIGH SCHOOL

LEVEL 3

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

TH3-3.1 Explain the basic physical and chemical properties, as well as production and design materials involved in **technical theatre** (for example, light, color, electricity, paint, makeup).

TH3-3.2 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

TH3-3.3 Construct designs that use visual and **aural** elements to convey environments that clearly support a particular dramatic text.

HIGH SCHOOL

LEVEL 3

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

TH3-4.1   Interpret dramatic texts to find coherence and integrate artistic choices regarding stage movement, character development, language (for example, **dialect**, **regionalism**, **rhythm**, **meter**, **connotation**), and theme for a production.

TH3-4.2   Develop the **directorial concepts** and skills that can be demonstrated in a variety of theatre activities.

TH3-4.3   Communicate and justify **director**ial choices to an ensemble for **improvised** or scripted scene work.

HIGH SCHOOL

LEVEL 3

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

TH3-5.1   Identify current technologies, published material, and print and electronic resources that are available for use in theatrical productions.

TH3-5.2   Use documented research sources to evaluate and synthesize cultural and historical themes in dramatic texts.

TH3-5.3   Research the role and responsibilities of the **artistic director** (for example, selecting the material to be performed, managing the budget, selecting the staff).

TH3-5.4   Research and analyze examples of dramaturgy.

TH3-5.5   Research and document preparation necessary for a specific career in theatre.

TH3-5.6   Prepare a headshot photograph and current résumé for a personal theatre Web page.

TH3-5.7   Investigate education programs and training opportunities related to a career in theatre.

HIGH SCHOOL

LEVEL 3

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

TH3-6.1   Incorporate elements of visual arts, dance, music, and electronic media into an **improvised** or scripted scene.

TH3-6.2   Demonstrate through a variety of ensemble activities an understanding of the collaborative nature of theatre.

HIGH SCHOOL

LEVEL 3

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

TH3-7.1   Demonstrate **audience etiquette** during theatre performances.

TH3-7.2   Construct and analyze social meaning from theatre performances and dramatic texts.

TH3-7.3   Analyze published reviews of a theatre performance to identify and compare the elements of **dramatic criticism** from those multiple points of view.

TH3-7.4   Analyze, critique, and respond to live theatre productions as well as theatrical performances on film, television, and other electronic media.

HIGH SCHOOL

LEVEL 3

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

TH3-8.1 Describe the societal beliefs, issues, and events that are represented in specific theatrical productions.

TH3-8.2 Analyze and explain the ways that theatrical productions can use basic elements of theatre (for example, speech, gesture, costuming) to reflect different cultures.

TH3-8.3 Research multicultural **theatrical elements** from plays representing various cultures.

TH3-8.4 Identify ways in which theatre practitioners in different cultures and historical periods have used the **directorial concepts**, **motifs**, and themes that remain appropriate and prominent today.

HIGH SCHOOL

LEVEL 4

Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Indicators

TH4-1.1   Adapt a scene from a period play so that it reflects a contemporary performance style or theme instead of the particular historical age in which it was centered.

TH4-1.2   Write a one-act play and collaborate with actors to refine scripts so that **plot** and meaning are conveyed to the audience.

TH4-1.3   Adapt a theatre script for video or other electronic media.

HIGH SCHOOL

LEVEL 4

Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Indicators

TH4-2.1   Create and sustain characters from **classical**, **contemporary**, **realistic**, and **nonrealistic** dramatic texts in informal and formal theatre, film, television, or electronic media.

TH4-2.2   Analyze the **given circumstances** to discover the physical, emotional, and social dimensions of characters found in a variety of dramatic texts.

TH4-2.3   Use a range of emotional, psychological, and physical characteristics and behaviors to portray complex, believable characters in **improvised** and scripted **monologues**, scenes, and plays.

TH4-2.4   Demonstrate **artistic discipline** to achieve an ensemble in rehearsal and performance.

HIGH SCHOOL

LEVEL 4

Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Indicators

TH4-3.1   Analyze and explain ways in which scientific and technological advances have impacted the design and implementation of costuming, **scenery**, **lighting**, and sound for theatre, film, television, and other electronic media productions.

TH4-3.2   Explore advanced technology for use in theatre design processes and productions.

TH4-3.3   Compile design sketches, renderings, slides, photographs, recordings, and so forth in a professional portfolio and write a cover letter to a prospective employer.

TH4-3.4   Analyze a variety of dramatic texts from cultural and historical perspectives to determine and implement production requirements and **directorial concepts**.

TH4-3.5   Collaborate with **directors** to develop a unified production concept that conveys the metaphorical nature of a play for informal and formal theatre, film, television, or other electronic media productions.

TH4-3.6   Create and implement production schedules, budgets, stage management plans, promotional ideas, and marketing strategies for informal and formal theatre as well as film, television, and other electronic media productions.

HIGH SCHOOL

LEVEL 4

Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Indicators

TH4-4.1   Refine **directorial concepts** and skills by participating in a variety of theatre activities.

TH4-4.2   Communicate and justify **director**ial choices to an ensemble for **improvised** or scripted scene work.

TH4-4.3   Collaborate with **designers** and actors to develop a unified **directorial concept**.

TH4-4.4   Design a production calendar that includes a schedule for auditions and casting, rehearsals, and production meetings.

TH4-4.5   Design publicity and a marketing campaign to achieve production goals for an individual directing project.

HIGH SCHOOL

LEVEL 4

Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Indicators

TH4-5.1 Select, investigate, and apply a current technology to a theatre project or production.

TH4-5.2 Produce an in-depth research project on a significant theatre topic.

TH4-5.3 Serve as a **dramaturge** for a theatrical production.

TH4-5.4 Assemble an actual or hypothetical production company that develops budget, schedule, production staff, and publicity for one or more productions.

TH4-5.5 Research and document the differences between preprofessional and professional training (for example, internships, apprenticeships).

TH4-5.6 Research issues of personal finance for a theatre artist (for example, actor, designer, **director**).

TH4-5.7 Research sources and information relating to theatre publications, **rights** and **royalties**, rentals, and purchases.

TH4-5.8 Investigate theatre business and administration topics (for example, not-for-profit companies, LLCs [limited liability companies], grants, fundraising, taxes, theatrical labor unions).

HIGH SCHOOL

LEVEL 4

Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Indicators

TH4-6.1 Analyze and explain ways that technology can be used to reinforce, enhance, or alter a theatre performance.

TH4-6.2 Design an individualized study program (for example, internship, mentorship, research project) in a theatre-related vocation/avocation and share the information through a variety of media.

TH4-6.3 Incorporate elements of visual arts, dance, music, and electronic media into an **improvised** or scripted scene.

HIGH SCHOOL

LEVEL 4

Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Indicators

TH4-7.1   Demonstrate **audience etiquette** during theatre performances.

TH4-7.2   Construct and analyze social meaning from theatre performances and dramatic texts.

TH4-7.3   Write a **review** of a theatre performance by applying the elements of **dramatic criticism**.

TH4-7.4   Evaluate his or her own performances and those of others in terms of artist intent and final achievement.

HIGH SCHOOL

LEVEL 4

Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Indicators

TH4-8.1 Compare and contrast the societal beliefs, issues, and events that are represented in specific **theatrical** productions.

TH4-8.2 Use basic elements of theatre (for example, speech, gesture, costume) to reflect different cultures.

TH4-8.3 Create a multicultural theatre festival using excerpts from plays representing various cultures.

Theatre Standards: Grades K – 12
Playmaking/Playwriting

Standard 1: The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Kindergarten	1st	2nd	3rd	4th	5th
TK-1.1 Retell familiar stories through guided **dramatic play**.	T1-1.1 Retell familiar stories through guided **dramatic play**.	T2-1.1 Analyze simple stories for basic dramatic elements such as character, **setting**, and **plot**.	T3-1.1 Analyze stories and scripts for basic dramatic elements such as character, **setting**, **plot**, and theme.	T4-1.1 Analyze stories and scripts for basic dramatic elements such as character, **setting**, **plot**, and theme.	T5-1.1 Analyze stories and scripts for basic dramatic elements such as character, **setting**, **plot**, and theme.
TK-1.2 Identify and demonstrate individual story elements (including characters, **setting**, and important events in sequential order) in classroom dramatizations and theatre activities.	T1-1.2 Create and demonstrate story elements (for example, characters, **setting**, **plot**) for classroom dramatizations.	T2-1.2 Understand the format of scripts and compare them with other types of writing.	T3-1.2 Improvise characters, environments, dialogue, and action in group **theatre games** and activities.	T4-1.2 Improvise characters, environments, dialogue, and action in group **theatre games** and activities.	T5-1.2 Improvise characters, environments, dialogue, and actions in theatre activities.

TK-1.3 Create and demonstrate simple dialogue through classroom dramatizations and theatre activities.	T1-1.3 Create and use simple dialogue in classroom dramatizations.	T2-1.3 Read assigned parts in simple scripts with appropriate expression.	T3-1.3 Identify the different parts of a script by using appropriate theatre vocabulary.	T4-1.3 Use appropriate script formats to create dramatic adaptations of stories or other texts.	T5-1.3 Use correct playwriting format to write and revise **monologues** and scenes that include the basic elements of **plot structure**.
		T2-1.4 Work individually and in groups to retell familiar stories by changing **setting**, character, and/or **plot**.	T3-1.4 Adapt familiar stories to play form using correct script format.		

6th	7th	8th
T6-1.1 Improvise characters, environments, dialogue, and action both individually and in groups.	T7-1.1 Improvise characters, environments, dialogue, and action both individually and in groups.	T8-1.1 Improvise characters, environments, dialogue, and action both individually and in groups.
T6-1.2 Use theatre vocabulary to examine the basic elements within a dramatic script, including character, **setting**, and **plot**.	T7-1.2 Use theatre vocabulary to analyze the elements of a drama (including theme, character, **climax**, and **catharsis**).	T8-1.2 Use theatre vocabulary to critique the **plot structure** of a play.
T6-1.3 Use the elements of **plot structure** to write short scenes in collaborative groups.	T7-1.3 Use correct playwriting format to write and revise **monologues** and scenes that include the basic elements of **plot structure**.	T8-1.3 Write, revise, and perform short plays that include the basic elements of **plot structure** and the **conventions of playwriting**.
		T8-1.4 Compare and contrast film, television, and other electronic media scripts with theatre scripts.

H1	H2	H3	H4
TH1-1.1 Improvise characters, environments, dialogue, and action, both individually and in groups.	TH2-1.1 Analyze scripts to describe the relationship among the dramatic elements and the impact of changing one or more of them.	TH3-1.1 Analyze scripts to describe the relationship among the dramatic elements and the impact of changing one or more of them.	TH4-1.1 Adapt a scene from a period play so that it reflects a contemporary performance style or theme instead of the particular historical age in which it was centered.
TH1-1.2 Use theatre vocabulary to critique the **plot structure** of a play.	TH2-1.2 Construct imaginative scripts and collaborate with actors to refine scripts so that **plot** and meaning are conveyed to the audience.	TH3-1.2 Construct imaginative scripts and collaborate with actors to refine scripts so that **plot** and meaning are conveyed to the audience.	TH4-1.2 Write a one-act play and collaborate with actors to refine scripts so that **plot** and meaning are conveyed to the audience.
TH1-1.3 Write, revise, and perform short plays that include the basic elements of **plot structure** and the conventions of playwriting.	TH2-1.3 Work individually or in groups to create and perform short plays that are based on familiar **plots** and/or current events.	TH3-1.3 Adapt a theatre script for video or other electronic media.	TH4-1.3 Adapt a theatre script for video or other electronic media.
TH1-1.4 Compare and contrast film, television, and other electronic media scripts with theatre scripts.			

Theatre Standards: Grades K – 12
Acting

Standard 2: The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.

Kindergarten	1st	2nd	3rd	4th	5th
TK-2.1 Recognize that pretend play is dramatic acting.	T1-2.1 Make choices about using his or her body and/or voice to imitate a variety of characters, conditions, and emotions in theatre activities.	T2-2.1 Create a variety of characters, emotions, and conditions in theatre activities by using his or her body and/or voice.	T3-2.1 Develop body control through **pantomime** and character portrayal.	T4-2-1 Develop body control and expression in **pantomime** and character **portrayal**.	T5-2.1 Develop body control and expression in **pantomime** and character portrayal.
TK-2.2 Make choices about using his or her body and/or voice to imitate a variety of characters, conditions, and emotions in theatre activities.	T1-2.2 Describe and demonstrate ways characters change in relation to the development of the **plot** in a dramatic presentation.	T2-2.2 Assume roles in a variety of **improvised** and scripted scenes.	T3-2.2 Develop vocal control to interpret characters in **improvisations** and scripted scenes.	T4-2.2 Develop vocal control and expression to interpret characters in **improvisations**, scripts, and literary works.	T5-2.2 Develop vocal control and expression to interpret characters in **improvisations**, scripts, and literary works.

TK-2.3 Describe and demonstrate ways that people react to other people and to conditions.	T1-2.3 Participate as an ensemble member in theatre activities.	T2-2.3 Apply basic voice control including **projection**, clarity, and inflection appropriate to the particular character.	T3-2.3 Observe the environment and people and apply his or her observations in theatre activities.	T4-2.3 Identify and use basic acting vocabulary, including the terms "**blocking**" and "**stage directions**."	T5-2.3 Recognize essential acting vocabulary (for example, **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, **pitch**).
TK-2.4 Participate as an ensemble member in guided dramatic activities.		T2-2.4 Demonstrate cooperation and support as a member of an ensemble.	T3-2.4 Demonstrate cooperation and support as a member of an ensemble.	T4-2.4 Apply his or her observations of the environment and people to dramatic activities.	T5-2.4 Research and observe to create characters.
				T4-2.5 Create characters that display conflict and emotion.	T5-2.5 Create characters that display conflict and a variety of emotions.

				T4-2.6 Develop skills of concentration and collaboration necessary for him or her to perform as part of an ensemble.	T5-2.6 Develop skills of concentration and collaboration necessary for one to perform as part of an ensemble.

6th	7th	8TH
T6-2.1 Recognize essential acting vocabulary (for example, **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, **pitch**).	T7-2.1 Demonstrate a knowledge of essential acting vocabulary (for example, **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, **pitch**).	T8-2.1 Apply a knowledge of essential acting vocabulary such as **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, and **pitch** in peer assessment as well as self-assessment.
T6-2.2 Develop physical control and expression through **improvisation** and **pantomime**.	T7-2.2 Demonstrate physical control and expression through **improvisation**, **pantomime**, and character exercises.	T8-2.2 Demonstrate physical control and expression through character exercises, scene work, and performance.
T6-2.3 Develop vocal acting skills (for example, breath control, resonance, appropriate **diction**).	T7-2.3 Utilize vocal acting skills (for example, **breath control**, appropriate tone of voice, **voice placement**, and effective speech).	T8-2.3 Utilize vocal acting skills, such as **breath control**, appropriate tone of voice, **voice placement**, and effective speech in character exercises, scene work, and performance.
T6-2.4 Develop skills of **sensory recall**, concentration, collaboration, and ensemble building.	T7-2.4 Demonstrate skills of **sensory recall**, concentration, collaboration, and ensemble building.	T8-2.4 Refine skills of **sensory recall**, concentration, collaboration, and ensemble building.
T6-2.5 Research and observe people to create characters.	T7-2.5 Research and observe people to create characters.	T8-2.5 Research and observe to create characters.

T6-2.6 Analyze the **given circumstances** of the script or **scenario** in order to explain and justify character **motivation**.	T7-2.6 Analyze the **given circumstances** of the script or **scenario** in order to explain and justify character **motivation**.	T8-2.6 Synthesize research, observation, **given circumstances**, and acting skills to create characters in formal and informal productions.
T6-2.7 Act as an **improvised** or scripted character in an ensemble.	T7-2.7 Act as an **improvised** or scripted character in an ensemble.	T8-2.7 Act as an **improvised** or scripted character in an ensemble.
		T8-2.8 Create and justify characters and roles on the basis of his or her observations of people's interactions, ethical choices, and emotional responses.
		T8-2.9 Summarize his or her own progress in acting as well as that of others through reflection and critique.

H1	H2	H3	H4
TH1-2.1 Apply a knowledge of essential acting vocabulary such as **blocking**, **objective**, **motivation**, **projection**, **diction**, **rate**, and **pitch** in peer assessment as well as self-assessment.	TH2-2.1 Compare and demonstrate various **classical** and **contemporary** acting techniques and methods.	TH3-2.1 Compare and demonstrate various **classical** and **contemporary** acting techniques and methods.	TH4-2.1 Create and sustain characters from **classical**, **contemporary**, **realistic**, and **nonrealistic** dramatic texts in informal and formal theatre, film, television, or electronic media.
TH1-2.2 Demonstrate physical control and expression through character exercises, scene work, and performance.	TH2-2.2 Analyze the **given circumstances** to discover the physical, emotional, and social dimensions of characters found in a variety of dramatic texts.	TH3-2.2 Analyze the **given circumstances** to discover the physical, emotional, and social dimensions of characters found in a variety of dramatic texts.	TH4-2.2 Analyze the **given circumstances** to discover the physical, emotional, and social dimensions of characters found in a variety of dramatic texts.
TH1-2.3 Utilize vocal acting skills such as **breath control**, **voice placement**, and effective speech in character exercises, scene work, and performances.	TH2-2.3 Use a range of emotional, psychological, and physical characteristics and behaviors to portray complex, believable characters in **improvised** and scripted **monologues**, scenes, and plays.	TH3-2.3 Use a range of emotional, psychological, and physical characteristics and behaviors to portray complex, believable characters in **improvised** and scripted **monologues**, scenes, and plays.	TH4-2.3 Use a range of emotional, psychological, and physical characteristics and behaviors to portray complex, believable characters in **improvised** and scripted **monologues**, scenes, and plays.

TH1-2.4 Refine skills of **sensory recall**, concentration, collaboration, and ensemble building.		TH3-2.4 Act in an ensemble to create and sustain characters that communicate with an audience.	TH4-2.4 Demonstrate **artistic discipline** to achieve an ensemble in rehearsal and performance.
TH1-2.5 Research and observe to create characters.			
TH1-2.6 Synthesize research, observation, **given circumstances**, and acting skills to create characters for formal and informal presentations.			
TH1-2.7 Act as an **improvised** or scripted character in an ensemble.			
TH1-2.8 Create and justify characters and roles on the basis of his or her observations of people's interactions, ethical choices, and emotional responses.			

TH1-2.9 Summarize his or her own progress in acting as well as that of others through reflection and critique.			

Theatre Standards: Grades K – 12
Designing and Technical Theatre

Standard 3: The student will design a variety of **technical elements** for the theatre.

Kindergarten	1st	2nd	3rd	4th	5th
TK-3.1 Identify simple **technical elements** (for example, **props**, **scenery**, music, makeup, costumes) in the dramatic process and recognize their role in **dramatic play**.	T1-3.1 Identify and create simple **props**, sets, and costumes appropriate for theatre activities.	T2-3.1 Identify and discuss **technical elements** in a variety of performances.	T3-3.1 Analyze familiar stories, scripts, and performances to identify essential **technical elements**.	T4-3.1 Analyze stories, scripts, and performances to identify essential **technical elements**.	T5-3.1 Analyze stories, scripts, and performances to identify **technical elements**.
TK-3.2 Use simple **technical elements** in theatre activities.	T1-3.2 Use simple **technical elements** (for example, **props**, **scenery**, music, makeup, costumes) in theatre activities.	T2-3.2 Design simple sets, **props**, and/or costumes that are appropriate for a particular dramatic activity.	T3-3.2 Design simple **technical elements** appropriate for a particular dramatic activity.	T4-3.2 Design and use simple **technical elements** to enhance dramatic presentations.	T5-3.2 Identify, design, and use **technical elements** to enhance dramatic presentations.

		T2-3.3 Use **technical elements** (for example, **props**, **scenery**, costumes, music) to enhance dramatic presentations.	T3-3.3 Use a variety of **technical elements** to enhance dramatic presentations.	T4-3.3 Identify careers in **technical theatre**.	T5-3.3 Identify and explore careers in **technical theatre**, including theatre management.

6th	7th	8th
T6-3.1 Identify and recognize the functions and interrelated nature of **scenery**, **props**, **lighting**, sound, costumes, and makeup in creating an environment appropriate for scripted and nonscripted theatre.	T7-3.1 Categorize the functions and interrelated nature of **scenery**, **props**, **lighting**, sound, costumes, and makeup in creating an environment appropriate for scripted and nonscripted theatre.	T8-3.1 Critique the use of design elements such as **scenery**, **props**, **lighting**, sound, costumes, and makeup in a live or video production.
T6-3.2 Identify tools and basic materials of set design and construction.	T7-3.2 Identify tools and materials for basic **technical** design and construction of **scenery**, **lighting**, sound, costumes, and makeup.	T8-3.2 Identify tools and materials for basic **technical** design and construction of **scenery**, **lighting**, sound, costumes, and makeup.
T6-3.3 Analyze **improvised** and scripted scenes for basic technical requirements.	T7-3.3 Analyze **improvised** and scripted scenes for basic technical requirements and justify his or her choices.	T8-3.3 Analyze **improvised** and scripted scenes for basic technical requirements and justify his or her choices.
T6-3.4 Create **technical elements** for the theatre (for example, **scenery**, **lighting**, sound) incorporating the fundamental **principles of design**.	T7-3.4 Create **technical elements** for the theatre (for example, **scenery**, **lighting**, sound) incorporating the fundamental **principles of design**.	T8-3.4 Create **technical elements** for the theatre (for example, **scenery**, **lighting**, sound) incorporating the fundamental **principles of design**.

T6-3.5	T7-3.5	T8-3.5
Create a simple promotional design for a production.	Design coherent stage management, promotional, and marketing plans.	Collaborate with other students on the **production** design for a scripted scene.

H1	H2	H3	H4
TH1-3.1 Critique the use of design elements such as **scenery**, **props**, **lighting**, sound, costumes, and makeup in a live or video production.	TH2-3.1 Explain the basic physical and chemical properties, as well as production and design materials, involved in **technical theatre** (for example, light, color, electricity, paint, makeup).	TH3-3.1 Explain the basic physical and chemical properties, as well as production and design materials involved in **technical theatre** (for example, light, color, electricity, paint, makeup).	TH4-3.1 Analyze and explain ways in which scientific and technological advances have impacted the design and implementation of costuming, **scenery**, **lighting**, and sound for theatre, film, television, and other electronic media productions.
TH1-3.2 Identify tools and basic materials of set design and construction, **lighting** design, costume and makeup design, and sound.	TH2-3.2 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.	TH3-3.2 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.	TH4-3.2 Explore advanced technology for use in theatre design processes and productions.
TH1-3.3 Analyze **improvised** and scripted scenes for basic technical requirements and justify his or her choices.	TH2-3.3 Construct designs that use visual and **aural** elements to convey environments that clearly support a particular dramatic text.	TH3-3.3 Construct designs that use visual and **aural** elements to convey environments that clearly support a particular dramatic text.	TH4-3.3 Compile design sketches, renderings, slides, photographs, recordings, and so forth in a professional portfolio and write a cover letter to a prospective employer.
TH1-3.4 Create **technical elements** for the theatre (for example, **scenery**,			TH4-3.4 Analyze a variety of dramatic texts from cultural and historical

lighting, sound) incorporating the fundamental **principles of design**.			perspectives to determine and implement production requirements and **directorial concepts**.
TH1-3.5 Collaborate with other students on the **production** design for a scripted scene.			TH4-3.5 Collaborate with **directors** to develop a unified production concept that conveys the metaphorical nature of a play for informal and formal theatre, film, television, or other electronic media productions.
			TH4-3.6 Create and implement production schedules, budgets, stage management plans, promotional ideas, and marketing strategies for informal and formal theatre as well as film, television, and other electronic media productions.

Theatre Standards: Grades K – 12
Directing

Standard 4: The student will demonstrate an understanding of the role and responsibilities of the **director**.

Kindergarten	1st	2nd	3rd	4th	5th
TK-4.1 Listen to and respond appropriately to directions and **side coaching**.	T1-4.1 Listen and respond appropriately to directions and **side coaching** and recognize both of them as part of the directing process.	T2-4.1 Listen and respond appropriately to directions and **side coaching** and recognize both of them as part of the directing process.	T3-4.1 Respond appropriately to **side coaching** in theatre activities and recognize it as part of the directing process.	T4-4.1 Respond appropriately to **side coaching** in theatre activities and recognize it as part of the directing process.	T5-4.1. Respond appropriately to **side coaching** in theatre activities and recognize it as part of the directing process.
TK-4.2 Distinguish between performance space and audience space.	T1-4.2 Understand and share performance space in theatre activities.	T2-4.2 Identify and explain the role of the **director** in theatre.	T3-4.2 Explain and justify the role of **director** in theatre.	T4-4.2 Assume the responsibilities of the **director** in small groups.	T5-4.2 Demonstrate the responsibilities of the **director**.

TK-4.3	T1-4.3	T2-4.3	T3-4.3	T4-4.3	T5-4.3
Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.	Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.	Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.	Work in small groups to make directing choices (for example, casting, blocking) for classroom dramatizations.	Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.	Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.
TK-4.4		T2-4.4	T3-4.4	T4-4.4	T5-4.4
Participate in group planning and rehearsal for theatre activities.		Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.	Use rehearsal time effectively to create, plan, and revise as well as to rehearse classroom dramatizations.	Recognize and respond to **stage directions**.	Demonstrate a knowledge of **stage directions** and plan basic **blocking**.

6th	7th	8th
T6-4.1 Explain the roles of the **director** and the **production staff** in theatre.	T7-4.1 Identify the requirements of basic stage composition.	T8-4.1 Collaborate with others to make choices and apply them to formal and informal productions.
T6-4.2 Demonstrate the responsibilities of the **director**.	T7-4.2 Direct short scenes incorporating simple blocking techniques.	T8-4.2 Use rehearsal time effectively to brainstorm, experiment, and plan as well as to rehearse.
T6-4.3 Recognize **side coaching** in **improvisations**, **theatre games**, and other theatre activities as part of the directing process.		T8-4.3 Direct short scenes incorporating simple **blocking** techniques.
		T8-4.4 Direct rehearsals of scripted **monologues**, scenes, or short plays for informal or formal performances.
		T8-4.5 Critique performances and recommend solutions to directing problems.

H1	H2	H3	H4
TH1-4.1 Collaborate with others to make choices to be applied to formal and informal productions.	TH2-4.1 Describe and demonstrate appropriate responses to a variety of directing **styles**.	TH3-4.1 Interpret dramatic texts to find coherence and integrate artistic choices regarding stage movement, character development, language (for example, **dialect**, **regionalism**, **rhythm**, **meter**, **connotation**), and theme for a production.	TH4-4.1 Refine **directorial concepts** and skills by participating in a variety of theatre activities.
TH1-4.2 Use rehearsal time effectively to brainstorm, experiment, and plan as well as to rehearse.	TH2-4.2 Explain, compare, and classify the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, or electronic media productions.	TH3-4.2 Develop the **directorial concepts** and skills that can be demonstrated in a variety of theatre activities.	TH4-4.2 Communicate and justify **director**ial choices to an ensemble for **improvised** or scripted scene work.
TH1-4.3 Direct short scenes incorporating simple **blocking** techniques.	TH2-4.3 Interpret dramatic texts to find coherence and integrate artistic choices regarding stage movement, character development, language (for example, **dialect**, **regionalism**, **rhythm**,	TH3-4.3 Communicate and justify **director**ial choices to an ensemble for **improvised** or scripted scene work.	TH4-4.3 Collaborate with **designers** and actors to develop a unified **directorial concept**.

	meter, **connotation**), and theme for a production.		
TH1-4.4 Direct rehearsals of scripted **monologues**, scenes, or short plays for informal or formal performances.	TH2-4.4 Investigate the **directorial concepts** and skills that are demonstrated in a variety of theatre activities.		TH4-4.4 Design a production calendar that includes a schedule for auditions and casting, rehearsals, and production meetings.
TH1-4.5 Critique and recommend solutions to directing problems.	TH2-4.5 Communicate and justify **director**ial choices to an ensemble for **improvised** or scripted scene work.		TH4-4.5 Design publicity and a marketing campaign to achieve production goals for an individual directing project.

Theatre Standards: Grades K – 12
Researching

Standard 5: The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.

Kindergarten	1st	2nd	3rd	4th	5TH
TK-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.	T1-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.	T2-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.	T3-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.	T4-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.	T5-5.1 Research information from a variety of sources (for example, peers, written material, electronic media) for use in theatre activities.
TK-5.2 Identify and use historical and cultural elements from a variety of sources (for example, stories, pictures, electronic media) in theatre activities.	T1-5.2 Identify and use historical and cultural elements from a variety of sources (for example, stories, pictures, electronic media) in theatre activities.	T2-5.2 Apply historical and cultural information from a variety of sources (for example, stories, pictures, current events, electronic media) to theatre activities.	T3-5.2 Apply historical and cultural information from a variety of sources (for example, stories, pictures, current events, electronic media) to theatre activities.	T4-5.2 Apply historical and cultural information from various sources (for example, stories, pictures, current events, electronic media) to theatre activities.	T5-5.2 Apply historical and cultural information from various sources (for example, stories, pictures, current events, electronic media) to theatre activities.

		T2-5.3 Use his or her experiences as a basis for creating dramatizations.	T3-5.3 Use his or her experiences as a basis for creating dramatizations.	T4-5.3 Research information about various careers in theatre.	T5-5.3 Research information about various careers in theatre.
				T4-5.4 Use his or her experiences as a basis for creating dramatizations.	T5-5.4 Use his or her experiences as a basis for creating dramatizations.

6th	7th	8TH
T6-5.1 Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.	T7-5.1 Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.	T8-5.1 Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.
T6-5.2 Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.	T7-5.2 Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.	T8-5.2 Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.
T6-5.3 Use print and nonprint sources to research careers in theatre.	T7-5.3 Use print and nonprint sources to research careers in theatre.	T8-5.3 Use print and nonprint sources to research careers in theatre.
T6-5.4 Research the components of a résumé for various careers in theatre.	T7-5.4 Research the components of a résumé for various careers in theatre.	T8-5.4 Research the components of a résumé for various careers in theatre.
T6-5.5 Demonstrate an understanding of the use and importance of headshot photographs for those pursuing a career in acting.	T7-5.5 Demonstrate an understanding of the use and importance of headshot photographs for those pursuing a career in acting.	T8-5.5 Demonstrate an understanding of the use and importance of headshot photographs for those pursuing a career in acting.
		T8-5.6 Write a theatre résumé for an actual or hypothetical person.

H1	H2	H3	H4
TH1-5.1 Research the cultural and historical contexts of theatre to support **improvised** and scripted scenes.	TH2-5.1 Use documented research sources to evaluate and synthesize cultural and historical themes in dramatic texts.	TH3-5.1 Identify current technologies, published material, and print and electronic resources that are available for use in theatrical productions.	TH4-5.1 Select, investigate, and apply a current technology to a theatre project or production.
TH1-5.2 Apply research from print and nonprint sources to plan writing, acting, **designing**, and directing activities.	TH2-5.2 Apply research from print and nonprint sources to plan writing, acting, designing, and directing activities.	TH3-5.2 Use documented research sources to evaluate and synthesize cultural and historical themes in dramatic texts.	TH4-5.2 Produce an in-depth research project on a significant theatre topic.
TH1-5.3 Use print and nonprint sources to research careers in theatre.	TH2-5.3 Research the role and responsibilities of the **artistic director** (for example, selecting the material to be performed, managing the budget, selecting the staff).	TH3-5.3 Research the role and responsibilities of the **artistic director** (for example, selecting the material to be performed, managing the budget, selecting the staff).	TH4-5.3 Serve as a **dramaturge** for a theatrical production.

TH1-5.4 Research the training and education required for specific careers in theatre.	TH2-5.4 Describe and explain the role of the **dramaturge**.	TH3-5.4 Research and analyze examples of dramaturgy.	TH4-5.4 Assemble an actual or hypothetical production company that develops budget, schedule, production staff, and publicity for one or more productions.
TH1-5.5 Research the postsecondary educational paths available in theatre.	TH2-5.5 Use print and nonprint sources to research careers in theatre.	TH3-5.5 Research and document preparation necessary for a specific career in theatre.	TH4-5.5 Research and document the differences between preprofessional and professional training (for example, internships, apprenticeships).
	TH2-5.6 Research the training and education required for specific careers in theatre.	TH3-5.6 Prepare a headshot photograph and current résumé for a personal theatre Web page.	TH4-5.6 Research issues of personal finance for a theatre artist (for example, actor, designer, **director**).
	TH2-5.7 Research the postsecondary educational paths available in theatre.	TH3-5.7 Investigate education programs and training opportunities related to a career in theatre.	TH4-5.7 Research sources and information relating to theatre publications, **rights** and **royalties**, rentals, and purchases.

			TH4-5.8 Investigate theatre business and administration topics (for example, not-for-profit companies, LLCs [limited liability companies], grants, fundraising, taxes, theatrical labor unions).

Theatre Standards: Grades K – 12
Making Connections

Standard 6: The student will make connections between theatre and other arts disciplines, other content areas, and the world.

Kindergarten	1st	2nd	3rd	4th	5th
TK-6.1 Compare and contrast theatre activities and experiences with those encountered in other disciplines.	T1-6.1 Identify similarities and differences between theatre and other art forms.	T2-6.1 Identify similarities and differences between theatre and other art forms.	T3-6.1 Identify and explain the differences and similarities between theatre and other arts areas.	T4-6.1 Demonstrate the understanding that theatre incorporates all arts areas.	T5-6.1 Demonstrate the understanding that theatre incorporates all arts areas.
TK-6.2 Use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.	T1-6.2 Recognize theatre elements in non-arts disciplines.	T2-6.2 Recognize theatre elements in non-arts disciplines.	T3-6.2 Recognize theatre elements in non-arts disciplines.	T4-6.2 Demonstrate ways that theatre skills can impact and enrich other disciplines.	T5-6.2 Demonstrate ways that theatre skills can impact and enrich other disciplines.

TK-6.3 Act out career and social roles.	T1-6.3 Use other arts disciplines in theatre activities.	T2-6.3 Use other arts disciplines to enhance dramatic presentations.	T3-6.3 Use a variety of arts disciplines to enhance classroom presentations.	T4-6.3 Incorporate elements of other arts areas to enhance his or her classroom theatre presentations.	T5-6.3 Use a variety of arts to enhance dramatic presentations.
	T1-6.4 Use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.	T2-6.4 Use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.	T3-6.4 Identify and use theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.	T4-6.4 Use various theatrical conventions (for example, puppets, **masks**, **props**) in dramatic activities.	T5-6.4 Identify and use a variety of theatrical conventions (for example, puppets, **masks**, **props**) in theatre activities.
	T1-6.5 Act out career and social roles.	T2-6.5 Act out career and social roles.	T3-6.5 Act out career and social roles.	T4-6.5 Act out career and social roles.	
				T4-6.6 Explore theatre careers by using print and non-print sources.	

6th	7th	8th
T6-6.1 Demonstrate an understanding of the collaborative nature of theatre.	T7-6.1 Integrate the use of creative writing, visual arts, dance, music, and/or electronic media to enhance theatre activities.	T8-6.1 Identify and utilize a variety of universal theatrical conventions (for example, costumes, **props**, puppets, **masks**).
T6-6.2 Explore the commonalities between theatre and other art forms.	T7-6.2 Compare and contrast different career and social roles within the arts.	T8-6.2 Compare and contrast different career and social roles within the arts.
T6-6.3 Relate the vocabulary of theatre to similar concepts in other art forms.	T7-6.3 Recognize that theatre is a synthesis of all the arts.	T8-6.3 Collaborate with other arts and non-arts disciplines in a variety of activities.
		T8-6.4 Recognize that theatre is a synthesis of all the arts.

H1	H2	H3	H4
TH1-6.1 Compare and contrast different career and social roles within the arts.	TH2-6.1 Compare and contrast the relationships and interactions between theatre and other disciplines.	TH3-6.1 Incorporate elements of visual arts, dance, music, and electronic media into an **improvised** or scripted scene.	TH4-6.1 Analyze and explain ways that technology can be used to reinforce, enhance, or alter a theatre performance.
TH1-6.2 Collaborate with other arts and non-arts disciplines in a variety of activities.	TH2-6.2 Explain ways that the content and concepts of theatre are interrelated with those of other disciplines and careers.	TH3-6.2 Demonstrate through a variety of ensemble activities an understanding of the collaborative nature of theatre.	TH4-6.2 Design an individualized study program (for example, internship, mentorship, research project) in a theatre-related vocation/avocation and share the information through a variety of media.
TH1-6.3 Recognize that theatre is a synthesis of all the arts.	TH2-6.3 Incorporate the elements of visual arts, dance, music, and electronic media into an **improvised** or scripted scene.		TH4-6.3 Incorporate elements of visual arts, dance, music, and electronic media into an **improvised** or scripted scene.
	TH2-6.4 Incorporate elements of non-arts disciplines into an **improvised** or scripted scene		

	TH2-6.5 Demonstrate an understanding of the collaborative nature of theatre.		

Theatre Standards: Grades K – 12
Valuing and Responding

Standard 7: The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.

Kindergarten	1st	2nd	3rd	4th	5th
TK-7.1 Identify **audience etiquette** to be used during theatre activities and performances.	T1-7.1 Demonstrate **audience etiquette** during theatre performances.	T2-7.1 Demonstrate **audience etiquette** during theatre performances.	T3-7.1 Demonstrate **audience etiquette** during theatre performances.	T4-7.1 Demonstrate **audience etiquette** during theatre performances.	T5-7.1 Use **audience etiquette** during theatre performances.
TK-7.2 Describe theatrical activities and productions in terms of their oral, visual, and kinetic elements.	T1-7.2 Describe the characters, **setting**, events, and **technical elements** of a particular theatrical experience.	T2-7.2 Describe the characters, **setting**, events, and **technical elements** of a particular theatrical experience.	T3-7.2 Give oral and written responses to live and recorded theatre performances.	T4-7.2 Give oral and written responses to live and recorded theatre performances.	T5-7.2 Give oral and written responses to live and recorded theatre performances.

TK-7.3 Describe emotions evoked by theatre experiences.	T1-7.3 Recognize that theatre evokes emotional responses and describe his or her emotional responses to a particular theatre experience.	T2-7-3 Assess peer performances on the basis of specific criteria.	T3-7.3 Use specific criteria to assess his or her own theatre performances as well as those of peers.	T4-7.3 Assess peer performances and make suggestions for improvement.	T5-7.3 Assess peer performances on the basis of specific criteria and offer suggestions for improvement.
TK-7.4 Explain his or her likes and dislikes about a particular theatre experience.	T1-7.4 Explain his or her likes and dislikes about a particular theatre experience.	T2-7.4 Compare and contrast live and recorded theatre performances.	T3-7.4 Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.		
TK-7.5 Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.	T1-7.5 Demonstrate a knowledge of the difference between live and recorded theatre performances.	T2-7.5 Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.			

	T1-7.6 Offer constructive feedback, accept it from peers, and work to apply it in theatre activities.				

6th	7th	8th
T6-7.1 Use **audience etiquette** during theatre performances.	T7-7.1 Use **audience etiquette** during theatre performances.	T8-7.1 Use **audience etiquette** during theatre performances.
T6-7.2 Recognize the elements of **dramatic criticism**.	T7-7.2 Incorporate components of **dramatic criticism** to evaluate dramatic texts.	T8-7.2 Analyze and critique dramatic texts.
T6-7.3 Give oral and written responses to live and recorded theatre performances.	T7-7.3 Develop standards to critique both live and electronic theatre productions.	T8-7.3 Analyze and critique live and electronic theatre productions.
T6-7.4 Accept constructive criticism in a positive manner.	T7-7.4 Critique classroom performances on the basis of **characterization**, **diction**, **pacing**, and staging and then make suggestions for improvement.	T8-7.4 Analyze a classroom performance on the basis of **characterization**, **diction**, **pacing**, and staging and then make suggestions for improvement.

H1	H2	H3	H4
TH1-7.1 Demonstrate **audience etiquette** during theatre performances.	TH2-7.1 Demonstrate **audience etiquette** during theatre performances.	TH3-7.1 Demonstrate **audience etiquette** during theatre performances.	TH4-7.1 Demonstrate **audience etiquette** during theatre performances.
TH1-7.2 Recognize the importance of **audience expectations**.	TH2-7.2 Compare and contrast **audience expectations** for a variety of events.	TH3-7.2 Construct and analyze social meaning from theatre performances and dramatic texts.	TH4-7.2 Construct and analyze social meaning from theatre performances and dramatic texts.
TH1-7.3 Analyze and critique dramatic texts and theatrical publications.	TH2-7.3 Construct and analyze social meaning from theatre performances and dramatic texts.	TH3-7.3 Analyze published reviews of a theatre performance to identify and compare the elements of **dramatic criticism** from those multiple points of view.	TH4-7.3 Write a **review** of a theatre performance by applying the elements of **dramatic criticism**.
TH1-7.4 Analyze and critique live and electronic theatrical productions.	TH2-7.4 Analyze published reviews of theatre performances to identify elements of **dramatic criticism**.	TH3-7.4 Analyze, critique, and respond to live theatre productions as well as theatrical performances on film, television, and other electronic media.	TH4-7.4 Evaluate his or her own performances and those of others in terms of artist intent and final achievement.

TH1-7.5 Develop a critical vocabulary and use it to analyze a classroom performance.	TH2-7.5 Demonstrate a knowledge of appropriate criteria to be used in critiques and develop personal criteria for evaluating performances (live or electronic) and dramatic texts in terms of artist intent and final achievement.		

Theatre Standards: Grades K – 12
Relating to History and Culture

Standard 8: The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

Kindergarten	1st	2nd	3rd	4th	5th
TK-8.1 Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.	T1-8.1 Participate in theatre activities relating to various historical periods, cultures, and traditions.	T2-8.1 Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.	T3-8.1 Participate in theatre activities relating to a variety of historical periods, cultures, and traditions, including those of South Carolina.	T4-8.1 Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.	T5-8.1 Participate in theatre activities relating to a variety of historical periods, cultures, and traditions.
TK-8.2 Experience live or recorded theatre performances.	T1-8.2 Experience live or recorded theatre performances.	T2-8.2 Experience a variety of live and/or recorded theatre performances.	T3-8.2 Experience a variety of live and recorded theatre.	T4-8.2 Experience a variety of live and recorded theatre productions.	T5-8.2 Experience a variety of live and/or recorded theatre productions.

			T3-8.3 Examine ways that live and recorded theatre influences personal and community life.	T4-8.3 Examine the origins of theatre in world culture.	T5-8.3 Examine the origins of theatre in a variety of historical periods and cultures.
				T4-8.4 Examine ways that live and recorded theatre influences personal and community life.	T5-8.4 Discuss ways that live and recorded theatre influences personal and community life.

6th	7th	8th
T6-8.1 Examine the origins of theatre in a variety of historical periods and cultures, including South Carolina.	T7-8.1 Identify theatrical practices in a variety of historical periods and cultures and recognize them in contemporary informal and formal productions.	T8-8.1 Analyze and explain the relationship between historical and cultural contexts and acting **styles**.
T6-8.2 Recognize ways that live and recorded theatre relates to real life.	T7-8.2 Analyze the historical and cultural contexts of **improvisations** and published plays.	T8-8.2 Compare and contrast plays or excerpts of plays from different periods or cultures.
	T7-8.3 Recognize ways that live and recorded theatre relates to real life.	T8-8.3 Apply an understanding of historical and cultural contexts to theatre activity such as a presentation or an **improvised** or short scripted scene.

H1	H2	H3	H4
TH1-8.1 Analyze and explain the relationship between historical and cultural contexts and acting **styles**.	TH2-8.1 Identify theatrical practices in a variety of historical periods and cultures and recognize them in contemporary informal and formal productions.	TH3-8.1 Describe the societal beliefs, issues, and events that are represented in specific theatrical productions.	TH4-8.1 Compare and contrast the societal beliefs, issues, and events that are represented in specific **theatrical** productions.
TH1-8.2 Compare and contrast plays or excerpts of plays from different periods or cultures.	TH2-8.2 Analyze the historical and cultural contexts of **improvisations** and published plays.	TH3-8.2 Analyze and explain the ways that theatrical productions can use basic elements of theatre (for example, speech, gesture, costuming) to reflect different cultures.	TH4-8.2 Use basic elements of theatre (for example, speech, gesture, costume) to reflect different cultures.
TH1-8.3 Research the historical impact of theatre in South Carolina.	TH2-8.3 Analyze and explain theatre as an expression of the social values, cultural precepts, and accomplishments of a civilization.	TH3-8.3 Research multicultural **theatrical elements** from plays representing various cultures.	TH4-8.3 Create a multicultural theatre festival using excerpts from plays representing various cultures.
TH1-8.4 Apply an understanding of historical and cultural contexts to theatre activity such as presentation or an	TH2-8.4 Identify ways in which theatre practitioners in different cultures and historical periods have	TH3-8.4 Identify ways in which theatre practitioners in different cultures and historical periods have	

improvised or short scripted scene.	used **directorial concepts**, **motifs**, and themes that remain appropriate and prominent today.	used the **directorial concepts**, **motifs**, and themes that remain appropriate and prominent today.	
TH1-8.5 Identify and utilize basic theatrical conventions (for example, costumes, **props**, puppets, **masks**).			

GLOSSARY

Terms in the glossary are defined as they relate to Theatre content. It is important to note that a single term may have more than one definition or explanation.

The following sources were utilized in the creation of the Theatre glossary:

Cohen, Robert. 2000. *Theatre.* 5th ed. Mountain View, CA: Mayfield.

Schanker, Harry H., and Katharine Anne Ommanney. 2005. *The Stage and the School.* 9th ed. New York: Glencoe/McGraw-Hill.

Taylor, Robert D., and Robert D. Strickland. *Theatre: Art in Action.* 1999. Lincolnwood, IL: National Textbook.

Theatre Glossary	
artistic director	The individual who oversees the artistic vision and mission of a theatre company. His or her duties include the selection of the plays, the hiring of **director**s, and training of company members.
audience etiquette	The established practices and behavior that reinforce the community experience of theatre for all who attend performances.
audience expectations	The locally recognized and agreed-upon theatrical standards of quality that serve as the basis for an audience's approval or disapproval of a dramatic production. Audience expectations also derive from established contexts. For example, the audience's anticipation regarding a specific theatre performance may be influenced by the genre of the play (for example comedy, drama, and musical), the audience's prior knowledge of the play, and/or the audience's familiarity with the theatre company and the quality of the company's work.
aural	Relating to the ear or the sense of hearing, particularly with regard to the use of elements such as **pitch** and **rhythm** within **directorial concept** and design.

Theatre Glossary	
blocking	The patterns and arrangement of actors' movements on stage with respect to each other and the performance space. Often referred to as "staging."
breath control	The actor's ability to regulate and manipulate the respiratory process in order to support his or her vocal performance.
catharsis	The purification or purgation of the strong emotions (such as pity and fear) that a tragedy creates in the audience, as explained by Aristotle in the *Poetics*.
characterization	The development and portrayal of a personality through thought, action, dialogue, costumes, and makeup.
classical	Adjective describing dramatic works characteristic of those from the ages of the Greeks and the Romans to the first half of the eighteenth century, which is called the Neoclassical Age.
climax	The turning point in the conflict that forms the basis of the **plot structure** of a play.
connotation	The emotional coloring of a particular word or expression—its associated or secondary meaning, as opposed to its dictionary definition (its *denotation*).
diction	(1) The quality of an actor's pronunciation and enunciation of words. (2) The particular word choices that the playwright has made.
director	The person who oversees the entire process of staging a production. The director is a member of the ensemble charged with interpreting the text and conveying a central concept or theme through the use of the elements of theatre.
directorial concept	The specific interpretation or vision of the theatrical production as a unified whole that the **director** seeks to convey to the audience. (Also called "production concept.")
dramatic criticism	The analytical examination of a theatre performance, including such aspects as the skill and effectiveness of the individual actors, the cohesiveness of such collective elements as stage **properties** and **lighting**, and the overall literary merit of the play.

Theatre Glossary	
dramatic play	Games or exercises that explore and develop performative actions, imagination, and storytelling skills.
dramaturge	The person who provides specific in-depth knowledge of historical conventions, sources, context, and literary resources pertaining to a particular production to a **director**, producer, theatre company, or even the audience.
given circumstances	The "who," "what," "where," "when," and "why" of a particular moment, scene, or play. Most often, the term is used in acting coaching or critique in relation to an actor's understanding of his or her character's situation and **motivation**.
improvisation/improvised	A spontaneous style of theatre in which scenes are created without advance rehearsing or scripting. Adjective form, *improvised*.
lighting	The illumination of the performance dictated by the **given circumstances** of the play, including the source of light, the time of day, the mood (or tone) of the play, as well as the specific requirements of the scenic design (for example, the areas to be lit).
masks	Partial or full coverings of the face or head used by actors in a variety of historical periods and cultures to portray specific characters.
meter	Systematically arranged and measured **rhythm** in phrases and sentences.
monologues	Long or "set" speeches made by a single character. In **classical** plays, monologues are delivered to another character or characters.
motifs	Recurrent thematic elements in a work of drama.
motivation	Justification or reason for particular action taken by a character.
objective	The specific "want" or "need" of one character. Its success is dependant on his or her overcoming the particular obstacles presented in the moment, scene, or play or on the actions of other characters.
pacing	The tempo of an entire theatre performance.
pantomime	The art of acting without words through facial expression and gesture.

Theatre Glossary	
pitch	The natural range of inflection from high to low of an actor's voice.
plot	The sequence of events that form the logical structure of a play—the pattern of the action. (See **plot structure**.)
plot structure	The strategic ordering of the events and dramatic action in a play. The structure of a conventionally plotted drama is comprised of five parts: inciting incident, rising action, **climax**, falling action, and **denouement** (resolution of the conflict). Many dramas begin with *exposition*, an explanation of important events that have occurred before the immediate action of the play begins.
principles of design	(1) Any number of terms relating to the goals and purpose of theatrical design. (2) The fundamental descriptors used to communicate and evaluate the elements of design—for example, unity, emphasis, balance, line, shape, color, texture.
projection	The desirable degree of the actor's vocal volume or vocal presence on stage.
props (properties)	Articles and objects other than costumes and painted **scenery** that are used in a stage play or motion picture.
rate	The speed of an actor's enunciation or vocal delivery of dialogue.
regionalism	Speech or manners representative of a specific geographical region. These comprise the speakers "dialect."
rhythm	Movement or activity with uniform or patterned recurrence of a beat or accent; the pattern of this recurrence in speech or music.
rights	Written, legal permission to produce a play secured from the author (playwright), author's agent, or publisher. Securing rights may or may not include a fee. (See **royalties**.)
royalties	Fees required by the author (playwright), the author's agent, or publisher for each performance of a play.
scenario	An outline or synopsis of a dramatic **plot**.

Theatre Glossary	
scenery	The visual elements used in support of a play production or scene. Used to denote place, time, and atmosphere.
sensory recall	The ability of an actor to remember certain past emotions or experiences with such intensity that he or she is able to feel those moments again in the present and thus is able to render a more "authentic" performance in the **given circumstances** of the particular scene. (A popular exercise based on certain principles of Stanislavski and the mid-twentieth-century American theatre "method.")
setting	The time, place, and social situation in which the action of a literary work takes place.
side coaching	Assistance given by the teacher/**director** as a fellow player to the student/actor during the solving of a problem to help keep him or her in focus.
stage directions	Notations in a script (usually in italics) that indicate suggestions regarding stage business or movement. Often supplied by the play's first stage manager but can also be indications of action directly from the playwright.
technical elements	Nonperformance aspects of theatrical production such as **scenery**, makeup, **lighting**, costumes, props, and sound.
technical theatre	Theatre practices related to the design elements, physical properties, facilities, and materials involved in theatrical production.
theatre games	Noncompetitive games designed to develop acting skills popularized by Viola Spolin. A curriculum based on these games is often referred to as "creative drama."
voice placement	An actor's positioning of his or her tongue, soft palate, lips, and lower jaw to change the shape of the resonating chambers of the throat, head, nose, and mouth to achieve maximum quality of voice or to portray a specific character.