

# Scope and Sequence

**SCOPE AND SEQUENCE**

<b>Standard 1: Developing Scripts</b>			
<b>BASIC</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Knows the basic elements of a story.</b>                      Indicators:                      1. identifies the beginning, middle, and end of a story.                      2. sequences events according to basic story structures of beginning, middle, and end.                      3. identifies the conflict and resolution of a story.                      4. distinguishes conflict from resolution.                      5. analyzes theatrical works to identify parts of a plot.</p> <p><b>Benchmark:</b>  <b>2. Knows how to improvise dialogue to tell stories.</b>                      Indicators:                      1. improvises dialogue while role-playing a character in an imaginary or real-life situation.                      2. creates dialogue while role-playing a character from children’s literature or literary genre such as folk or fairytale.                      3. creates a dialogue based on the theme or lyrics from another art form such as a song or poem.</p>	<p><b>Benchmark:</b>  <b>1. Knows the structural parts of a script.</b>                      Indicators:                      1. defines the eight basic elements of theatre.                      2. labels the parts of a script that pertain to the eight basic elements of theatre.                      3. incorporates the eight basic elements of theatre into an original script.</p> <p><b>Benchmark:</b>  <b>2. Knows how to write, record, and revise improvised dialogue to develop a script.</b>                      Indicators:                      1. improvises a scene that effectively applies the basic elements of theatre.                      2. develops script dialogue based on conflict/resolution from a real life experience.                      3. records dialogue in correct script form.                      4. edits and revises an original script.                      5. uses appropriate stage language when writing a script</p>	<p><b>Benchmark:</b>  <b>1. Knows the basic elements of theatre.</b>                      Indicators:                      1. identifies the structural parts of a script in texts and performances.                      2. labels the basic structural parts of a script.                      3. orally explains the five parts of the plot line from a selection.                      4. uses place, time, and atmosphere to create an environment that reveals a specific psychological state (tension, suspense).                      5. creates characters and actions that communicate the theme of the script.</p> <p><b>Benchmark:</b>  <b>2. Constructs and refines original scripts.</b>                      Indicators:                      1. improvises a story that is based on personal experience and heritage while effectively applying the basic elements of theatre.                      2. improvises a story that is based on imagination while effectively applying the basic elements of theatre.                      3. improvises a story that is based on literature, cultures, or history while effectively applying the basic elements of</p>	<p><b>Benchmark:</b>  <b>1. Combines the dramatic elements of theatre, the structural parts of a script, and the basic elements of a story to create a script.</b>                      Indicators:                      1. creates original script that includes characters with dialogue that motivates action and creates mood.                      2. synthesizes their personal experiences, heritage, and history in creating a script to incorporate a theme or strong dramatic mood.</p> <p><b>Benchmark:</b>  <b>2. Knows how to effectively use research material in making artistic scriptwriting choices.</b>                      Indicators:                      1. uses multiple resources to research and write a script.                      2. creates an appendix to the play that explains and defends how they use research.                      3. creates a nonfiction play based on primary sources such as interviews.</p>

<p>4. dramatizes a complete story through improvisational acting.</p> <p><b>Benchmark:</b>  <b>3. Knows how to use improvisation to create dialogue for a script.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. improvises dialogue by role playing characters from various genre.</li> <li>2. improvises dialogue based on a song or poem</li> <li>3. improvises dialogue based on real-life situations.</li> </ol>	<p>for presentation.</p> <p>6. includes stage directions such as exit, enter, etc. when writing an original script.</p> <p><b>Benchmark:</b>  <b>3. Writes dialogue to create a script.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. produces script that is a collaborative effort.</li> <li>2. demonstrates collaboration through group improvisations.</li> <li>3. independently writes a brief monologue.</li> <li>4. independently writes a brief script for a scene.</li> <li>5. uses appropriate script format when writing character dialogue.</li> </ol>	<p>theatre.</p> <p>4. constructs and refines scripts based on a short story or fable that communicates meaning to an audience.</p> <p><b>Benchmark:</b>  <b>3. Works alone and collaboratively with a peer or group to write and revise a script.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. collaborates with a peer to write works focusing on conflict/resolution that include revision.</li> <li>2. collaborates with a group to write works that deal with multiple viewpoints and include revision.</li> <li>3. writes and revises a monologue that accurately incorporates the basic elements of theatre.</li> </ol>	<p><b>Benchmark:</b>  <b>3. Creates and revises script through the following stages: written script, rehearsal, performance.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. collaborates with a peer to produce works that include writing, revision, rehearsal, and performance.</li> <li>2. independently writes, revises, rehearses, and performs a monologue in which a character struggles with an important decision.</li> <li>3. independently writes, revises, and rehearses a script working with actors and a director, making necessary revisions during rehearsal.</li> </ol>
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**SCOPE AND SEQUENCE**

**Standard 2: Directing Theatrical Activities**

<b>BASIC</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Recognizes how to collaborate with peers to perform a classroom dramatization.</b></p> <p>Indicators:            1. demonstrates team work in dramatizing written texts and life experiences.            2. collaboratively selects interrelated dramatic elements for a classroom dramatization: character, setting, and situation.            3. leads a group in decision-making for an original classroom performance.            4. collaborates with peers in creating and presenting an improvisational performance.</p>	<p><b>Benchmark:</b>  <b>1. Works collaboratively with peers to develop a classroom dramatization.</b></p> <p>Indicators:            1. teaches and coaches a peer how to perform an in-class monologue.            2. teaches and coaches peers how to perform an in-class scene.            3. leads small groups in selecting visual and aural dramatic elements for a performance.            4. directs rehearsals for improvised or scripted scenes.</p> <p><b>Benchmark:</b>  <b>2. Recognizes the director’s responsibilities from auditions through performances.</b></p> <p>Indicators:            1. attends auditions for a production to observe the director in performing duties.</p>	<p><b>Benchmark:</b>  <b>1. Coaches and directs actors.</b></p> <p>Indicators:            1. assigns roles and/or parts for a play.            2. trains actors for auditions.            3. provides suggestions for cohesive set design.            4. provides suggestions for cohesive costume and prop collection.            5. coaches by effectively critiquing peers.            6. effectively communicates with actors.</p> <p><b>Benchmark:</b>  <b>2. Organizes auditions, conducts rehearsals, and directs performances.</b></p> <p>Indicators:            1. organizes an audition file, conducts auditions, and discusses case choices with the teacher.</p>	<p><b>Benchmark:</b>  <b>1. Collaborates with technical staff and production designers to direct a performance.</b></p> <p>Indicators:            1. applies the elements required for producing a unified production.            2. coordinates the work of all staff, designers, and performers to create a unified production.</p> <p><b>Benchmark:</b>  <b>2. Produces a play from audition through performance.</b></p> <p>Indicators:            1. demonstrates taking a play from page to stage by successfully fulfilling the following five steps:                develops a production concept.                create a director’s notebook.</p>

	<ol style="list-style-type: none"> <li>2. lists the responsibilities of a director for a full performance.</li> <li>3. applies director's duties while assisting with the production process.</li> </ol>	<ol style="list-style-type: none"> <li>2. coaches rehearsal techniques by providing suggestions regarding memorizing, pacing, polishing work, etc. to prepare for a presentation.</li> <li>3. uses their director's notebook to effectively plan and direct a performance.</li> </ol>	<p>auditions and casts a production.  coaches actors and conducts rehearsals.  directs by incorporating the following:      spectacle, sound,      movement, and style through techniques such as visual composition.</p> <p><b>Benchmark:</b>  <b>3. The student collaborates with technical staff and production designers.</b></p> <p>Indicators:  1. effectively collaborates by coordinating the work of all staff, designers, and performers to create a unified production.</p>
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**SCOPE AND SEQUENCE**

<b>Standard 3: Developing Acting Skills</b>			
<b>BASIC</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Imagines and clearly describes characters and their relationships.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>explores, assumes, and imitates various character roles.</li> <li>recognizes real life characters and their distinctions from fantasy characters.</li> <li>describes a variety of characters/ roles from real life and fantasy situations.</li> <li>creates characters that interact for a specific reason.</li> <li>explores and recognizes character relationships in specific situations.</li> <li>improvises and role-plays a character from a real or fictional story.</li> </ol>	<p><b>Benchmark:</b>  <b>1. Imagines and clearly describes characters and their relationships.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>applies improvisational acting to create original characters.</li> <li>role-plays a character who interacts with and responds to a specific situation.</li> <li>compares and contrasts real life characters with fantasy characters.</li> <li>researches and performs characters in real life situations.</li> <li>researches and performs a variety of fantasy characters.</li> <li>spontaneously creates interacting characters and identifies how they relate to one another.</li> <li>creates characters from a published script.</li> <li>identifies points where characters make choices within scenes and how their interaction impacts their choices.</li> <li>demonstrates acting skills such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts to develop characterizations.</li> <li>demonstrates appropriate</li> </ol>	<p><b>Benchmark:</b>  <b>1. Analyzes characters and scene structure within a script.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>analyzes the physical, emotional, and social dimensions of characters found in various dramatic texts.</li> <li>embodies analysis in performance.</li> <li>identifies common dimensions in characters found in dramatic texts from various media.</li> <li>selects from possible choices the ones that are more dramatically complex and interesting.</li> </ol>	<p><b>Benchmark:</b>  <b>1. Creates characters consistent with classical, contemporary, and non-realistic dramatic texts.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>identifies the elements that comprise style in specific texts.</li> <li>performs monologues and/or scenes from various theatrical styles and periods.</li> </ol>

<p><b>Benchmark:</b>  <b>2. Uses variations of voice, movement, and gesture for different characters.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. participates in structured play to free voice and gesture.</li> <li>2. uses clear articulation and audible projection during class or public performances.</li> <li>3. demonstrate clear vocal and physical characterization during class or public performances.</li> <li>4. combines effective audible, vocal, and physical qualities when depicting a character.</li> </ol>	<p>physical communication of character through gesture, movement, muscular control, and relaxation.</p> <p>11. demonstrates clear physical and vocal projection.</p> <p><b>Benchmark:</b>  <b>2. Uses variations of voice, movement, and gesture to create specific characters.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. develops clear vocal and physical characterization during rehearsal and presents it in performance.</li> <li>2. practices vocal and physical exercises to warm up his/her voice and body.</li> <li>3. practices exercises to develop and focus energy, attention, and concentration.</li> </ol> <p><b>Benchmark:</b>  <b>3. Knows the basic skills of performance.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. uses effective memorization that includes lines and cues.</li> <li>2. uses the vocabulary of stage directions.</li> <li>3. follows staging directions.</li> <li>4. creates staging (blocking) for their own scenes and monologues.</li> </ol>	<p><b>Benchmark:</b>  <b>2. Uses physical techniques to create a character.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. demonstrates voice, movement, and gesture that are appropriate for character portrayal and consistent throughout a performance.</li> <li>2. employs various dialects while creating characters.</li> <li>3. monitors and evaluates strengths and weaknesses in the development of physical, vocal, and movement techniques.</li> <li>4. creates a program for improvement of physical, vocal, and movement techniques.</li> </ol> <p><b>Benchmark:</b>  <b>3. Uses psychological action approaches to create a character.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. employs various psychological acting approaches to create a character development.</li> </ol>	<p><b>Benchmark:</b>  <b>2. Evaluates use of physical techniques to create a character.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. monitors and evaluates strengths and weaknesses in the development of physical, vocal, and movement techniques.</li> <li>2. creates a program for improvement of physical, vocal, and movement techniques.</li> </ol> <p><b>Benchmark:</b>  <b>3. Selects a psychological acting approach to create a specific character.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. evaluates the requirements of the specific script and character.</li> </ol>
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**Standard 4: Designing and Producing Theatre**

BASIC	PROFICIENT	ADVANCED	EXEMPLARY
<p><b>Benchmark:</b>  <b>1. Recognizes that there are a variety of roles and responsibilities necessary for theatrical production.</b></p> <p>Indicators:            1. defines the different jobs associated with the production of a classroom play.            2. carries out the responsibilities for one or more of the jobs associated with play production.            3. gives reasons why these roles are important to play production.</p>	<p><b>Benchmark:</b>  <b>1. Identifies the roles of a production staff.</b></p> <p>Indicators:            1. lists orally or in written format the basic roles associated with theatre production.            2. explains the importance of each role to the success of the production.            3. defends reasons for choices made in selecting basic roles for a production.</p>	<p><b>Benchmark:</b>  <b>1. Defines the roles and responsibilities of a production staff.</b></p> <p>Indicators:            1. describes the responsibilities of each of the following roles: production designer, director, production crew, stage manager.            2. explains the importance of the responsibilities associated with each of the above roles.            3. explains the importance of communication among theatre staff.</p>	<p><b>Benchmark:</b>  <b>1. Fulfills the roles and responsibilities as a unified unit necessary for a successful production.</b></p> <p>Indicators:            1. plans prop list, costumes, floor plans, and lighting plot.            2. collaborates with directors and other designers.            3. fulfills the responsibilities of a crew chief for an actual production.            4. fulfills the responsibilities of the designers, technicians, and creators.            5. explains the interaction that occurs across the various roles.            6. communicates with other crew members and among those fulfilling the other theatre staff roles.</p>
<p><b>Benchmark:</b>  <b>2. Visualizes a setting appropriate to a story.</b></p> <p>Indicators:            1. draws and colors a picture for a single setting to a story.            2. creates a story board for an entire story.            3. creates a 3-D setting for at least one part of a story.</p>	<p><b>Benchmark:</b>  <b>2. knows how to visualize settings appropriate to a script.</b></p> <p>Indicators:            1. effectively coordinates elements of art to create a setting.            2. effectively sketches a set for a select scene.            3. effectively edits and presents</p>	<p><b>Benchmark:</b>  <b>2. Designs a technical plan for scripted scenes.</b></p> <p>Indicators:            1. creates technical plots, plans, and worksheets for a script or production.            2. explains how the technical requirements of a given script relate to and support one another.</p>	<p><b>Benchmark:</b>  <b>2. Designs a unified production.</b></p> <p>Indicators:            1. conceptualizes and provides artistic interpretations for informal or formal productions.            2. researches historical context of a script and uses the findings as a basis for</p>

<p><b>Benchmark:</b>  <b>3. Uses simple objects and materials for props, costumes, and physical settings.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>uses materials at hand to create masks, stage makeup, costume pieces, and props for a dramatization.</li> <li>uses tables, chairs, and other objects to create a set for a classroom dramatization.</li> <li>creates a simple set for a select scene within a given space, using available materials.</li> <li>creates simple stage sets using objects in the classroom and from home to</li> </ol>	<p>a final set for a select scene.</p> <ol style="list-style-type: none"> <li>orally defends reasons and purpose for scene design setting.</li> </ol> <p><b>Benchmark:</b>  <b>3. Creates accessories needed for classroom plays and staged productions.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>creates backdrops for a production.</li> <li>makes and collects props for a play production.</li> <li>collects costumes needed for a production.</li> <li>selects sound and lighting appropriate for a production.</li> <li>selects objects needed for physical setting of a production.</li> <li>studies facial features of a character and practices basic makeup techniques by applying make-up.</li> </ol>	<ol style="list-style-type: none"> <li>organizes set building by listing jobs, equipment, and personnel needed for a production.</li> <li>makes a list of costumes and one of props needed for a production and determines possible sources.</li> <li>creates a make-up plan for the characters of a play.</li> <li>develops designs that use visual and aural elements to convey environment (e.g. place, time, atmosphere/mood) and clearly support the text.</li> <li>lists and describes effective methods for developing a floor plan for a stage setting.</li> </ol> <p><b>Benchmark:</b>  <b>3. Creates accessories for a self-designed script.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>assists in effectively creating and collecting the functional scenery, properties, lighting, sound, costumes, and makeup needed for a production.</li> <li>practices basic makeup techniques by applying makeup.</li> <li>recognizes costumes and scenery from different historical periods and applies qualities to costume design.</li> </ol>	<p>interpretation and design.</p> <p><b>Benchmark:</b>  <b>3. Completes a set for a production.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>rewrites a script, designs it, and creates a unified set for a production.</li> </ol>
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<p>recreate the environment for a play.</p> <p><b>Benchmark:</b>  <b>4. Demonstrates safe use of simple tools and materials.</b>  Indicators:  1. correctly uses scissors, pencils, and other tools for creating costumes, props, and physical setting.  2. explains the proper use of tools and materials needed for creating costumes, props, and physical setting.  3. respectfully uses and maintains the use of tools.</p> <p><b>Benchmark:</b>  <b>5. Knows how to design simple advertising and marketing materials.</b>  Indicators:  1. identifies marketing materials needed for advertising plays.  2. identifies the qualities needed in advertising materials for marketing a play.  3. creates posters, programs, and other marketing materials for a skit.</p>	<p><b>Benchmark:</b>  <b>4. Knows the basic parts of a theatre facility.</b>  Indicators:  1. names the basic parts of a theatre.  2. describes the basic parts of a theatre and their function.  3. identifies the basic parts of a theatre including down stage, up stage, front of house, and others.</p> <p><b>Benchmark:</b>  <b>5. Knows how to design advertising and marketing materials.</b>  Indicators:  1. identifies marketing materials needed for advertising a play.  2. identifies the qualities needed in advertising materials for marketing a play.  3. creates posters, programs, and other marketing materials for a production.  4. designs various marketing products for a production.  5. designs and presents newspaper and radio advertisements for a production.</p>	<p><b>Benchmark:</b>  <b>4. Implements safe use of stage tools and equipment.</b>  Indicators:  1. explains reasons for using safe techniques in crafting a staged performance.  2. performs safe use of stage tools and equipment.</p> <p><b>Benchmark:</b>  <b>5. Fulfills various roles of a marketing staff.</b>  Indicators:  1. designs and implements coherent promotional and business plans.  2. creates a production management chart and timeline (rehearsal schedule or production calendar).  3. completes an application for production rights.</p>	<p><b>Benchmark:</b>  <b>4.</b></p> <p><b>Benchmark:</b>  <b>5. Creates and implements marketing plans for a self-scripted production.</b>  Indicators:  1. creates and implements production schedules, stage management plans, promotional campaigns. And business and front of house procedures.  2. advertises their production through the media (TV, Radio, Newspaper).</p>
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**SCOPE AND SEQUENCE**

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others**

<b>BASIC</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Identifies how dramatic elements communicate meanings and elicit emotions in stories, performances, and electronic media.</b></p> <p>Indicators:            1. defines and uses theatrical terms/vocabulary when discussing dramatic content (plot, characters, themes, etc) and theatrical forms (realistic and non-realistic).            2. gives and explains personal opinions about a play's message and the impact of the dramatic content on its performance.            3. identifies dramatic elements in live and recorded theatrical performances (movement dialogue, scenery, costumes, etc) and how they combine to communicate ideas and evoke emotions.            4. identifies the dramatic elements that make their own and others performances successful or unsuccessful. Explain why.            5. explains reasons for personal aesthetic preferences based on dramatic elements used.            6. classifies basic dramatic genres (comic, serious drama)</p>	<p><b>Benchmark:</b>  <b>1. Analyzes and evaluates the dramatic elements that work and why, in performances and electronic media.</b></p> <p>Indicators:            1. develops and applies criteria to evaluating dramatic elements in plays and performances.            2. evaluates the effectiveness of artistic choices made by respective theatre artists.            3. defends and justifies personal evaluations of one's own and others' performances.            4. identifies and explains allegorical and symbolic references in plays.            5. analyzes the causes and effects of central dramatic actions in dramatic texts.</p>	<p><b>Benchmark:</b>  <b>1. Uses aesthetic criteria to evaluate the artistic effectiveness of dramatic performances in theatre and electronic media.</b></p> <p>Indicators:            1. evaluates theatre's effectiveness in communicating ideas, meanings, and emotions.            2. reads and analyzes dramatic literature in terms of structure, theme, character, imagery, symbolism, language, and style.            3. uses appropriate theatre vocabulary to evaluate the intentions, structures, effectiveness, and aesthetic values of performances.            4. evaluates how well text/production met its intended objectives.</p>	<p><b>Benchmark:</b>  <b>1. Identifies the possible or actual intentions of respective theatre artists and justifies personal interpretations in comparison using aesthetic criteria.</b></p> <p>Indicators:            1. compares two different performances of the same script.            2. writes a thorough critical analysis of dramatic texts.            3. studies and compares professional criticism of same and different texts or performances.            4. compares linear and non-linear plot structures and how each communicates meaning.            5. compares and contrasts fully developed characterizations against stereotypes.            6. compares and contrasts performance's main ideas with your and others' real life situations.            7. explores different stylistic approaches to sound, movement, and other spectacle elements.            8. explores emotional responses among different forms of theatrical performances.</p>

<p>and theatrical forms (realistic and non-realistic).</p> <p><b>Benchmark:</b>  <b>2. Identifies and reflects upon personal meaning and emotional responses to performances and applies ideas to self and society.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. describes personal meanings and main ideas (themes, messages) interpreted from dramatized stories and performances.</li> <li>2. articulates and discusses emotional reactions to the whole, as well as parts of theatrical experiences and identifies the dramatic elements that impacted these emotions.</li> <li>3. explains how main ideas relate to self and society.</li> <li>4. examines how and why individuals respond differently to the same performance.</li> <li>5. compares personal interpretations of plays with respective performances.</li> <li>6. recognizes the similarities and differences between staged performances and real life events.</li> </ol>	<p><b>Benchmark:</b>  <b>2. Explains how and why personal meanings and emotional responses to performances apply to self and society.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. explains how personal experiences affect one's interpretations of meanings in plays and performances.</li> <li>2. compares characters' situations in plays/performances with personal experiences.</li> <li>3. provides descriptions of and explanations for theatrical treatment of the same theme in different plays.</li> <li>4. explains why interpretations of meanings require a personal investment of mental effort.</li> </ol>	<p><b>Benchmark:</b>  <b>2. Compares and contrasts social meanings and emotional responses to performances in theatre and electronic media.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. evaluates the artistic choices of self and the collaborative efforts of peers and suggests constructive alternatives.</li> <li>2. analyzes and evaluates critical comments about personal work and explains which points are most appropriate to realize further developments of work.</li> <li>3. understands performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in media.</li> <li>4. analyzes and critiques a dramatic performance comparing perceived artistic intentions with final production achievement.</li> <li>5. develops, articulates, justifies, and applies criteria for creating meaning in performances.</li> <li>6. constructs social meaning from dramatic texts and relates these to current personal, national, and international issues.</li> </ol>	<p><b>Benchmark:</b>  <b>2. Compares critics' evaluations of performances with personal meanings and emotional responses.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. recognizes why critics' responses are different and at times similar to personal interpretations of works.</li> <li>2. compares critics' evaluations with personal views.</li> <li>3. defends personal meanings and interpretations of performances in light of critics' reviews.</li> </ol>
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<p><b>Benchmark:</b>  <b>3. Recognizes the contextual aspects of performances from various cultures, times, and places.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. recognizes how theatre communicates ideas about past and present culture and social context.</li> <li>2. compares and contrasts the similarities and differences between dramatic fiction and factual stories.</li> <li>3. compares and contrasts the theatrical treatment of fictional stories with actual life events in the past and present.</li> <li>4. describes dramatic elements in plays and performances that indicate particular qualities related to cultures, times, and places.</li> </ol>	<p><b>Benchmark:</b>  <b>3. Explains how contextual aspects are impacted by various cultures, times, and places.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. explains how culture influences the content and meaning of theatrical works.</li> <li>2. compares and contrasts how works from different cultures and time periods convey the same or similar content or plot.</li> <li>3. describes how an historical event can lead to the development of a performance.</li> </ol>	<p><b>Benchmark:</b>  <b>3. Analyzes dramatic texts and performances to understand history, culture, times, and places in their respective contexts.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. explains the message being conveyed through a performance regarding the historical event being represented and/or addressed through it.</li> <li>2. evaluates the cultural accuracy being revealed through performances.</li> <li>3. examines the ability of a performance to accurately and/or successfully represent a given time period.</li> <li>4. assesses the success of a performance's ability to depict a place or environment.</li> <li>5. develops criteria to be used in evaluating the contextual accuracy of their work and that of others.</li> <li>6. evaluates their own performances and that of others to determine the contextual accuracy regarding historical events and defends their conclusions.</li> </ol>	<p><b>Benchmark:</b>  <b>3. Explains the historical origins of various dramatic genres and theatrical forms and how historical contexts affect contemporary audience responses.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. describes and justifies personal artistic choices based on cultural interpretations.</li> <li>2. documents and critiques present times from a theatrical perspective.</li> <li>3. outlines ways their personal experiences of physical places have impacted and can affect their theatrical works.</li> <li>4. explores the major plays and playwrights throughout historical periods explaining the impact they have had on social development.</li> <li>5. explores how theatre reflects historical periods including how it is manifested today.</li> <li>6. interpret cultural, social, and political conditions that have influenced playwrights.</li> </ol>
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<p><b>Benchmark:</b>  <b>4. Demonstrates responsible audience etiquette.</b>  Indicators:  1. expresses emotions when attending public performances with live or recorded actors.  2. discusses performances with peers after attending.  3. invests sufficient mental effort during performances to make meanings.  4. watches, listens to, and responds mindfully and emotionally to theatre events.  5. orally explains the dos and don'ts regarding appropriate audience dress.  6. explains appropriate and inappropriate emotional behavior.  7. discusses behaviors that would interrupt the performance.  8. explains why cameras and other recording devices are prohibited by copyright law.  9. understands why cell phones and beeping pagers/watches disturb actors and other audience members.</p>	<p><b>Benchmark:</b>  <b>4. Identifies how audiences' behavioral responses to actors performing live affect these performances.</b>  Indicators:  1. attends and evaluates various performances to determine the impact audience behavior has on the work.  2. discusses the impact audience behaviors not experienced could have had on the performance if they were present.  3. discusses how their own behavior impacted the performance.</p>	<p><b>Benchmark:</b>  <b>4. Analyzes how audience responses affect the criticism of performances.</b>  Indicators:  1. compares two reviews of the same performance held for two different groups or audiences.  2. recognizes the distinctions in performances based on audience response.</p>	<p><b>Benchmark:</b>  <b>4. Analyzes how criticism affects audience responses toward performances.</b>  Indicators:  1. analyzes and evaluates a variety of dramatic performances with positive, constructive criticism, and justifies responses.  2. records evaluations of performances addressing its audience impact.  3. evaluates audiences response in relationship to actors' performance.</p>
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**SCOPE AND SEQUENCE**

**Standard 6: Integrating Theatre with other arts, disciplines, and the community**

<b>BASIC</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>	<b>EXEMPLARY</b>
<p><b>Benchmark:</b>  <b>1. Recognizes connections between theatre and other disciplines.</b></p> <p>Indicators:            1. identifies connections that exist between theatre and language arts.            2. uses social issues to develop themes for scripts.            3. creatively dramatizes physical science processes.            4. connects math concepts through dramatization.            5. lists characteristics specific to cultural settings.            6. discusses how dance and creative movement are used in performances.            7. assists in selecting music and other sound appropriate for story dramatization.  <b>8. develops settings through the use of visual art elements.</b></p>	<p><b>Benchmark:</b>  <b>1. Develops theatrical devices through the integration of other disciplines.</b></p> <p>Indicators:            1. makes connections between theatre and other fine arts by comparing and contrasting them.            2. uses the visual arts to design and implement the set for a school performance.            3. incorporates ways the industrial arts can assist in constructing flats for the theatre department following specific measurement and construction directions.            4. collaborates with Family and Consumer Sciences (FACS) students to design and construct costumes.            5. applies ways the social sciences can assist in depicting a production based in a specific time period.</p>	<p><b>Benchmark:</b>  <b>1. Understands the interrelationship that exists between theatre and other disciplines.</b></p> <p>Indicators:            1. analyzes how theatre connects with music to enhance performances and productions.            2. defines how the visual art's elements impact theatre in comparison to other are forms.            3. shows how theatre connects with math to enhance learning in each.            4. analyzes the way language arts enhance the expression of ideas and emotions in theatre.            5. explains how plays, movies, television, and live performances contribute to learning about culture.            6. demonstrates ways theatre and language arts work together to develop skills both in theatre and language arts.            7. identifies cultural patterns (social, religious, political, economic) as reflected in the theatre of the times.            8. dramatizes science concepts and themes through role playing.</p> <p><b>Benchmark:</b>  <b>2. Understands the role that</b></p>	<p><b>Benchmark:</b>  <b>1. Integrates all the arts and other disciplines when taking a performance from page to stage.</b></p> <p>Indicators:            1. records the connections made between all content areas and theatre when going through the production process of a self-scripted work.</p>

		<p><b>theatre plays in cultures and history.</b></p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1. explains how dramatic texts reflect and reinforce cultural and historical contexts.</li> <li>2. demonstrates how theatre has evolved from its origins to today's modern theatre.</li> <li>3. interprets the validity and practicality of cultural and historical information for making artistic choices in productions.</li> <li>4. explores the major plays and playwrights throughout historical periods explaining the impact they have had on social development.</li> <li>5. explores how theatre reflects historical periods including how it is manifested today.</li> <li>6. researches and compares and contrasts historical production designs, techniques, and/or performances from various cultures.</li> <li>7. interprets cultural, social, and political conditions that have influenced playwrights.</li> </ol>	
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