

Kansas Curricular Standards

for

Theatre



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Document Usage

Kansas Curricular Standards for Theatre are meant to guide rather than dictate the structure and development of theatre programs in Kansas schools. They are not designed to serve as a textbook or the curriculum for a theatre course or courses. These standards provide an outline of expectations for theatre education in the state of Kansas.

The four levels (basic, proficient, advanced, and exemplary) loosely correspond to the number of theatre courses a student has taken. Introduction to theatre is recommended at the Pre-K level. However, it is important to realize that in classroom application, the progression of benchmarks may apply over virtually any sequence of grades. Benchmarks at each level build upon those from previous levels, but do not replace them.

Theatre education available in the school districts across the state varies greatly. Some Kansas high schools offer a four-year sequence of theatre education in both acting and technical theatre/design. Others offer no classroom theatre instruction, but simply the opportunity to learn by performing. The situation is similar in middle and junior high schools. Theatre education in the elementary school is sometimes integrated into the study of other disciplines. For all these cases, this document gives teachers a framework to use in determining their students' current level and ideas to accelerate them to a higher level.

In summary, it is important to realize that individual students, regardless of the nature of their training, will be at different levels within the various standards, i.e. a student could be working at the intermediate level on Standard 4 and at the advanced level on Standard 1. Therefore, one should not expect all students to achieve the advanced level in all of these standards.

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Mission Statement

The mission of the Kansas Curricular Standards for Theatre is to establish the art of theatre as essential to education.

Vision Statement

The vision for theatre education is to develop the capacity for creative emotional expression; to expand physical, improvisational, and artistic skills; and to enrich the quality of student lives.

The Kansas Curricular Standards for Theatre provide a framework for developing theatre curriculum and evaluating student progress.

Introduction

This document is based on a complete revision of the Kansas Guidelines for Program Development—Drama/Theatre, published in 1990, along with careful consideration of the most current national standards. These standards are meant to guide, not dictate, the structure and development of theatre programs in Kansas schools.

These standards have been carefully developed and studied by a team of experienced drama teachers and theatre directors, but each school district should consider its own resources when writing a theatre curriculum.

By the very nature of this art form, theatre integrates all the arts and other academic disciplines. It is capable of integrating with all other subjects as an effective learning tool. Not only does a student learn about the art of theatre, the student applies knowledge from all other disciplines through theatre. Furthermore, in order to create theatre, a student must be able to use all of the workplace competencies. As a result, theatre education enhances and enriches learning and cognitive development at all levels.

Theatre is the only art form that focuses on the symbolic representation of human behavior in action. It engages the whole student physically, mentally, emotionally, socially, and aesthetically. Of all the art forms, theatre is the most human because its purpose and mode of expression allow it to closely approximate daily life.

As a mirror of the human condition, theatre provokes recognition and identification; it inspires reflection about life. At its best, theatre permits students to transcend immediate school reality and to acknowledge their kinship with the human family. Because theatre is an amalgam of all the arts, it has unusual power to inform and teach as it entertains. While “playing” with their fears, hopes, dreams, and aspirations, theatre allows students to make meaning that enhances the possibility of their knowing and living successfully with one another. Paradoxically, theatre provides us with the means of escaping from life in order to confront it.*

*Adapted from the American Alliance for Theatre and Education Model Drama/Theatre Curriculum, pp.5-6

If you have questions or concerns about the form and content of your curriculum, please contact Joyce Huser, Fine Arts Education Consultant, Kansas State Department of Education, 120 Southeast 10th Avenue, Topeka, Kansas 66612-1182; jhuser@ksde.org (785) 296-4932.

Standards

Standards Usage Template

Standards: General statements that address the categories of topics which students are expected to achieve.

Benchmarks: Specifically, what a student should know and be able to do regarding the standards.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p><i>The knowledge and skills a student demonstrates.</i></p>	<p>The teacher has students...</p> <p><i><u>Suggestions</u> for classroom activities that would fulfill the benchmark and indicator requirements.</i></p>
<p>Notes: All bolded terms are defined in the glossary (see Appendix G).</p> <p style="text-align: center;"><u>Clarifications</u></p>	