

High School: Accomplished

Creating:

Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works. **CR**

- 1 Identify the elements of a plot structure and write an act using those elements. **HSAC.1CR**
- 2 Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles. **HSAC.2CR**
- 3 Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work. **HSAC.3CR**
- 4 Examine a given text and create design choices based on content and context of the script, time period, and themes when provided with a budget-specific performance space. **HSAC.4CR**
- 5 Compare and contrast the works of two playwrights from two distinct historic periods. **HSAC.5CR**
- 6 Devise a scene surrounding a topic of interest as an ensemble. **HSAC.6CR**

Performing:

Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts. **PE**

- 1 Develop a complete character using physical, emotional, and vocal techniques in a memorized scene or monologue. **HSAC.1PE**
- 2 Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture **HSAC.2PE**
- 3 Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes, and makeup. **HSAC.3PE**

Responding:

Artists/students engage in analysis and interpretation to understand and evaluate artistic works. **RE**

- 1 Use theatrical vocabulary and terminology to critique the use of a specific style, genre, or period used to express an intended message. **HSAC.1RE**
- 2 Evaluate the resources directors use to enhance the playwright's intent of a particular production. **HSAC.2RE**
- 3 Compare and contrast personal and professional criticism of a specific theatrical performance. **HSAC.3RE**
- 4 Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation. **HSAC.4RE**

5 After reading a play, compare and contrast factors that actors and designers would consider adapting for staging different physical settings and contemporary social influences. HSAC . 5RE

**Connecting:
Artists/students understand and communicate the value of creative expressions in internal and external contexts. CO**

1 Analyze how social, cultural, and individual emotional perspectives influence audience interpretation and response to a dramatic or theatrical work. HSAC . 1CO

2 Examine and explain the impact of social, historical, and technological trends on key theatrical figures and works in various eras and cultures. HSAC . 2CO

3 Integrate other art forms and academic disciplines in a theatrical experience. HSAC . 3CO

4 Analyze a theatrical work in the context of its time period and culture. HSAC . 4CO

5 Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers. HSAC . 5CO

6 Integrate art and culture into the development of a theatrical work. HSAC . 6CO

7 Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts. HSAC . 7CO

8 Assemble a personal drama or theatre portfolio with a resume to include completed works and works in progress and then present the portfolio to peers. HSAC . 8CO
