



THE ANGLO-AMERICAN SCHOOL OF MOSCOW

K-12 Theatre Arts

Curricular study in Theatre Arts is essential for the overall intellectual, emotional, and social development of students. Through theatre, students are provided the opportunity to explore creativity while acquiring self-knowledge, communication skills, and aesthetic awareness. Theatre arts empower students to engage with history, literature and the arts, leading to a deeper understanding of the cultures of past and present societies. At AAS, our curricular theatre arts program is only offered at the Middle School and High School level.

IN THE MIDDLE AND HIGH SCHOOL

Theatre Arts instruction:

- Emphasizes student collaboration and the importance of ensemble.
- Reflects theatre's socio-cultural significance and relevancy.
- Emphasizes the importance of being an informed observer of theatre.
- Instills in students a respect for the theatre.
- Engages students in acting, devising, writing, directing, designing and producing theatre.

The Anglo-American School of Moscow



Theatre Arts

Standards and Benchmarks

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

Learning Outcomes (Standards and Benchmarks)

CONTENT AND PERFORMANCE STANDARDS

At the Anglo-American School of Moscow, our curriculum standards represent an overview of essential school learning for all students. Standards are broad statements of what students should know and be able to do. Different types of standards address various aspects important to learning.

CONTENT STANDARDS

Content standards cover what students are to learn in various subject areas, such as mathematics and science. Each discipline has identified a core of learning outcomes desired for all students.

PERFORMANCE STANDARDS OR *BENCHMARKS*

Performance standards –or *benchmarks* as they are referred to at AAS - are developmentally appropriate components of standards. They are written for each grade and state the knowledge and skills to be acquired by the end of that grade or group of grades. To provide a clearer understanding of what specific skills are taught at a grade level, certain benchmarks include descriptors or examples.

Benchmarks are the knowledge and skills that teachers can assess, and on which student learning progress can be reported. While the ultimate learning goal for students is to attain deep understandings of the issues and content they study, we recognize that understanding itself is difficult to measure and we depend on the measures of knowledge and skills combined with student reflection or ultimate performance.

GUARANTEED AND VIABLE CURRICULUM

A guaranteed curriculum means that we provide the opportunity and support for all students to learn what we have identified as core learning outcomes. Viable means we have identified that which is actually able to be achieved within the time frame of students' Pk-12 journey. We provide learning extension for all students ready and able to exceed the general curriculum, but we organize so that we can ensure all students make adequate progress in the guaranteed curriculum.

In order to ensure the curriculum is guaranteed, viable, and relevant to students' lives, teachers review the benchmarks on a continuous basis and use them to design instruction (and when appropriate – remediation or extension) for students.

AAS teachers develop unit plans aligned with the standards and grade level benchmarks. Unit plans are documents for teacher use that outline the specific content, skills, assessments and resources used in all AAS classrooms. We organize these standards, benchmarks, and instructional units in the resource tool of Rubicon Atlas.

The standards and benchmarks are available on the school website under *academics* at www.aas.ru

What is Not Covered by Standards

(adopted from Common Core Standards, 2011)

The Standards should be recognized for what they are not, as well as for what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. AAS graduates are expected to meet the IBO learning objectives for each course in which they are enrolled.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

6. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

THEATRE ARTS AT AAS

Curricular study in the area of the Arts is fundamental and essential for the overall intellectual, emotional and social growth and development of students. Through the study of visual art, music, dance and theatre, students develop a greater understanding and appreciation of aesthetics, culture and history. Students develop cultural intelligence and recognize its importance in our global society. Our mission is to guide them through exploring expression, communication, imagination, and creative experiences, towards a better understanding of themselves and the world around them.

THE AAS THEATRE ARTS STANDARDS

Standard 1: The student will comprehend a wide variety of dramatic literature

Standard 2: The student will use fundamental theatrical skills

Standard 3: The student will understand, analyze, and describe the arts in their historical, social and cultural contexts

Standard 4: The student will understand theatre's role in cultural and human experiences

Standard 5: The student will understand how to be knowledgeable and respectful spectators

Standard 6: The student will use all different types of stimuli to devise performance

Standard 7: The student understands the connections between theatre and other disciplines

Standard 8: The student will understand the technical process from vision to realization

Standard 9: The student will understand all technical areas and appropriately use all tools in the theatre

Standard 1: The student will comprehend a wide variety of dramatic literature.

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<p>1. Know themes and elements of dramatic literature</p> <ul style="list-style-type: none">• historical, societal, moral, cultural, and religious context• conflict, dramatic structure, dialogue, characterization, stage direction <p>2. Understand the construction elements of dialogue and action</p> <ul style="list-style-type: none">• plot, character, motivation, theme, style, setting, dramatic structure <p>3. Understand elements of improvised and scripted scenes</p> <ul style="list-style-type: none">• conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation	<p>1. Know themes and elements of dramatic literature</p> <ul style="list-style-type: none">• historical, societal, moral, cultural, and religious context• conflict, dramatic structure, dialogue, characterization, stage direction <p>2. Understand the construction elements of dialogue and action</p> <ul style="list-style-type: none">• plot, character, motivation, theme, style, setting, dramatic structure <p>3. Understand elements of improvised and scripted scenes</p> <ul style="list-style-type: none">• conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation	<p>1. Know themes and elements of dramatic literature</p> <ul style="list-style-type: none">• historical, societal, moral, cultural, and religious context• conflict, dramatic structure, dialogue, characterization, stage direction <p>2. Understand the construction elements of dialogue and action</p> <ul style="list-style-type: none">• plot, character, motivation, theme, style, setting, dramatic structure <p>3. Understand elements of improvised and scripted scenes</p> <ul style="list-style-type: none">• conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation

Standard 1: The student will comprehend a wide variety of dramatic literature.

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<p>1. Know themes and elements of dramatic literature</p> <ul style="list-style-type: none"> • plot, characters, historical, societal, moral, cultural and religious context • conflict, dramatic structure, dialogue, characterization, stage direction <p>2. Know and describe characteristics of a variety of dramatic genres by various playwrights, practitioners, dramaturges, and/or theatre professionals</p> <ul style="list-style-type: none"> • comedy, tragedy, musical theatre, theatre of the absurd, farce, melodrama, social satire, pantomime, mime, political theatre, puppetry, improvisational theatre, non-realistic theatre, documentary drama. <p>3. Understand elements of improvised and scripted scenes</p> <ul style="list-style-type: none"> • conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation 	<p>1. Know themes and elements of dramatic literature</p> <ul style="list-style-type: none"> • plot, characters, historical, societal, moral, cultural and religious context • conflict, dramatic structure, dialogue, characterization, stage direction <p>2. Know and describe characteristics of a variety of dramatic genres by various playwrights, practitioners, dramaturges, and/or theatre professionals</p> <ul style="list-style-type: none"> • comedy, tragedy, musical theatre, theatre of the absurd, farce, melodrama, social satire, pantomime, mime, political theatre, puppetry, improvisational theatre, non-realistic theatre, documentary drama. <p>3. Understand elements of improvised and scripted scenes</p> <ul style="list-style-type: none"> • conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation 	<p>1. Know themes and elements of dramatic literature</p> <ul style="list-style-type: none"> • plot, characters, historical, societal, moral, cultural and religious context • conflict, dramatic structure, dialogue, characterization, stage direction <p>2. Know and describe characteristics of a variety of dramatic genres by various playwrights, practitioners, dramaturges, and/or theatre professionals</p> <ul style="list-style-type: none"> • comedy, tragedy, musical theatre, theatre of the absurd, farce, melodrama, social satire, pantomime, mime, political theatre, puppetry, improvisational theatre, non-realistic theatre, documentary drama. <p>3. Understand elements of improvised and scripted scenes</p> <ul style="list-style-type: none"> • conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation

Standard 2: The student will use fundamental theatrical skills*In order to meet the standards, students will:*

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Know resource elements that help create character motivations <ul style="list-style-type: none"> • stage directions in script, personal experience, dialogue, descriptions, historical styles 2. Develop a character's behaviour through a combination of movement, vocal pitch, and tone <ul style="list-style-type: none"> • mannerisms, character interactions or reactions, emotional responses, ethical choices, sensory recall, concentration, breath control, diction, body alignment, muscle isolation 3. Interact in an ensemble <ul style="list-style-type: none"> • dialogue, physical interaction, listening, watching 4. Know various classical and contemporary acting techniques and methods <ul style="list-style-type: none"> • Stanislavsky – with a focus on Realism and Objective and non-Realistic Theatre Practices – with a focus on physical movement and using the body as an instrument of communication on stage 	<ol style="list-style-type: none"> 1. Know resource elements that help create character motivations <ul style="list-style-type: none"> • stage directions in script, personal experience, dialogue, descriptions, historical styles 2. Develop a character's behaviour through a combination of movement, vocal pitch, and tone <ul style="list-style-type: none"> • mannerisms, character interactions or reactions, emotional responses, ethical choices, sensory recall, concentration, breath control, diction, body alignment, muscle isolation 3. Interact in an ensemble <ul style="list-style-type: none"> • dialogue, physical interaction, listening, watching 4. Know various classical and contemporary acting techniques and methods <ul style="list-style-type: none"> • Stanislavsky – with a focus on Realism and Objective and non-Realistic Theatre Practices – with a focus on physical movement and using the body as an instrument of communication on stage 	<ol style="list-style-type: none"> 1. Know resource elements that help create character motivations <ul style="list-style-type: none"> • stage directions in script, personal experience, dialogue, descriptions, historical styles 2. Develop a character's behaviour through a combination of movement, vocal pitch, and tone <ul style="list-style-type: none"> • mannerisms, character interactions or reactions, emotional responses, ethical choices, sensory recall, concentration, breath control, diction, body alignment, muscle isolation 3. Interact in an ensemble <ul style="list-style-type: none"> • dialogue, physical interaction, listening, watching 4. Know various classical and contemporary acting techniques and methods <ul style="list-style-type: none"> • Stanislavsky – with a focus on Realism and Objective and non-Realistic Theatre Practices – with a focus on physical movement and using the body as an instrument of communication on stage

Standard 2: The student will use fundamental theatrical skills

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<p>1. Understand the physical, emotional, and social dimensions of characters found various genres and media</p> <ul style="list-style-type: none"> body language, vocal traits, self awareness, personal experience, historical knowledge, social class structures, cultural differences, psychological profiles, status, socio-political impacts, costumes, make-up, hairstyles, props with their impact on character and audience resonance. <p>2. Know various classical and contemporary acting techniques and methods</p> <ul style="list-style-type: none"> Stanislavsky – with a focus on Realism and Objective, Augusto Boal – with a focus on Political Drama, Brecht – with a focus on point-of-view and placards, Absurdist Theatre with a focus on language, movement and silence, non-Realistic Theatre Practices – with a focus on symbolism, Mime Work – with a focus on physical movement and using the body as an instrument of communication on stage, Asian Theatre Practices: Noh Theatre with a focus on controlled movement, Bunraku with a focus on puppetry, and Kabuki theatre with a focus on story structure and social representation through the stage. 	<p>1. Understand the physical, emotional, and social dimensions of characters found various genres and media</p> <ul style="list-style-type: none"> body language, vocal traits, self awareness, personal experience, historical knowledge, social class structures, cultural differences, psychological profiles, status, socio-political impacts, costumes, make-up, hairstyles, props with their impact on character and audience resonance. <p>2. Know various classical and contemporary acting techniques and methods</p> <ul style="list-style-type: none"> Stanislavsky – with a focus on Realism and Objective, Augusto Boal – with a focus on Political Drama, Brecht – with a focus on point-of-view and placards, Absurdist Theatre with a focus on language, movement and silence, non-Realistic Theatre Practices – with a focus on symbolism, Mime Work – with a focus on physical movement and using the body as an instrument of communication on stage, Asian Theatre Practices: Noh Theatre with a focus on controlled movement, Bunraku with a focus on puppetry, and Kabuki theatre with a focus on story structure and social representation through the stage. 	<p>1. Understand the physical, emotional, and social dimensions of characters found various genres and media</p> <ul style="list-style-type: none"> body language, vocal traits, self awareness, personal experience, historical knowledge, social class structures, cultural differences, psychological profiles, status, socio-political impacts, costumes, make-up, hairstyles, props with their impact on character and audience resonance. <p>2. Know various classical and contemporary acting techniques and methods</p> <ul style="list-style-type: none"> Stanislavsky – with a focus on Realism and Objective, Augusto Boal – with a focus on Political Drama, Brecht – with a focus on point-of-view and placards, Absurdist Theatre with a focus on language, movement and silence, non-Realistic Theatre Practices – with a focus on symbolism, Mime Work – with a focus on physical movement and using the body as an instrument of communication on stage, Asian Theatre Practices: Noh Theatre with a focus on controlled movement, Bunraku with a focus on puppetry, and Kabuki theatre with a focus on story structure and social representation through the stage.

Standard 2: The student will use fundamental theatrical skills

In order to meet the standards, students will:

<p>3. Understand the importance of voice in all theatrical pieces and characterizations</p> <ul style="list-style-type: none">• a major focus on inflections, projection and vocal characterization	<p>3. Understand the importance of voice in all theatrical pieces and characterizations</p> <ul style="list-style-type: none">• a major focus on inflections, projection and vocal characterization	<p>3. Understand the importance of voice in all theatrical pieces and characterizations</p> <ul style="list-style-type: none">• a major focus on inflections, projection and vocal characterization
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Standard 3: The student will understand, analyze, and describe the arts in their historical, social and cultural contexts

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. <ul style="list-style-type: none"> • theatrical history, government, immigration, emigration, religion, current social issues • knowing the historical, social, and cultural factors that influence theatre 2. Compare how similar themes are treated in theatre from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. 3. Identify and compare lives, works, and influence of representative theatrical artists in various cultures and historical periods. 4. Analyze the effect of personal cultural experiences on their dramatic work (focus on symbolism and audience impact in theatre). 	<ol style="list-style-type: none"> 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. <ul style="list-style-type: none"> • theatrical history, government, immigration, emigration, religion, current social issues • knowing the historical, social, and cultural factors that influence theatre 2. Compare how similar themes are treated in theatre from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. 3. Identify and compare lives, works, and influence of representative theatrical artists in various cultures and historical periods. 4. Analyze the effect of personal cultural experiences on their dramatic work (focus on symbolism and audience impact in theatre). 	<ol style="list-style-type: none"> 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. <ul style="list-style-type: none"> • theatrical history, government, immigration, emigration, religion, current social issues • knowing the historical, social, and cultural factors that influence theatre 2. Compare how similar themes are treated in theatre from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. 3. Identify and compare lives, works, and influence of representative theatrical artists in various cultures and historical periods. 4. Analyze the effect of personal cultural experiences on their dramatic work (focus on symbolism and audience impact in theatre).

Standard 3: The student will understand, analyze, and describe the arts in their historical, social and cultural contexts

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none"> 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. <ul style="list-style-type: none"> • theatrical history, government, immigration, emigration, religion, current social issues • knowing the historical, social, and cultural factors that influence theatre 2. Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. 3. Identify and compare lives, works, and influence of representative theatrical artists in various cultures and historical periods. 4. Analyze the effect of personal cultural experiences on their dramatic work (focus on symbolism and audience impact in theatre). 	<ol style="list-style-type: none"> 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. <ul style="list-style-type: none"> • theatrical history, government, immigration, emigration, religion, current social issues • knowing the historical, social, and cultural factors that influence theatre 2. Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. 3. Identify and compare lives, works, and influence of representative theatrical artists in various cultures and historical periods. 4. Analyze the effect of personal cultural experiences on their dramatic work (focus on symbolism and audience impact in theatre). 	<ol style="list-style-type: none"> 1. Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues. <ul style="list-style-type: none"> • theatrical history, government, immigration, emigration, religion, current social issues • knowing the historical, social, and cultural factors that influence theatre 2. Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts. 3. Identify and compare lives, works, and influence of representative theatrical artists in various cultures and historical periods. 4. Analyze the effect of personal cultural experiences on their dramatic work (focus on symbolism and audience impact in theatre).

Standard 4: The student will understand theatre's role in cultural and human experiences

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. Know the historical, social, and cultural factors that influence theatre<ul style="list-style-type: none">• ethnic dress, historical records, class systems, food, religion, family structures2. Students will devise original work through historical facts and social studies from a variety of cultures<ul style="list-style-type: none">• dance, movement, literature, accents, style, music3. Use theatrical elements to demonstrate social skills<ul style="list-style-type: none">• cooperation, social awareness, emotional and physical release, manners, tolerance, empathy	<ol style="list-style-type: none">1. Know the historical, social, and cultural factors that influence theatre<ul style="list-style-type: none">• ethnic dress, historical records, class systems, food, religion, family structures2. Students will devise original work through historical facts and social studies from a variety of cultures<ul style="list-style-type: none">• dance, movement, literature, accents, style, music3. Use theatrical elements to demonstrate social skills<ul style="list-style-type: none">• cooperation, social awareness, emotional and physical release, manners, tolerance, empathy	<ol style="list-style-type: none">1. Know the historical, social, and cultural factors that influence theatre<ul style="list-style-type: none">• ethnic dress, historical records, class systems, food, religion, family structures2. Students will devise original work through historical facts and social studies from a variety of cultures<ul style="list-style-type: none">• dance, movement, literature, accents, style, music3. Use theatrical elements to demonstrate social skills<ul style="list-style-type: none">• cooperation, social awareness, emotional and physical release, manners, tolerance, empathy

Standard 4: The student will understand theatre's role in cultural and human experiences

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none">1. Know the historical, social, and cultural factors that influence theatre<ul style="list-style-type: none">• ethnic dress, historical records, class systems, food, religion, family structures2. Students will devise original work through historical facts and social studies from a variety of cultures<ul style="list-style-type: none">• dance, movement, literature, accents, style, music3. Use theatrical elements to demonstrate social skills<ul style="list-style-type: none">• cooperation, social awareness, emotional and physical release, manners, tolerance, empathy	<ol style="list-style-type: none">1. Know the historical, social, and cultural factors that influence theatre<ul style="list-style-type: none">• ethnic dress, historical records, class systems, food, religion, family structures2. Students will devise original work through historical facts and social studies from a variety of cultures<ul style="list-style-type: none">• dance, movement, literature, accents, style, music3. Use theatrical elements to demonstrate social skills<ul style="list-style-type: none">• cooperation, social awareness, emotional and physical release, manners, tolerance, empathy	<ol style="list-style-type: none">1. Know the historical, social, and cultural factors that influence theatre<ul style="list-style-type: none">• ethnic dress, historical records, class systems, food, religion, family structures2. Students will devise original work through historical facts and social studies from a variety of cultures<ul style="list-style-type: none">• dance, movement, literature, accents, style, music3. Use theatrical elements to demonstrate social skills<ul style="list-style-type: none">• cooperation, social awareness, emotional and physical release, manners, tolerance, empathy

Standard 5: The student will understand how to be a knowledgeable and respectful spectator

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. Use appropriate audience behaviors<ul style="list-style-type: none">• listening skills, behavior skills2. Prepare for selected theatrical events<ul style="list-style-type: none">• background on script, playwright, genre, and period3. Critically respond to all performances –<ul style="list-style-type: none">• genre, technical elements, aesthetic perceptions,• understand sub-text, scenario, messages, symbols and context.Deconstructing performances seen and participated in.	<ol style="list-style-type: none">1. Use appropriate audience behaviors<ul style="list-style-type: none">• listening skills, behavior skills2. Prepare for selected theatrical events<ul style="list-style-type: none">• background on script, playwright, genre, and period3. Critically respond to all performances –<ul style="list-style-type: none">• genre, technical elements, aesthetic perceptions,• understand sub-text, scenario, messages, symbols and context.Deconstructing performances seen and participated in.	<ol style="list-style-type: none">1. Use appropriate audience behaviors<ul style="list-style-type: none">• listening skills, behavior skills2. Prepare for selected theatrical events<ul style="list-style-type: none">• background on script, playwright, genre, and period3. Critically respond to all performances –<ul style="list-style-type: none">• genre, technical elements, aesthetic perceptions,• understand sub-text, scenario, messages, symbols and context.Deconstructing performances seen and participated in.

Standard 5: The student will understand how to be a knowledgeable and respectful spectator

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none">1. Use appropriate audience behaviors<ul style="list-style-type: none">• listening skills, behavior skills2. Prepare for selected theatrical events<ul style="list-style-type: none">• background on script, playwright, genre, and period3. Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production<ul style="list-style-type: none">• background on script, playwright, genre, time period, technical elements, aesthetic reactions and perceptions4. Critically respond to all performances –<ul style="list-style-type: none">• genre, technical elements, aesthetic perceptions• understand sub-text, scenario, messages, symbols and context.• deconstruct performances seen and participated in	<ol style="list-style-type: none">1. Use appropriate audience behaviors<ul style="list-style-type: none">• listening skills, behavior skills2. Prepare for selected theatrical events<ul style="list-style-type: none">• background on script, playwright, genre, and period3. Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production<ul style="list-style-type: none">• background on script, playwright, genre, time period, technical elements, aesthetic reactions and perceptions4. Critically respond to all performances –<ul style="list-style-type: none">• genre, technical elements, aesthetic perceptions• understand sub-text, scenario, messages, symbols and context.• deconstruct performances seen and participated in	<ol style="list-style-type: none">1. Use appropriate audience behaviors<ul style="list-style-type: none">• listening skills, behavior skills2. Prepare for selected theatrical events<ul style="list-style-type: none">• background on script, playwright, genre, and period3. Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production<ul style="list-style-type: none">• background on script, playwright, genre, time period, technical elements, aesthetic reactions and perceptions4. Critically respond to all performances –<ul style="list-style-type: none">• genre, technical elements, aesthetic perceptions• understand sub-text, scenario, messages, symbols and context.• deconstruct performances seen and participated in

Standard 6: The student will use all different types of stimuli to devise performance

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. Analyze, compare and demonstrate text-based and non-text-based theatre practices.2. Use theatrical elements to demonstrate creative thinking skills<ul style="list-style-type: none">• language, divergent thinking, brainstorming, point of view, self expression, parody, multiple solutions	<ol style="list-style-type: none">1. Analyze, compare and demonstrate text-based and non-text-based theatre practices.2. Use theatrical elements to demonstrate creative thinking skills<ul style="list-style-type: none">• language, divergent thinking, brainstorming, point of view, self expression, parody, multiple solutions	<ol style="list-style-type: none">1. Analyze, compare and demonstrate text-based and non-text-based theatre practices.2. Use theatrical elements to demonstrate creative thinking skills<ul style="list-style-type: none">• language, divergent thinking, brainstorming, point of view, self expression, parody, multiple solutions

Standard 6: The student will use all different types of stimuli to devise performance

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none">1. Analyze, compare and demonstrate text-based and non-text-based theatre practices.2. Justify selections of text, interpretation, and visual for formal and informal practices.<ul style="list-style-type: none">• Articulate aesthetic choices in all theatrical pieces• Identify and research social, political and theatrical eras. Demonstrate research through a theatrical practice	<ol style="list-style-type: none">1. Analyze, compare and demonstrate text-based and non-text-based theatre practices.2. Justify selections of text, interpretation, and visual for formal and informal practices.<ul style="list-style-type: none">• Articulate aesthetic choices in all theatrical pieces• Identify and research social, political and theatrical eras. Demonstrate research through a theatrical practice	<ol style="list-style-type: none">1. Analyze, compare and demonstrate text-based and non-text-based theatre practices.2. Justify selections of text, interpretation, and visual for formal and informal practices.<ul style="list-style-type: none">• Articulate aesthetic choices in all theatrical pieces• Identify and research social, political and theatrical eras. Demonstrate research through a theatrical practice

Standard 7: The student will understand the connections between theatre and other disciplines

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Know the relationship of the other fine arts to theatre <ul style="list-style-type: none"> • color, design, movement, rhythm, tone, balance, tempo, pitch, volume 2. Know how concepts expressed through theatre can be expressed differently through other art disciplines. <ul style="list-style-type: none"> • mood, emotion, thought, symbolism, vocalization, visualization, movement 3. Know how principles and concepts of other disciplines are related to theatre <ul style="list-style-type: none"> • personal experience, nature, technology • language, historical events, mathematical concepts, culture, social structure 4. Integrate media in formal and informal presentations <ul style="list-style-type: none"> • visual, video, audio, photography, online collaboration 	<ol style="list-style-type: none"> 1. Know the relationship of the other fine arts to theatre <ul style="list-style-type: none"> • color, design, movement, rhythm, tone, balance, tempo, pitch, volume 2. Know how concepts expressed through theatre can be expressed differently through other art disciplines. <ul style="list-style-type: none"> • mood, emotion, thought, symbolism, vocalization, visualization, movement 3. Know how principles and concepts of other disciplines are related to theatre <ul style="list-style-type: none"> • personal experience, nature, technology • language, historical events, mathematical concepts, culture, social structure 4. Integrate media in formal and informal presentations <ul style="list-style-type: none"> • visual, video, audio, photography, online collaboration 	<ol style="list-style-type: none"> 1. Know the relationship of the other fine arts to theatre <ul style="list-style-type: none"> • color, design, movement, rhythm, tone, balance, tempo, pitch, volume 2. Know how concepts expressed through theatre can be expressed differently through other art disciplines. <ul style="list-style-type: none"> • mood, emotion, thought, symbolism, vocalization, visualization, movement 3. Know how principles and concepts of other disciplines are related to theatre <ul style="list-style-type: none"> • personal experience, nature, technology • language, historical events, mathematical concepts, culture, social structure 4. Integrate media in formal and informal presentations <ul style="list-style-type: none"> • visual, video, audio, photography, online collaboration

Standard 7: The student will understand the connections between theatre and other disciplines

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none"> 1. Know the relationship of the other fine arts to theatre <ul style="list-style-type: none"> • colour, design, movement, rhythm, tone, balance, tempo, pitch, volume 2. 7.2 Know how concepts expressed through theatre can be expressed differently through other art disciplines. <ul style="list-style-type: none"> • mood, emotion, thought, symbolism, vocalization, visualization, movement 3. Know how principles and concepts of other disciplines are related to theatre <ul style="list-style-type: none"> • personal experience, nature, technology, language, historical events, mathematical concepts, culture, social structure 4. 7.4 Integrate media in formal and informal presentations <ul style="list-style-type: none"> • visual, video, audio, photography, online collaboration 	<ol style="list-style-type: none"> 1. Know the relationship of the other fine arts to theatre <ul style="list-style-type: none"> • colour, design, movement, rhythm, tone, balance, tempo, pitch, volume 2. 7.2 Know how concepts expressed through theatre can be expressed differently through other art disciplines. <ul style="list-style-type: none"> • mood, emotion, thought, symbolism, vocalization, visualization, movement 3. Know how principles and concepts of other disciplines are related to theatre <ul style="list-style-type: none"> • personal experience, nature, technology, language, historical events, mathematical concepts, culture, social structure 4. 7.4 Integrate media in formal and informal presentations <ul style="list-style-type: none"> • visual, video, audio, photography, online collaboration 	<ol style="list-style-type: none"> 1. Know the relationship of the other fine arts to theatre <ul style="list-style-type: none"> • colour, design, movement, rhythm, tone, balance, tempo, pitch, volume 2. 7.2 Know how concepts expressed through theatre can be expressed differently through other art disciplines. <ul style="list-style-type: none"> • mood, emotion, thought, symbolism, vocalization, visualization, movement 3. Know how principles and concepts of other disciplines are related to theatre <ul style="list-style-type: none"> • personal experience, nature, technology, language, historical events, mathematical concepts, culture, social structure 4. 7.4 Integrate media in formal and informal presentations <ul style="list-style-type: none"> • visual, video, audio, photography, online collaboration

Standard 8: The student will understand the technical process from vision to realization

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. Know publicity and house management duties<ul style="list-style-type: none">• marketing strategies, computer graphics, art design, cooperation, leadership skills, responsibility2. Understand the relationship between production elements and the director's interpretation of the playwright's script<ul style="list-style-type: none">• script analysis, historical and cultural background, technical requirements, character realization, playwright's intent, director's interpretation3. Use theatrical elements to demonstrate critical thinking skills<ul style="list-style-type: none">• problem solving, reasoning, decision making, sequencing, prioritizing, abstract reasoning, critical analysis, advocacy	<ol style="list-style-type: none">1. Know publicity and house management duties<ul style="list-style-type: none">• marketing strategies, computer graphics, art design, cooperation, leadership skills, responsibility2. Understand the relationship between production elements and the director's interpretation of the playwright's script<ul style="list-style-type: none">• script analysis, historical and cultural background, technical requirements, character realization, playwright's intent, director's interpretation3. Use theatrical elements to demonstrate critical thinking skills<ul style="list-style-type: none">• problem solving, reasoning, decision making, sequencing, prioritizing, abstract reasoning, critical analysis, advocacy	<ol style="list-style-type: none">1. Know publicity and house management duties<ul style="list-style-type: none">• marketing strategies, computer graphics, art design, cooperation, leadership skills, responsibility2. Understand the relationship between production elements and the director's interpretation of the playwright's script<ul style="list-style-type: none">• script analysis, historical and cultural background, technical requirements, character realization, playwright's intent, director's interpretation3. Use theatrical elements to demonstrate critical thinking skills<ul style="list-style-type: none">• problem solving, reasoning, decision making, sequencing, prioritizing, abstract reasoning, critical analysis, advocacy

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Standard 9: The student will understand all technical areas and appropriately use all tools in the theatre

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<p>1. Choice of Space and Direction</p> <ul style="list-style-type: none"> • choosing the appropriate space for play pieces, devised pieces, and all professional and amateur work • understanding that space compliments the theatrical messages, symbols and mood • making clear choices and having the ability to answer “why” when blocking actors in all theatrical pieces; a focus on symbolism in theatre – how can theatre impact an audience through movement and direction? <p>2. Use knowledge of production elements to respond to or create a theatrical event</p> <ul style="list-style-type: none"> • manipulation of theatrical elements and spaces, analysis, participation, emotional and sensory reactions <p>3. Know the technical elements of a scene or play</p> <ul style="list-style-type: none"> • basic scene and costume construction techniques, property management, make-up application techniques, lighting, sound, integration of elements 	<p>1. Choice of Space and Direction</p> <ul style="list-style-type: none"> • choosing the appropriate space for play pieces, devised pieces, and all professional and amateur work • understanding that space compliments the theatrical messages, symbols and mood • making clear choices and having the ability to answer “why” when blocking actors in all theatrical pieces; a focus on symbolism in theatre – how can theatre impact an audience through movement and direction? <p>2. Use knowledge of production elements to respond to or create a theatrical event</p> <ul style="list-style-type: none"> • manipulation of theatrical elements and spaces, analysis, participation, emotional and sensory reactions <p>3. Know the technical elements of a scene or play</p> <ul style="list-style-type: none"> • basic scene and costume construction techniques, property management, make-up application techniques, lighting, sound, integration of elements 	<p>1. Choice of Space and Direction</p> <ul style="list-style-type: none"> • choosing the appropriate space for play pieces, devised pieces, and all professional and amateur work • understanding that space compliments the theatrical messages, symbols and mood • making clear choices and having the ability to answer “why” when blocking actors in all theatrical pieces; a focus on symbolism in theatre – how can theatre impact an audience through movement and direction? <p>2. Use knowledge of production elements to respond to or create a theatrical event</p> <ul style="list-style-type: none"> • manipulation of theatrical elements and spaces, analysis, participation, emotional and sensory reactions <p>3. Know the technical elements of a scene or play</p> <ul style="list-style-type: none"> • basic scene and costume construction techniques, property management, make-up application techniques, lighting, sound, integration of elements

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