

# **Worthington Schools**



## **Fine Arts Graded Course of Study**

# **THEATRE**

## **2007**

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## THEATRE ARTS INTRODUCTION

The inclusion of Theatre as an academic and performance-oriented study was introduced in the 1960s by Elaine Hottenroth. It was expanded in the 1980s to include Theatre Repertory and Theatre Technology (i.e., Stagecraft). In that period the community invested in updating the Thomas Worthington Hottenroth Auditorium and in three new facilities – the Worthington Kilbourne High School Auditorium, the Cardinal Theatre Black Box Theatre at TWHS, and the Studio Theatre Black Box Theatre at WKHS – to support this curricular expansion.

*“After all our studies we acquire only that which we put into practice.” Goethe*

Participating in the creation and public performance of theatrical literature is the core experience of the theatre program. The flexible use of time is integral to the completion of this form, requiring time and participation in performance experiences outside the traditional school day. Performance includes on-stage as well as off-stage experiences such as acting, lighting, sound, set construction, design, publicity and other necessary technical elements in order to produce a performance. Through the production experience, discussion and evaluation, students work toward the stage standards. The standards are accomplished through preparation, performance, viewing, and evaluation of a production.

This experience will provide a foundation for students who wish further study at more advanced levels as well as an appreciation of theatre as future audience members. The collaborative nature of theatre will provide the student an understanding of all major art forms and the integration of those art forms to express a playwright’s intent. A student will experience a variety of genres, styles, and points of view in theatrical literature.

The Theatre program in Worthington is unique in that within a student’s high school career, there will be six to twelve plays presented each year (i.e., a season of plays within a single school year) and therefore students are exposed to a variety of literature. The Repertory and Technical Theatre courses are repeatable allowing students to experience a variety of literature and production assignments. For the highly motivated student, he/she may choose to concentrate in a particular area of technical theatre (i.e., costuming, lighting, props, business/marketing, set design, construction, sound design, etc.) or a student may choose to vary his/her experience based on their interests, talents, and motivation.

The theatre season offers exposure to a diverse body of literature, often expressing a variety of viewpoints of differing playwrights through their individual voices and word choices.

The theatre program is one of the most visible and extensive activities in the Worthington Schools, requiring the participation of a community audience, which in turn provides cultural enrichment to the fabric of the Worthington community.

# THEATRE ARTS INTRODUCTION

## **Definition of Levels**

The theatre program in the Worthington Schools is open to all students in grades 9-12. Courses are taught to mixed grade levels and tailored to individual students' skills.

The integral nature of theatre allows students with varying strengths to work together to create a performance. The variety of experiential levels is addressed through differing assignments and responsibilities. The integral importance of all responsibilities of the dramatic experience (crew leaders, actors, technical students) is emphasized.

## **Goal of the Worthington Schools Theatre Program**

The Goal of the Worthington Schools Theatre Program is to present a piece of theatrical literature to an audience while meeting State Standards.

## **Curricular/Co-curricular Offerings**

The theatre experiences are designed to meet the needs of the curricular program; however, the program generates co-curricular experiences for students not formally enrolled in the course. For instance, leadership roles (curricular participants) may be supported by students who participate voluntarily (co-curricular participants; i.e., the chorus member of a musical or stage crew member).

## **Writing Team Members**

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# PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

## Instructional Philosophy and Goals

### A. Generally

The state and the nation need a well educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.

### B. Philosophical Bases for Instructional Program

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.
- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.

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- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.
- The instructional program will provide for the physical and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

### **C. Personnel**

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

### **D. Evaluation**

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

## WORTHINGTON SCHOOLS MISSION STATEMENT AND BELIEFS

### **Mission**

The Worthington Schools Inspires Learning for All.

### **Vision**

We develop life-long learning through visionary leadership, effective teaching and learning practices, wise resource management, and information-based accountability in a safe, positive, and supportive environment.

### **Beliefs**

- Provide a culture of safety and respect for each member of the school community.
- Enhance learning and self worth by meeting individual needs
- Effectively utilize human, technological, and financial resources.
- Recruit, select, and retain quality staff.
- Expect personal and professional growth of each member of the school community.
- Involve community through engagement, partnership, and collaboration.

# OHIO ACADEMIC CONTENT STANDARDS FOR THEATRE

## **Historical, Cultural and Social Contexts**

Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.

## **Creative Expression and Communication**

Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

## **Analyzing and Responding**

Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.

## **Valuing Drama/Theatre/Aesthetic Reflection**

Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.

## **Connections, Relationships and Applications**

Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.

## THEATRE ARTS SURVEY GRADES 9-12

<b>ACADEMIC CONTENT STANDARD: Historical, Cultural and Social Contexts</b> Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.	
Ohio 9-12 Benchmarks	Student Indicators
A. Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.	1. Explain why one style of performance is more appropriate to a given story or message than another style.  2. Describe how dramatic/theatrical literature reflects the concerns of their time.  3. Explain how live theatre reflects the artistic and social values and accomplishments of civilization.  4. Describe various periods of theatre history: Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17th Century, 18th Century, 19th Century, 20th Century and contemporary.  5. Identify significant issues that are important to live theatre.
B. Discuss the place of a dramatic/theatrical writer’s body of work in theatre history.	1. Identify the significant playwrights and their works from various periods of their history (i.e., Origin, Greek/Roman, Medieval, Renaissance, Restoration, 17th Century, 18th Century, 19th Century, 20th Century and contemporary).
<b>Notes/Ideas:</b>	<b>Skills/Knowledge:</b> <ul style="list-style-type: none"> <li>• Skills and knowledge are built into the student indicators.</li> </ul>

## THEATRE ARTS SURVEY GRADES 9-12

**ACADEMIC CONTENT STANDARD: Creative Expression and Communication**

Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

Ohio 9-12 Benchmarks	Student Indicators
<p>A. Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.</p>	<ol style="list-style-type: none"> <li>1. Distinguish between the voice used in life situations and the voice used in performance situations.</li> <li>2. Manipulate vocal qualities, posture, movement and language to express a variety of characters.</li> <li>3. Develop and effectively use auditions skills.</li> <li>4. Use breath control and vocal characteristics necessary to develop an effective characterization.</li> <li>5. Demonstrate in dramatic action how various factors such as emotional attitude contribute to characterization.</li> <li>6. Deliver memorized lines and/or read aloud from a script with clarity, volume and vocal variety.</li> <li>7. Demonstrate collaborative discipline necessary for an ensemble performance.</li> </ol>
<p>B. Effectively use technology and/or resources to mount a performance.</p>	<ol style="list-style-type: none"> <li>1. Determine costume needed to create a character.</li> <li>2. Use technical elements safely in a workshop production to focus attention and support plot.</li> <li>3. Apply the principles of composition in a workshop production to create an effective stage.</li> <li>4. Summarize costs of mounting a dramatic production.</li> <li>5. Relock and direct peers in a scene.</li> <li>6. Explain an area of technical production for a workshop production in depth.</li> <li>7. Identify the roles of collaboration between various technical professions.</li> </ol>

## THEATRE ARTS SURVEY GRADES 9-12

ACADEMIC CONTENT STANDARD: Creative Expression and Communication	
Ohio 9-12 Benchmarks	Student Indicators (continued)
	<ol style="list-style-type: none"> <li>8. Apply technical knowledge and skills to collaborate and safely create functional workshop scenery, properties and costumes.</li> <li>9. Create designs in a specific technical emphasis for a workshop production.</li> <li>10. Participate in selecting, blocking and directing a scene for a workshop performance.</li> <li>11. Collaborate with others to develop a unified design for a workshop production.</li> <li>12. Apply appropriate technology to a workshop production.</li> <li>13. Work safely and independently with all aspects of a workshop production.</li> </ol>
C. Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.	<p>Playwriting is not done in Theatre Arts Survey.</p> <p>Opportunities to meet this Benchmark may be included in Creative Writing (see Language Arts Graded Course of Study).</p>
<b>Notes/Ideas:</b>	<p><b>Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate theatre vocabulary and apply knowledge to create finished scripted performances in a classroom setting.</li> <li>• Understand and apply to script analysis the six Aristotelian elements of drama (plot, character, theme, music, spectacle and diction).</li> <li>• Understand and practice healthy vocal techniques of relaxation, breath control, articulation and placement.</li> <li>• Understand and practice vocal techniques of projection, volume, rate, pitch and quality.</li> <li>• Understand and practice physical techniques of composition, movement and stage business.</li> <li>• Understand and practice the meaningful use of stage properties, costumes, publicity and simplified scenery.</li> <li>• Explore stages of creative process and design by use of brainstorming, research, experimentation, inspiration, planning, modifying, construction, reflecting and assessing.</li> </ul>

## THEATRE ARTS SURVEY GRADES 9-12

<b>ACADEMIC CONTENT STANDARD: Analyzing and Responding</b> Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.	
Ohio 9-12 Benchmarks	Student Indicators
A. Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.	1. Use accurate terminology in dramatic/theatrical activities.
B. Indicate the artistic techniques used in planning and performing drama/theatre work.	1. Determine how a theatrical device can be used to communicate a playwright's intent. 2. Defend the use of a specific style, form or period to express an intended message. 3. Explain how the playwright's choices influence the message.
C. Evaluate dramatic/theatrical works using appropriate criteria.	1. Evaluate a dramatic/theatrical script for potential choices. 2. Evaluate a production's faithfulness to the playwright's intent and to the time period and culture.
<b>Notes/Ideas:</b>	<b>Skills/Knowledge:</b> <ul style="list-style-type: none"> <li>• Skills and knowledge are built into the student indicators.</li> </ul>

## THEATRE ARTS SURVEY GRADES 9-12

<b>ACADEMIC CONTENT STANDARD: Valuing Drama/Theatre/Aesthetic Reflection</b> Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.	
Ohio 9-12 Benchmarks	Student Indicators
A. Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.	1. Explain the role of drama/theatre in their lives.  2. Identify and analyze components that comprise a philosophy.
B. Respect diverse opinions regarding drama/theatre preferences.	1. Identify culturally diverse opinions about a theatrical event.  2. Identify factors among cultures that generate diverse opinions about a theatrical event.
<b>Notes/Ideas:</b>  <div style="height: 300px;"></div>	<b>Skills/Knowledge:</b>  <ul style="list-style-type: none"> <li>• Skills and knowledge are built into the student indicators.</li> </ul>

## THEATRE ARTS SURVEY GRADES 9-12

**ACADEMIC CONTENT STANDARD: Connections, Relationships and Applications**

Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.

Ohio 9-12 Benchmarks	Student Indicators
A. Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience.	<ol style="list-style-type: none"> <li>1. Explain theatre as a synthesis of all the arts.</li> <li>2. Analyze theatre as a synthesis of all the arts.</li> </ol>
B. Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects.	<ol style="list-style-type: none"> <li>1. Use skills learned in other disciplines in producing a theatrical piece.</li> <li>2. Integrate the essential skills from all disciplines needed for dramatic production.</li> </ol>
C. Explain how the arts are an index to social values and accomplishments of a civilization.	<ol style="list-style-type: none"> <li>1. Describe how theatre affects/reflects social change.</li> </ol>
D. Engage in activities that lead to continued involvement in theatre.	<ol style="list-style-type: none"> <li>1. Participate in theatre documentation.</li> <li>2. Identify personal strengths and weaknesses and potential success.</li> <li>3. Attend public performances.</li> </ol>
<b>Notes/Ideas:</b>	<p><b>Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Skills and knowledge are built into the student indicators.</li> </ul>

## THEATRE REPERTORY GRADES 9-12

### **ACADEMIC CONTENT STANDARD: Historical, Cultural and Social Contexts**

Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.

Ohio 9-12 Benchmarks	Student Indicators
<p>A. Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.</p>	<ol style="list-style-type: none"> <li>1. Analyze the cultural, social, political and technological influences on an artist and his/her choices.</li> <li>2. Justify a performance style to communicate an original message or story.</li> <li>3. Compare and contrast the elements of dramatic works from different time periods.</li> <li>4. Analyze the relationships between cultural and social attitudes and emotional reactions to a dramatic event with references to the experience.</li> <li>5. Use theatre experiences as a means to explore philosophical, ethical and religious issues.</li> <li>6. Explore the use of various styles to achieve an intended purpose.</li> <li>7. Analyze a dramatic work in the context of its time period.</li> <li>8. Research the historical background of a script as a basis for interpretation and presentation.</li> </ol>
<p>B. Discuss the place of a dramatic/theatrical writer's body of work in theatre history.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast two playwrights of two distinct theatre time periods.</li> <li>2. Discuss a playwright's body of work and place in theatre heritage when appropriate for the production.</li> <li>3. Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre heritage when appropriate for the production.</li> </ol>
<p><b>Notes/Ideas:</b></p>	<p><b>Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Conduct research using a variety of methods and technologies such as books, periodicals, Internet, videos, DVDs, CDs, slides, interviews, guest speakers, and documentaries.</li> <li>• Utilize the sets, lights, costumes and demeanor of the actors to accurately depict the historical, cultural and social context of the play.</li> </ul>

## THEATRE REPERTORY GRADES 9-12

**ACADEMIC CONTENT STANDARD: Creative Expression and Communication**

Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

Ohio 9-12 Benchmarks	Student Indicators
<p>A. Analyze the physical, social and psychological dimensions of a character and create a believable multidimensional portrayal of that character.</p>	<ol style="list-style-type: none"> <li>1. Use movement qualities and patterns to create a specific character.</li> <li>2. Use various vocal techniques to develop a consistent character.</li> <li>3. Sustain convincing multidimensional characters.</li> <li>4. Analyze text on the basis of the physical, social and psychological dimensions of the characters.</li> <li>5. Develop contrasting pieces/monologues for presentations and auditions appropriate for inclusion in a portfolio.</li> </ol>
<p>B. Effectively use technology and/or resources to mount a performance.</p>	<ol style="list-style-type: none"> <li>1. Determine costumes and makeup needed to create a character.</li> <li>2. Use technical elements safely to focus attention; establish mood, locale and time; and support plot.</li> <li>3. Apply the principles of composition to create an effective stage.</li> <li>4. Summarize the costs (e.g., for props, scenery, costumes, royalties) of mounting a dramatic production.</li> <li>5. Explain an area of technical production in depth.</li> <li>6. Identify the roles of collaboration between various technical professionals.</li> <li>7. Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes and makeup for public performance.</li> <li>8. Identify the application of new technology to a selected area of technical emphasis where appropriate.</li> </ol>

## THEATRE REPERTORY GRADES 9-12

ACADEMIC CONTENT STANDARD: Creative Expression and Communication	
Ohio 9-12 Benchmarks	Student Indicators (continued)
	<p>9. Participate in selecting, casting and blocking a play for public performance.</p> <p>10. Collaborate with others to develop a unified production design for public performance.</p> <p>11. Apply appropriate technology to a theatrical production.</p> <p>12. Work safely and independently with all technical aspects of theatrical production.</p>
<p>C. Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.</p>	<p>Playwriting is not an integral part of our performance based curriculum.</p> <p>Opportunities to meet this Benchmark may be included in Creative Writing (see Language Arts Graded Course of Study).</p>
<p><b>Notes/Ideas:</b></p>	<p><b>Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Participate in the plays of a season as a part of the cast (acting) and/or crew (costume, props, stage management, house management and business).</li> <li>• Each season will include a variety of genre and styles of theatrical literature.</li> <li>• Script analysis utilizing proper theatrical terminology and techniques that were learned in Theatre Arts Survey will be conducted in preparation for a public performance.</li> <li>• Continuously work on auditioning techniques and portfolios according to individual goals and interests.</li> <li>• Collaborate to make individual responsibilities contribute to the whole final production during dress rehearsals and performances.</li> </ul>

## THEATRE REPERTORY GRADES 9-12

### ACADEMIC CONTENT STANDARD: Analyzing and Responding

Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.

Ohio 9-12 Benchmarks	Student Indicators
A. Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.	1. Use accurate terminology in theatrical activities.
B. Indicate the artistic techniques used in planning and performing drama/theatre work.	<ol style="list-style-type: none"> <li>1. Explain how the playwright's choices influence the message.</li> <li>2. Use self-evaluation strategies and audience response to improve their artistic works and experiences.</li> <li>3. Compare and contrast their artistic choices before and after a self-evaluation.</li> </ol>
C. Evaluate dramatic/theatrical works using appropriate criteria.	<ol style="list-style-type: none"> <li>1. Evaluate one playwright's presentation of universal themes across different works.</li> <li>2. Evaluate a dramatic script for its potential choices.</li> <li>3. Evaluate variations of universal themes across different works by the same playwright and by different playwrights.</li> <li>4. Evaluate a production's faithfulness to the playwright's intent and to the time period and culture.</li> </ol>
<b>Notes/Ideas:</b>	<b>Skills/Knowledge:</b> <ul style="list-style-type: none"> <li>• View all Theatre Repertory productions in which they had not participated.</li> <li>• Participate in discussions and/or written responses to Theatre Repertory performances using Aristotle's six elements of drama (plot, character, theme, music, spectacle and diction).</li> <li>• Analyze all public performances created by the Theatre Repertory classes.</li> </ul>

## THEATRE REPERTORY GRADES 9-12

<b>ACADEMIC CONTENT STANDARD: Valuing Drama/Theatre/Aesthetic Reflection</b> Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.	
Ohio 9-12 Benchmarks	Student Indicators
A. Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.	1. Develop a personal theatre philosophy. 2. Articulate a personal theatre philosophy.
B. Respect diverse opinions regarding drama/theatre preferences.	1. Analyze factors among cultures that generate diverse opinions about a theatre event when appropriate to production. 2. Compare and contrast culturally diverse opinions about a theatre event when appropriate to production.
<b>Notes/Ideas:</b>	<b>Skills/Knowledge:</b> <ul style="list-style-type: none"> <li>• Engage in thoughtful discussion of Theatre Repertory performances.</li> <li>• Reflect on accomplishments and learning and the Theatre program through discussion and/or written response.</li> <li>• View all Theatre Repertory productions in which they had not participated.</li> <li>• Participate in discussions and/or written responses to Theatre Repertory performances using Aristotle’s six elements of drama (plot, character, theme, music, spectacle and diction).</li> <li>• Analyze all public performances created by the Theatre Repertory classes.</li> <li>• Participate in activities to recognize student achievement (i.e., senior recognition, recognition of Honor and Century Thespians, awards banquets, final scene nights).</li> <li>• Supplement knowledge through optional individual choice readings of theatrical literature.</li> </ul>

## THEATRE REPERTORY GRADES 9-12

**ACADEMIC CONTENT STANDARD: Connections, Relationships and Applications**

Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.

Ohio 9-12 Benchmarks	Student Indicators
A. Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience.	1. Demonstrate the integration of several arts media in a presentation.
B. Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects.	1. Recognize the necessity of integration of all disciplines in theatre activity. 2. Use skills learned in other disciplines in producing a dramatic piece.
C. Explain how the arts are an index to social values and accomplishments of a civilization.	1. Describe ways in which drama can reveal universal concepts with references to specific works. 2. Cite specific examples of the relationship between drama and their communities.
D. Engage in activities that lead to continued involvement in theatre.	1. Identify the purposes of a portfolio and resume. 2. Describe the established standards of the theatre profession. 3. Assemble a personal drama portfolio and resume including works completed and works in progress.
<b>Notes/Ideas:</b>	<p><b>Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Create a culminating reflecting and documentation activity (i.e., photos available for portfolio use when needed)</li> <li>• Connect to the community through public performances and specialized performances for senior citizens, deaf community, elementary students (i.e., Outreach performances)</li> </ul>

## THEATRE PRODUCTION TECHNOLOGY (STAGECRAFT) GRADES 9-12

<p><b>ACADEMIC CONTENT STANDARD: Historical, Cultural and Social Contexts</b>          Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.</p>	
<b>Ohio 9-12 Benchmarks</b>	<b>Student Indicators</b>
<p>A. Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.</p>	<ol style="list-style-type: none"> <li>1. Explain why one style of performance is more appropriate to a given story or message than another style.</li> <li>2. Describe the connection between production style and form as it meets the needs of the script.</li> <li>3. Justify a performance style to communicate an original message or story.</li> <li>4. Analyze a dramatic/theatrical work in the context of its time period.</li> </ol>
<p><b>Notes/Ideas:</b></p>	<p><b>Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Place set elements to reflect the environment necessary to tell the story.</li> <li>• View performance in the set and observe how the action fits the physical environment created, the mood of the story and the style.</li> <li>• Recognize the historical reflection of set design.</li> <li>• Recognize the arrangement of space to facilitate the action of the story.</li> </ul>

## THEATRE PRODUCTION TECHNOLOGY (STAGECRAFT) GRADES 9-12

**ACADEMIC CONTENT STANDARD: Creative Expression and Communication**

Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

Ohio 9-12 Benchmarks	Student Indicators
<p>B. Effectively use technology and/or resources to mount a performance.</p>	<ol style="list-style-type: none"> <li>1. Use technical elements safely to focus attention; establish mood, locale and time; and support plot.</li> <li>2. Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting and sound.</li> <li>3. Understand an area of technical production in depth.</li> <li>4. Apply appropriate technology to a theatrical production.</li> <li>5. Construct and operate technical production equipment safely and independently.</li> <li>6. Work safely and independently with technical aspects of theatrical production.</li> </ol>
<p><b>Notes/Ideas:</b></p>	<p><b>Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Build sets, hang lights, obtain sounds, operate sound and lighting equipment as needed to support a Theatre Repertory season of play productions.</li> <li>• Participate in opportunities for enrichment including creating designs in a specific technical emphasis.</li> </ul>

## THEATRE PRODUCTION TECHNOLOGY (STAGECRAFT) GRADES 9-12

<b>ACADEMIC CONTENT STANDARD: Analyzing and Responding</b> Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.	
Ohio 9-12 Benchmarks	Student Indicators
A. Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.	1. Use accurate terminology in dramatic/theatrical activities.
B. Indicate the artistic techniques used in planning and performing drama/theatre work.	1. Determine how a sound, light or set device can be used to communicate an author's or playwright's intent.  2. Demonstrate the changes that occur as a result of director's notes as an artist or audience member.
C. Evaluate dramatic/theatrical works using appropriate criteria.	1. Evaluate the set, lighting and sound resources used to enhance the intent of the playwright.  2. Evaluate a dramatic/theatrical script for its potential choices concerning setting, light and sound applications.  3. Evaluate a production's faithfulness to the playwright's intent and to the time period and culture as reflected by the use of set, lights and sound.
<b>Notes/Ideas:</b>	<b>Skills/Knowledge:</b> <ul style="list-style-type: none"> <li>• Build sets, operate lights and sound, and compensate for technological limitations in order to convey the author's intent for productions within the Theatre Repertory season.</li> </ul>



## THEATRE PRODUCTION TECHNOLOGY (STAGECRAFT) GRADES 9-12

**ACADEMIC CONTENT STANDARD: Connections, Relationships and Applications**  
 Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.

Ohio 9-12 Benchmarks	Student Indicators
A. Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience.	1. Demonstrate the integration of several arts media in a presentation/production.
B. Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects.	1. Recognize the necessity of integration of all disciplines in dramatic/theatrical activity. 2. Use skills learned in other disciplines in producing a dramatic/theatrical activity.
D. Engage in activities that lead to continued involvement in theatre.	1. Make available production photos and opportunities to photograph so portfolio material is available if needed. 2. Attend theatrical performances presented by community, other educational facilities, professionals and other theatrical groups.
<b>Notes/Ideas:</b>	<b>Skills/Knowledge:</b> <ul style="list-style-type: none"> <li>• Apply practical life skills (drilling, screwdriver use, painting, etc.) to an artistic production.</li> <li>• Purchase/obtain tickets to attend other productions.</li> </ul>

# EVALUATION

## EVALUATION OF STUDENTS IN THE THEATRE ARTS PROGRAM

### Theatre Arts Survey

Evaluation is based on written assignments and analysis, performance and rehearsals.

### Theatre Repertory

Participation in the three areas of production – production, production support (technical), and production viewing

Production: Acting, Costuming, Props, Business/Publicity, Stage Management

Each area has its own set of criteria in order to accomplish the task as a part of preparation and presentation of a public performance.

Production Support: Technical aspects of building, painting, striking, lighting and sound as part of a preparation or post-production situation

View all of the plays during the semester and reflect on the performances through discussion or another form

Satisfactory participation in all of the above areas must equal 90 to 100 hours.

### Theatre Production Technology (Stagecraft)

Completion of 100 hours of technical work, including time running elements for a performance and the preparation, building, painting and creation of sets, set pieces and support for a production.