

Content Area: Drama and Theatre Arts

Eighth Grade Standard: Create

1. Creating and sustaining a believable character
2. Participation in improvisation and play building
3. Construction of technical and design elements

	Character	Play Building	Technical
4	<ul style="list-style-type: none"> • Develop and use previously acquired movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop and convey roles or characters with commitment • Generate, formulate, and apply character ideas to improvisation or scripted material • Discover a character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and translate these into voice, language, and movement that are unique to a role or character • Uses the recall of sensory and personal experiences and the observation of the external world to motivate character behavior • Uses improvisation techniques to explore the dramatic structures of scripts 	<ul style="list-style-type: none"> • Create new, original, and unique roles or characters of one's own imagining by experimenting with plot and narrative structures such as realistic and abstract, dialectics such as presenting conflicting or contrasting ideas, and dramatic metaphors • Write a monologue and/or a series of dramatic scenes for an invented, literary, or historical situation or character • Demonstrate previously acquired improvisation skills through the appropriate participation in improvisation games with established rules and improvisation processes • Make, accept, and extend offers in improvisation, and contribute ideas in spontaneous and rehearsed scenes with a focus on the development and resolution of dramatic conflicts • Use and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and scripts 	<ul style="list-style-type: none"> • Conceptualize, hypothesize, and analyze ideas from scripted or improvised works into design elements • Make and justify choices on the selection, and use design elements to support scripted and unscripted material • Identify and analyze the application of design elements to scripted and unscripted material
3	<ul style="list-style-type: none"> • Develop movement and vocal techniques in relation to roles or characters, and make some choices about them in order to develop and convey roles or characters • Apply character ideas to improvisation or scripted material • Discover some of a character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and attempt to translate these 	<ul style="list-style-type: none"> • Create roles or characters of one's own imagining by experimenting with plot and narrative structures • Write a monologue or scene for an invented, literary, or historical situation or character • Participates in improvisation games with established rules and improvisation processes • Participate in making, accepting, and extending offers in improvisation • Use specific themes to write and create scenes and scripts 	<ul style="list-style-type: none"> • Analyze ideas from scripted or improvised works into design elements • Make choices on the selection, and use some design elements to support scripted and unscripted material • Identify the use of some design elements for scripted and unscripted material

	<ul style="list-style-type: none"> into voice, language, and movement • Uses the observation of the external world to motivate character behavior • Uses some improvisation techniques to explore the elements of scripts 		
2	<ul style="list-style-type: none"> • Struggles to develop movement and vocal techniques in relation to roles or characters • Identify some character traits used in improvisation or scripted material • Has difficulty in articulating character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and struggles to translate these into voice, language, and movement • Struggles to use the observation of the external world to motivate character behavior • Limited use of improvisation techniques to explore the elements of scripts 	<ul style="list-style-type: none"> • Struggles to create roles or characters of one's own imagining by experimenting with plot and narrative structures • Difficulty in writing a monologue or scene for a situation or character • Struggles with participating in improvisation games • Limited ability in making, accepting, and extending offers in improvisation • Lacks ability to write scenes and scripts 	<ul style="list-style-type: none"> • Struggles to analyze ideas from scripted or improvised works into design elements • Struggles in using some design elements to support scripted and unscripted material
1	<ul style="list-style-type: none"> • Does not develop movement and vocal techniques in relation to roles or characters • Unable to identify character traits used in improvisation or scripted material • Does not articulate character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and struggles to translate these into voice, language, and movement • Does not use the observation of the external world to motivate character behavior • Does not use improvisation techniques to explore the elements of scripts 	<ul style="list-style-type: none"> • Unable to create roles or characters of one's own imagining • Unable to write a monologue or scene for a situation or character • Does not participate in improvisation games • Inability to make, accept, and extend offers in improvisation • Unable to write scenes and scripts 	<ul style="list-style-type: none"> • Cannot analyze ideas from scripted or improvised works into design elements • Displays an inability to use design elements to support scripted and unscripted material

Content Area: Drama and Theatre Arts

Eighth Grade Standard: Perform

1. Characterization in performance
2. Technology reinforces, enhances, and/or alters a theatrical performance

Perform Characterization		Technological Knowledge and Performance
4	<ul style="list-style-type: none"> • Perform sustained characters in the context of a scene, monologue, or improvisation • Demonstrate a sense of pacing in performance through experimentation of comedic timing, tempo use, and dramatic phrasing • Demonstrate a character's motivation by using recall of sensory and emotional experience and observation of the external world through theatrical exercises • Apply voice and movement skills that demonstrate a strong understanding of the script or text in action through theatrical exercises and/or performance 	<ul style="list-style-type: none"> • Read, analyze, and evaluate a theatrical work, and name necessary technical elements • Present renderings and floor plans, and/or build models of sets for dramatic work, and explain choices in using visual elements such as line, shape or form, texture, color, and space • Share strong design choices for a production that reflect the realistic and emotional needs of theatrical work • Show appropriate respect for the safety and maintenance of the work space, tools, and equipment • Justify the necessary historical or relevant data to produce technical elements for a scripted or non-scripted play
3	<ul style="list-style-type: none"> • Perform believable characters in a scene, monologue, or improvisation • Demonstrate pacing in performance through experimentation with tempo and phrasing • Demonstrate a character's motivation through theatrical exercises • Apply voice and movement skills that demonstrate an understanding of the script or text in action through theatrical exercises and/or performance 	<ul style="list-style-type: none"> • Read and analyze a theatrical work, and name technical elements • Present renderings and floor plans, or build models of sets for dramatic work, and explain choices • Share design choices for a production that reflect the realistic needs of the theatrical work • Show respect for the safety and maintenance of the work space • Explain some of the necessary historical data to produce technical elements for a play
2	<ul style="list-style-type: none"> • Struggles to perform characters in a scene, monologue, or improvisation • Has difficulty with pacing, tempo and phrasing in performance • Struggles to develop a character's motivation • Has difficulty in applying voice and movement skills 	<ul style="list-style-type: none"> • Read a theatrical work, and name technical elements • Present a sketch of the sets for a dramatic work, and explain choices • Identify some design choices for a production • Struggles with safety and maintenance in the work space • Has difficulty identifying historical data for a play
1	<ul style="list-style-type: none"> • Demonstrates a lack of preparation in the performance of characters in a scene, monologue, or improvisation • Lacks pacing, tempo and phrasing in performance • Does not develop a character's motivation • Does not apply voice and movement skills 	<ul style="list-style-type: none"> • Unable to name technical elements after reading a theatrical work • Present an incomplete sketch of the sets for a dramatic work, and is unable to explain choices • Identifies no design choices for a production • Lacks respect for safety and maintenance in the work space • Cannot identify historical data for a play

Content Area: Drama and Theatre Arts

Eighth Grade Standard: Critically Respond

1. Recognition and evaluation of contemporary and historical contexts of theatre history
2. Use critical thinking skills in character analysis and performance
3. Respect the value of the collaborative nature of drama and theatre works

	Recognize and Evaluate	Critical Thinking Skills	Collaboration
4	<ul style="list-style-type: none"> • Evaluate the individual elements of drama in a variety of dramatic forms and performance styles through discussion, written expression, or oral presentation • Evaluate the nature of different dramatic forms, genres, and performance styles through discussion, written expression, or oral presentation • Recognize and/or investigate societal and cultural themes in dramatic forms and share your findings orally or in writing • Identify the ways dramatic forms have reflected or facilitated change in various societies through discussion, written expression, or oral presentation • Identify and discuss artistic challenges and/or successful outcomes that could be encountered during the creative and rehearsal processes • Research, use, and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and/or scripts 	<ul style="list-style-type: none"> • Describe and analyze in written and oral form a character's wants, needs, objectives, and personality characteristics • Receive and act on coaching, feedback, and constructive criticism • Develop critical questioning to appreciate and understand the role of drama and theatre • Recognize dramatic problems, and solve them individually and in a group 	<ul style="list-style-type: none"> • Participate in drama and theatre as a collaborative community activity, either as an audience member, performer, or crew • Research the contribution of various historical and contemporary drama and theatre practitioners and groups • Participate in rehearsals and performances as a productive and responsible member of an acting ensemble, and demonstrate personal responsibility and commitment to a collaborative process while reflecting on that experience
3	<ul style="list-style-type: none"> • Compare and contrast the individual elements of drama in a variety of dramatic forms and performance styles through discussion, written expression, or oral presentation • Recognize societal and cultural themes in dramatic forms and share your findings orally or in writing • Identify some of the ways dramatic forms have facilitated change in society through discussion, written expression, or oral presentation • Identify artistic challenges and/or successful outcomes that could be encountered during the creative and rehearsal processes • Research issue-specific themes found in history, culture, dramatic literature, and personal experience 	<ul style="list-style-type: none"> • Describe in written and oral form a character's wants, needs, objectives, and personality characteristics • Receive and attempt to act on coaching, feedback, and constructive criticism • Develop critical questioning to appreciate the role of drama and theatre • Recognize dramatic problems, and attempt to solve them individually and in a group 	<ul style="list-style-type: none"> • Participate in some form of drama and theatre as a collaborative community activity • Participate in rehearsals and performances as a productive member of an acting ensemble, and demonstrate commitment to a collaborative process while reflecting on that experience

2	<ul style="list-style-type: none"> • Struggles with identifying the individual elements of drama in a variety of dramatic forms and performance styles through discussion, written expression, or oral presentation • Recognize some of the societal and cultural themes in dramatic forms and share your findings orally or in writing • Struggles to identify ways that dramatic forms have facilitated change in society through discussion, written expression, or oral presentation • Has difficulty identifying artistic challenges that could be encountered during the creative process • Provides underdeveloped research on themes found in history, culture, and dramatic literature 	<ul style="list-style-type: none"> • Attempts to describe a character's wants and needs • Has difficulty receiving coaching, feedback, and constructive criticism • Struggles with developing critical questioning • Has difficulty with recognizing dramatic problems 	<ul style="list-style-type: none"> • Attempts to participate in some form of drama and theatre as a collaborative community activity • Struggles to participate in rehearsals and performances as a member of an acting ensemble
1	<ul style="list-style-type: none"> • Does not identify elements of drama in a variety of dramatic forms through discussion, written expression, or oral presentation • Fails to recognize societal and cultural themes in dramatic forms • Cannot identify how dramatic forms have changed society • Fails to identify artistic challenges that could be encountered during the creative process • Non-existent and/or incomplete research on themes found in history, culture, and dramatic literature 	<ul style="list-style-type: none"> • Cannot describe a character's wants and needs • Unable to accept coaching, feedback, and constructive criticism • Cannot develop critical questioning • Fails to recognize dramatic problems 	<ul style="list-style-type: none"> • Does not participate fully in theatre as a collaborative community activity • Fails to participate in rehearsals and performances as a member of an acting ensemble

Content Area: Drama and Theatre Arts

Seventh Grade Standard: Create

1. Characterization in a scripted or improvised scene
2. Contributions in improvisation and play building
3. Technical and design elements in improvised and scripted works

	Characterization	Play Building	Technical
4	<ul style="list-style-type: none"> • Develop and use language appropriate to a 	<ul style="list-style-type: none"> • Develop linear scene and plot structures to 	<ul style="list-style-type: none"> • Make and justify choices on the selection and

	<p>role or character</p> <ul style="list-style-type: none"> • Develop and use fundamental vocal and physical techniques appropriate to conveying a role or character • Experiments with a variety of roles, characters and relationships through improvised techniques in fictional situations and scripted text 	<p>communicate dramatic ideas</p> <ul style="list-style-type: none"> • Devise, explore, and enact a variety of texts • Analyze, interpret, and explore simple or multi-layer scripts or scenes • Select and use appropriate information and communication technologies to devise collaborative dramatic works • Construct and analyze a situation to be improvised • Collaborate as part of an ensemble to problem-solve improvised scene work • Make, accept, and extend offers in improvisation, and contribute ideas in improvised scenes • Link play building scenes in different ways to create cohesive material/work 	<p>use of design elements to support scripted and unscripted material</p> <ul style="list-style-type: none"> • Identify and analyze the application of design elements of scripted and unscripted material • Implement the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques
3	<ul style="list-style-type: none"> • Use language in the portrayal of a role or character • Use vocal and physical techniques to convey a role or character • Play with roles and characters through improvised techniques in fictional situations and scripted text 	<ul style="list-style-type: none"> • Develop plot structures to communicate dramatic ideas • Enact a variety of texts • Use appropriate information and communication technologies with collaborative dramatic works • Construct a situation to be improvised • Problem-solve improvised scene work • Make and accept offers in improvisation, and contribute some ideas in improvised scenes 	<ul style="list-style-type: none"> • Make choices on the selection and use of design elements to support scripted and unscripted material • Identify the application of design elements of scripted and unscripted material • Understand the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques
2	<ul style="list-style-type: none"> • Struggles with using language in the portrayal of a role or character • Limited use of vocal and physical techniques to convey a role or character • Reluctant to play with roles and characters through improvised techniques in fictional situations and scripted text 	<ul style="list-style-type: none"> • Struggles to develop plot structures • Limited ability to enact a variety of texts • Struggles to use information and communication technologies with collaborative dramatic works • Has difficulty constructing a situation to be improvised • Limited problem-solving in improvised scene work • Struggles to make and accept offers in improvisation, and contribute some ideas in improvised scenes 	<ul style="list-style-type: none"> • Struggles to make choices on the selection of design elements to support scripted and unscripted material • Has difficulty in identifying the application of design elements of scripted and unscripted material • Limited understanding of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques

1	<ul style="list-style-type: none"> • Poor use of language in the portrayal of a role or character • Cannot use vocal and physical techniques to convey a role or character • Fails to play with roles and characters through improvised techniques in fictional situations and scripted text 	<ul style="list-style-type: none"> • Does not develop plot structure • Fails to enact a variety of texts • Does not use information and communication technologies with collaborative dramatic works • Cannot construct a situation to be improvised • Unable to problem-solve improvised scene work • Fails to contribute to an improvisation, and does not contribute ideas in improvised scenes 	<ul style="list-style-type: none"> • Unable to make choices on the selection of design elements to support scripted and unscripted material • Fails to identify the application of design elements of scripted and unscripted material • Lacks understanding of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques
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Content Area: Drama and Theatre Arts

Seventh Grade Standard: Perform

1. Acting techniques in performance
2. Apply aspects of technology within a production

Perform Acting Techniques		Applying Technology
4	<ul style="list-style-type: none"> • Integrate vocal and movement skills to communicate dramatic meaning and to enhance performance • Use body language, physical and vocal skills to create and perform a believable character • Contribute to the creation of a scene as a productive member of an ensemble • Perform a character's motivation and personality with clarity 	<ul style="list-style-type: none"> • Read and analyze a play for its technical requirements, identifying points in the script that require or enhance the addition of a technical element • Describe characteristics of theatre technology and equipment based on a tour of a high school or professional theatre
3	<ul style="list-style-type: none"> • Use vocal and movement skills to communicate dramatic meaning and/or to enhance performance • Use some form of body language, physical or vocal skills to perform a believable character • Participate in the creation of a scene as a productive member of an ensemble • Perform a character with motivation and personality 	<ul style="list-style-type: none"> • Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element • Describe some of the characteristics of theatre technology and equipment based on a tour of a high school or professional theatre
2	<ul style="list-style-type: none"> • Attempts to use vocal and movement skills to enhance performance • Attempts to use some form of body language, physical or vocal skills to perform a character • Participate in the creation of a scene • Perform a character with some hint of motivation and personality 	<ul style="list-style-type: none"> • Read a play for its technical requirements and identify some necessary technical elements • Participate in a tour of a high school or professional theatre and demonstrate limited knowledge of the technical aspects of the facility
1	<ul style="list-style-type: none"> • Fails to use vocal and movement skills to enhance performance • Unable to use body language, physical or vocal skills to perform a 	<ul style="list-style-type: none"> • Unable to identify technical elements after reading a play • Unable to demonstrate any knowledge of the technical aspects of a high

4	character <ul style="list-style-type: none"> • Does not participate in the creation of a scene • Fails to perform a character with some hint of motivation and personality 	school or professional theatre
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Content Area: Drama and Theatre Arts
Seventh Grade Standard: Critically Respond

1. Influence of contemporary and historical elements in theatrical works
2. Critical evaluation in discussing theatrical works
3. Individual and collaborative contributions

	Identifying Influence	Critical Evaluation	Collaborative Efforts
4	<ul style="list-style-type: none"> • Reflect on elements of drama in a variety of dramatic forms and performance styles • Articulate and justify possible criteria for critiquing dramatizations and dramatic performances • Research architecture, clothing, customs, music, and artwork for a particular time period and culture, and respond to it in discussion, writing, computer-based formats and/or performance • Read and analyze a play for its technical requirements, and identify points in the script that require or might be enhanced by the addition of a technical element 	<ul style="list-style-type: none"> • Experience and appreciate a range of dramatic and theatrical performances through written or oral reflection • Use specific theatrical language individually and within a group when devising, enacting, discussing, debating, or writing about drama • Truthfully reflect on one’s own work and give honest feedback on the work of others • Use appropriate theatre terminology to describe and analyze the strengths and weaknesses of individual or group work 	<ul style="list-style-type: none"> • Identify the value of a varying range of roles within dramatic and theatrical performances through written or oral reflection • Recognize the contribution and commitment of individuals and groups to drama, and acknowledge a diversity of views • Identify the qualities of a productive member of an acting ensemble
3	<ul style="list-style-type: none"> • Reflect on some elements of drama in a variety of dramatic forms and performance styles • Articulate possible criteria for critiquing dramatizations and dramatic performances • Research architecture, clothing, customs, music, and/or artwork for a particular time period and/or culture, and respond to it in discussion, writing, computer-based formats and/or performance • Read a play for its technical requirements, and identify points in the script that require the addition of a technical element 	<ul style="list-style-type: none"> • Experience a variety of dramatic and theatrical performances and identify them through written or oral reflection • Use appropriate theatrical language individually and within a group when devising, enacting, discussing, debating, or writing about drama • Reflect on one’s own work and the work of others • Use theatre terminology to describe the strengths and weaknesses of individual or group work 	<ul style="list-style-type: none"> • List the varying range of roles within dramatic and theatrical performances through written or oral reflection • Recognize the contribution of individuals and groups to drama, and acknowledge a diversity of views • Identify the qualities of a member of an acting ensemble
2	<ul style="list-style-type: none"> • Difficulty in reflecting on some elements of 	<ul style="list-style-type: none"> • Attends theatrical performances and has 	<ul style="list-style-type: none"> • Struggles with identifying the varying range of

	<p>drama and performance styles</p> <ul style="list-style-type: none"> • Difficulty in articulating possible criteria for critiquing dramatizations and dramatic performances • Incomplete research of architecture, clothing, customs, music, and/or artwork for a particular time period and/or culture, and respond to it in discussion, writing, computer-based formats and/or performance • Struggles in reading a play for its technical requirements, and identify points in the script that require the addition of a technical element 	<p>difficulty in identifying the variety of dramatic forms through written or oral reflection</p> <ul style="list-style-type: none"> • Struggles with the use of theatrical language when devising, enacting, discussing, debating, or writing about drama • Inaccurately reflects on one's own work and the work of others • Struggles with using theatre terminology to describe the strengths and weaknesses of individual or group work 	<p>roles within dramatic and theatrical performances through written or oral reflection</p> <ul style="list-style-type: none"> • Has difficulty recognizing the contributions of individuals and groups to drama • Struggles to identify the qualities of a member of an acting ensemble
1	<ul style="list-style-type: none"> • Cannot reflect on elements of drama and performance styles • Fails to articulate criteria for critiquing dramatizations and dramatic performances • Does not research of architecture, clothing, customs, music, and/or artwork for a particular time period and/or culture, and respond to it in discussion, writing, computer-based formats and/or performance • Struggles in reading a play for its technical requirements, and cannot identify points in the script that require the addition of a technical element 	<ul style="list-style-type: none"> • May or may not attend theatrical performances and cannot identify dramatic forms through written or oral reflection • Does not use theatrical language when discussing, debating, or writing about drama • Refuses to reflect on one's own work and the work of others • Does not use theatre terminology to describe the strengths and weaknesses of individual or group work 	<ul style="list-style-type: none"> • Cannot identify the varying range of roles within dramatic and theatrical performances through written or oral reflection • Is unable to recognize the contributions of individuals and groups to drama • Cannot identify the qualities of a member of an acting ensemble

Content Area: Drama and Theatre Arts

Sixth Grade Standard: Create

1. Characterization throughout a scripted or improvised scene
2. Creation of a scene or play from an original idea, story or other form of literature
3. Design and technical elements of theatre in improvised and scripted works

	Characterization	Play Building	Technical
4	<ul style="list-style-type: none"> • Experiment with basic movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop roles or characters with commitment • Create roles or characters of their own imagining through improvisation 	<ul style="list-style-type: none"> • Develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, clear relationships, conflict, setting, actions, and a beginning, middle, and end • Create through improvisation a scene or situation from literature, history, or current 	<ul style="list-style-type: none"> • Discuss, plan, describe, and make the design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work • Choose, analyze, and discuss the emotional impact of design elements on an improvised or

	<ul style="list-style-type: none"> Recognize character traits and choices in a scripted text 	events	<p>scripted play</p> <ul style="list-style-type: none"> Identify and use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques
3	<ul style="list-style-type: none"> Experiment with basic movement and vocal techniques in relation to roles or characters Create some roles or characters through improvisation Recognize some character traits and choices in a scripted text 	<ul style="list-style-type: none"> Develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, conflict, setting, and a beginning, middle, and end Contributes to the creation of an improvised scene or situation from literature, history, or current events 	<ul style="list-style-type: none"> Discuss and describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work Choose and discuss the impact of design elements on an improvised or scripted play Identify appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques
2	<ul style="list-style-type: none"> Struggles with basic movement and vocal techniques in relation to roles or characters Difficulty in creating some roles or characters through improvisation Limited recognition of character traits and choices in a scripted text 	<ul style="list-style-type: none"> Struggles with the development of scenes through improvisation, theatre games, puppetry, or writing that have distinct character, conflict, setting, and a beginning, middle, and end Limited contribution to the creation of an improvised scene or situation from literature, history, or current events 	<ul style="list-style-type: none"> Struggles to describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work Difficulty in identifying the impact of design elements on an improvised or scripted play Struggles to use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques
1	<ul style="list-style-type: none"> Unable to utilize basic movement and vocal techniques in relation to roles or characters Fails in creating some roles or characters through improvisation Unable to recognize character traits and choices in a scripted text 	<ul style="list-style-type: none"> Is unable to develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, conflict, setting, and a beginning, middle, and end Does not contribute to the creation of an improvised scene or situation from literature, history, or current events 	<ul style="list-style-type: none"> Unable to describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work Cannot identify the impact of design elements on an improvised or scripted play Is unable to use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage,

			downstage, stage right, and stage left), and basic blocking techniques
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Content Area: Drama and Theatre Arts

Sixth Grade Standard: Perform

1. Confidence in characterization skills
2. Recognition of responsibilities of various technical personnel in performance.

Perform Characterization		Recognize Technical Performance	
4	<ul style="list-style-type: none"> • Demonstrate and apply the components of the character development process such as gestures, movements, and various vocal qualities and tones • Create and maintain clarity of focus in performance • Contribute as a collaborative and responsible member of an ensemble • Move and act with confidence through a designated performance space 		<ul style="list-style-type: none"> • Demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup in creating a unified theatrical effect for a dramatic work • Name, describe, and discuss various technical roles in theatre • Understand and use some production elements creatively in a performance situation
3	<ul style="list-style-type: none"> • Demonstrate the components of the character development process such as gestures, movements, and various vocal qualities and tones • Create clarity of focus in performance • Contribute as a member of an ensemble • Act with confidence in a designated performance space 		<ul style="list-style-type: none"> • Demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup • Name and describe various technical roles in theatre • Understand some production elements in a performance situation
2	<ul style="list-style-type: none"> • Struggles with demonstrating the components of the character development process such as gestures, movements, and various vocal qualities and tones • Inconsistent focus in performance • Limited contribution as a member of an ensemble • Lacks confidence in a designated performance space 		<ul style="list-style-type: none"> • Difficulty in demonstrating an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup • Struggles to name and describe various technical roles in theatre • Limited understanding of some production elements in a performance situation
1	<ul style="list-style-type: none"> • Does not demonstrate the components of the character development process such as gestures, movements, and various vocal qualities and tones • Inability to focus in performance • Does not contribute as a member of an ensemble • Shows no confidence in a designated performance space 		<ul style="list-style-type: none"> • Does not demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup • Fails to name and describe various technical roles in theatre • No understanding of production elements in a performance situation

Content Area: Drama and Theatre Arts

Sixth Grade Standard: Critically Respond

1. Discuss the influence of cultural and historical themes in theatrical works
2. Recognize and identify the criteria for a quality performance
3. Articulate the value of each practitioner's role in a drama and/or theatrical performance

	Identifying Influence	Critical Evaluation	Collaborative Efforts
4	<ul style="list-style-type: none"> Read plays and stories from a variety of cultures and historical periods, and identify the elements of drama in writing and discussion: <ul style="list-style-type: none"> Plot Thought/Theme Character Language/Dialogue Setting Conflict Music/Rhythm Spectacle Describe and respond to conventions, cultural themes, dramatic techniques, and technologies used in different performances 	<ul style="list-style-type: none"> Give and accept constructive and supportive feedback Identify the importance of the elements of drama, and use them to create dramatic meaning and audience engagement Recognize and describe the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance 	<ul style="list-style-type: none"> Describe and demonstrate audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings Respond appropriately to one's own work and the dramatic works of others Work effectively alone and cooperatively with a partner or in an ensemble Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance
3	<ul style="list-style-type: none"> Read plays and/or stories from a variety of cultures and historical periods, and identify the elements of drama in writing and discussion: <ul style="list-style-type: none"> Plot Character Language/Dialogue Setting Conflict Describe conventions, cultural themes, dramatic techniques, and technologies used in different performances 	<ul style="list-style-type: none"> Give constructive and supportive feedback Identify elements of drama, and use them to create audience engagement Recognize the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance 	<ul style="list-style-type: none"> Demonstrate audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings Respond appropriately to the dramatic works of others Work effectively alone, with a partner or in an ensemble Recognize the roles and responsibilities of various technical personnel in creating and producing a theatrical performance
2	<ul style="list-style-type: none"> Reads some plays and/or stories and struggles to identify some elements of drama in writing and discussion: <ul style="list-style-type: none"> Plot Character Language/Dialogue Setting Conflict Struggles to describe conventions, cultural themes, dramatic techniques, and technologies used in different performances 	<ul style="list-style-type: none"> Has difficulty in giving constructive and supportive feedback Struggles with identifying elements of drama, and using them to create audience engagement Has difficulty recognizing the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance 	<ul style="list-style-type: none"> Struggles with demonstrating audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings Responds inappropriately to the dramatic works of others Has difficulty working alone, with a partner or in an ensemble Struggles to recognize the roles and responsibilities of various technical personnel in creating and producing a theatrical performance
1	<ul style="list-style-type: none"> Does or does not read plays and/or stories and 	<ul style="list-style-type: none"> Cannot give constructive and supportive 	<ul style="list-style-type: none"> Does not demonstrate audience skills of

	<p>fails to identify elements of drama in writing and discussion:</p> <ul style="list-style-type: none">• Plot• Character• Language/Dialogue• Setting• Conflict <p>• Cannot describe conventions, cultural themes, dramatic techniques, and technologies used in different performances</p>	<p>feedback</p> <ul style="list-style-type: none">• Unable to identify elements of drama, and using them to create audience engagement• Cannot recognize the roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance	<p>observing attentively and responding appropriately in presentations, rehearsals, and live performance settings</p> <ul style="list-style-type: none">• Fails to respond to the dramatic works of others• Lacks ability to work alone and/or with a partner• Fails to recognize the roles and responsibilities of various technical personnel in creating and producing a theatrical performance
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