



GRADED COURSE OF STUDY FOR THEATRE

Dublin City Schools

Theatre Course of Study

Dublin's Theatre Course of Study serves as a basis for what all Dublin students should know and be able to do in theatre. The following Grade 9 – 12 Achievement Levels are based upon Ohio's 2012 Drama/ Theatre Standards and they are intended to provide Dublin's theatre educators with a set of common standards on which to base instruction.

The arts are essential to the basic education of all students.

Theatre

- Represents the most telling imprint of any civilization and serves as a record of history, expressions and beliefs;
- Is a basic symbol system which people use to create, communicate, express and acquire understanding;
- Represents forms of thinking and ways of knowing by participation in the world through cognitive and sensory experiences;
- Embodies the deepest expression of humanity;
- Permeates all facets of daily life, education, community and work.

Therefore, a comprehensive theatre education means that students will:

- Understand the role of the theatre in people's lives and appreciate the artistic achievements of various cultures and societies, past and present;
- Communicate through theatre and develop capacity to perceive, think creatively and critically, and problem solve;
- Respond to the aesthetic, expressive and emotional qualities of theatre;
- Understand why people value theatre and formulate their arts philosophy;
- Understand the connections among theatre and other academic disciplines and life experiences.

Assumptions for Dublin City Schools' Graded Course of Study

Dublin's Theatre Graded Course of Study:

- Sets high expectations and provides strong support for achievement in the arts by all students;
- Represents strands of knowledge and skills, unique to the arts. It enables students to make successful transitions to post-secondary education, the work place and everyday life;
- Reflects the sound application of research in arts education;



- Reflects national arts standards documents;
- Balances knowledge, creative thinking, conceptual understanding and skill development;
- Focuses on important arts education goals, themes and topics that are clearly articulated through 9 – 12 Achievement Levels
- Incorporates the use of technology in artistic study and production;
- Serves as a basis for classroom and district-wide assessments;
- Guides the development of local arts education curricula and instructional programs.

<p>ENDURING UNDERSTANDINGS</p>	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</p>
<p>PROGRESS POINTS</p>	<p>Students will, at the appropriate developmental level:</p> <ul style="list-style-type: none"> ▪ Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. ▪ Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. ▪ Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. ▪ Interpret and transform new and traditional dramatic texts for informal and formal productions. ▪ Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. ▪ Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.

COGNITIVE & CREATIVE LEARNING PROCESSES	PERCEIVING/KNOWING		
	CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
HIGH SCHOOL CONTENT STATEMENTS ACHIEVEMENT LEVELS I	<p>1CE Explain how theatrical artists create meaning to convey a playwright's intent.</p> <p>2CE Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.</p> <p>3CE Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures.</p> <p>4CE Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production.</p> <p>5CE Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works.</p>	<p>1PR Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.</p> <p>2PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot.</p> <p>3PR Write and act out a dramatic or tragic scene.</p> <p>4PR Generate a plan for technical production including the safe operation of tools and production equipment.</p> <p>5PR Demonstrate improvisation and explain how it benefits character, scene and script development.</p> <p>6PR Apply accurate terminology in dramatic and theatrical activities.</p> <p>7PR Integrate other art forms into a dramatic presentation.</p>	<p>1RE Explain how a performance style communicates a message or story narrative.</p> <p>2RE Evaluate variations of universal themes and characters across different time periods and cultures and explain how they were used in selected dramatic works.</p> <p>3RE Distinguish and describe various genres such as comedy, tragedy and fantasy when engaging in dramatic work and performance.</p> <p>4RE Discuss the importance of drama and theatre in a community and provide examples.</p> <p>5RE Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances.</p> <p>6RE Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.</p>
II	<p>1CE Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.</p> <p>2CE Research the historical background of a script as a basis for interpretation and presentation.</p> <p>3CE Identify and describe the significant dramatic arts from various periods of theatre history (e.g., Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary).</p> <p>4CE Compare and contrast the works of two playwrights from two distinct theatre periods.</p> <p>5CE Research and report on career opportunities in all aspects of theatre and drama.</p>	<p>1PR Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.</p> <p>2PR Demonstrate the collaborative skills necessary for producing a scene with an ensemble.</p> <p>3PR Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound costumes and make-up.</p> <p>4PR Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.</p> <p>5PR Integrate other arts forms and academic disciplines in a dramatic or theatrical activity.</p>	<p>1RE Defend the use of a specific style, form or period to express an intended message.</p> <p>2RE Evaluate the resources used to mount a specific production to enhance the playwright's intent.</p> <p>3RE Compare and contrast traditional and nontraditional interpretations of a dramatic and theatrical work.</p> <p>4RE Describe how drama and theatre can affect social change, both globally and locally.</p> <p>5RE Use self-evaluation strategies and audience response to improve artistic works and experiences.</p> <p>6RE Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress.</p>
III	<p>1CE Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.</p> <p>2CE Analyze a dramatic and theatrical work in the context of its time period and culture.</p> <p>3CE Defend a playwright's body of work and place in theatrical history.</p> <p>4CE Compare and contrast motivations and reactions of characters confronting similar situations.</p> <p>5CE Investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.</p>	<p>1PR Sustain convincing multidimensional characters, while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio.</p> <p>2PR Identify and safely apply the appropriate technology to a selected area of technical emphasis.</p> <p>3PR Create specific technical designs and select, cast, block and direct a scene for performance.</p> <p>4PR Write a play, screenplay or radio play.</p> <p>5PR Calculate the cost (e.g. props, scenery, costumes and royalties) of mounting a dramatic and theatrical production.</p> <p>6PR Use accurate terminology in dramatic and theatrical activities.</p> <p>7PR Use skills learned in other academic disciplines to produce a dramatic and theatrical piece.</p>	<p>1RE Evaluate one playwright's presentation of universal themes across different works.</p> <p>2RE Explain theatre as a synthesis of all the arts.</p> <p>3RE Assess how drama and theatre provide a social voice.</p> <p>4RE Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (e.g., music, visual art and dance).</p> <p>5RE Compare and contrast personal and professional criticism of a specific dramatic performance.</p> <p>6RE Justify personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p>7RE Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress and then present the portfolio to peers.</p>

IV

- 1CE Examine and explain the use of various theatrical styles to achieve an intended purpose and meaning.
- 2CE Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue.
- 3CE Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history.
- 4CE Analyze dramatic and theatrical texts on the basis of the physical, social and psychological dimensions of the characters.
- 5CE Articulate how the skills learned and used in drama and theatre courses help prepare a student for college- and career- readiness.

- 1PR Analyze and execute the use of various styles to achieve an intended purpose and meaning in a dramatic work.
- 2PR Collaborate with others to develop a unified design for a production.
- 3PR Work safely and independently to implement designs in all technical aspects of theatrical production.
- 4PR Select, cast, block and direct an original or published play for performance.
- 5PR Integrate the essential skills from other academic disciplines to support and execute a dramatic or theatrical production.

- 1RE Evaluate variations of universal themes across different dramatic works.
- 2RE Evaluate a production's faithfulness to the playwright's intent and the time period and culture.
- 3RE Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic and theatrical productions.
- 4RE Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.
- 5RE Evaluate a specific production using both personal and group-developed criteria.
- 6RE Revise and add to an existing portfolio and resumé advancing the development of effective audition and presentation skills.
- 7RE Participate in portfolio review (for drama or theatre) involving self, instructor and peers to identify strengths and weaknesses in their works.