

6th Grade Drama	7th Grade Drama	8th Grade Drama	Theatre Arts	Theatre Arts II-IV	Technical Theatre
<b>Standard 1 - Improvise, write, and refine scripts based on personal experience and heritage, imagination, literature, and history.</b>					
<b>Benchmark A: Generate and construct imaginative stories based upon a variety of inspirations so that story and meaning can be conveyed to an audience.</b>					
T1.A.1 - Create plot lines for performances.	T1.A.1 - Improvise actions and dialogue within a scene or drama.	T1.A.1 - Improvise actions and dialogue within a scene or drama.	T1.A.1 - Improvise actions and dialogue within a scene or drama.	T1.A.1 - Improvise actions and dialogue for a variety of purposes, including but not limited to scenework and brainstorming.	
T1.A.2 - Create characters, environments, and actions that create conflict.	T1.A.2 - Create characters, environments, and actions that create conflict and resolution.	T1.A.2 - Create characters, environments, and actions that create conflict and resolution.	T1.A.2 - Write scripts containing characters, environments, and actions that create tension and suspense.	T1.A.2 - Write scripts in a variety of forms which include original characters with unique dialogue that motivates action.	
				T1.A.3 - Adapt script from literature or historical event.	
				T1.A.4 - Construct original scripts to convey meaning to an audience.	
<b>Benchmark B: Construct and refine story through improvisation and formal script-writing.</b>					
T1.B.1 - Rehearse and perform with an ensemble.	T1.B.1 - Rehearse and perform improvised scenes and formal scripts.	T1.B.1 - Rehearse and perform improvised scenes and formal scripts.	T1.B.1 - Evaluate to refine script or story.		
T1.B.2 - Create character and environment.	T1.B.2 - Create character and environment using goals, obstacles, tactics, and expectations.	T1.B.2 - Create character, given circumstances, and technical elements.	T1.B.2 - Create script using historical, biographical, psychological lenses.		T1.B.2 - Analyze script to develop and create technical elements aligned to an artistic style.
<b>State Standards: Imagine and Create</b>					

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<b>Standard 2 - Act using basic acting skills to portray characters who interact in improvised and scripted scenes.</b>					
<b>Benchmark A: Analyze story to create and refine character using physical and vocal strategies as appropriate to the context.</b>					
T2.A.1 - Analyzes story to develop character using body movement and vocal traits.	T2.A.1 - Analyze a character's goals, obstacles, tactics, and expectations to develop character behaviors.	T2.A.1 - Analyze the story, character, given circumstances, and technical elements to create character behaviors.	T2.A.1 - Analyze physical, emotional, and social dimensions of character to guide acting choices		
T2.A.2 - Explore different ways of portraying a character, setting, or plot.	T2.A.2 - Explore multiple ways of portraying a character, setting, or plot.	T2.A.2 - Explore multiple ways of portraying a character, setting, or plot.	T2.A.2 - Investigate multiple ways of portraying a character, setting, or plot		
T2.A.3 - Utilize feedback, accept direction, and consider formal critique.	T2.A.3 - Utilize feedback, accept direction, and consider formal critique.	T2.A.3 - Utilize feedback, accept direction, and consider formal critique	T2.A.3 - Utilize feedback, accept direction, and consider formal critique		
T2.A.4 - Visualize events, locations, and character as impacted by given circumstance.	T2.A.4 - Visualize events, locations, and character as impacted by given circumstance	T2.A.4 - Visualize events, locations, and character as impacted by given circumstance	T2.A.4 - Visualize events, locations, and character as impacted by given circumstance		
<b>Benchmark B: Demonstrate acting skills to develop characterizations that suggest artistic choices.</b>					
T2.B.1 - Create character physically and vocally.	T2.B.1 - Create character physically and vocally.	T2.B.1 - Create character physically and vocally.	T2.B.1 - Create character physically and vocally.	T2.B.1 - Present dramatic work in formal setting.	
T2.B.2 - Enter and exit a scene for a reason.	T2.B.2 - Apply an acting method to performance.	T2.B.2 - Apply an acting method to performance.	T2.B.2 - Apply different acting techniques.	T2.B.2 - Explore classical and contemporary acting techniques.	
T2.B.3 - Use elements in the environment of the story to create a character.	T2.B.3 - Use elements in the environment of the story to create a character.	T2.B.3 - Use elements in the environment of the story to create a character.	T2.B.3 - Create characters consistent with contextual clues.	T2.B.3 - Compare and demonstrate various classical and contemporary acting techniques and methods.	
			T2.B.4 - Analyze the physical, emotional, and social dimensions of characters found in dramatic texts.		
<b>Benchmark C: Refine and sustain consistent character while acting in an ensemble.</b>					
T2.C.1 - Refine performance of dialogue, character, setting, and other dramatic elements in rehearsal.	T2.C.1 - Refine performance of dialogue, character, setting, and other dramatic elements in rehearsal.	T2.C.1 - Refine performance of dialogue, character, setting, and other dramatic elements in rehearsal.	T2.C.1 - Refine performance of dialogue, character, setting, and other dramatic elements in rehearsal.	T2.C.1 - Refine performance of dialogue, character, setting, and other dramatic elements in rehearsal.	
T2.C.2 - Work collaboratively to generate and synthesize ideas to create an ensemble.	T2.C.2 - Work collaboratively to generate and synthesize ideas to create an ensemble.	T2.C.2 - Work collaboratively to generate and synthesize ideas to create an ensemble.	T2.C.2 - Work collaboratively to generate and synthesize ideas to create an ensemble.	T2.C.2 - Work collaboratively to generate and synthesize ideas to create an ensemble.	

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T2.C.3 - Negotiate roles and formulate responsibilities in the development of a performance.	T2.C.3 - Negotiate roles and formulate responsibilities in the development of a performance.	T2.C.3 - Negotiate roles and formulate responsibilities in the development of a performance.	T2.C.3 - Negotiate roles and formulate responsibilities in the development of a performance.	T2.C.3 - Negotiate roles and formulate responsibilities in the development of a performance.	
<b>State Standards: Imagine, Perform, and Collaborate</b>					

6th Grade Drama	7th Grade Drama	8th Grade Drama	Theatre Arts	Theatre Arts II-IV	Technical Theatre
<b>Standard 3: Design and produce technical elements by conceptualizing and realizing artistic interpretations.</b>					
<b>Benchmark A: Students analyze story for technical requirements.</b>					
T3.A.1 - Select elements of scenery, properties, lighting, and sound to signify environments and costumes to interpret the story.	T3.A.1 - Select elements of scenery, properties, lighting, and sound to signify environments and costumes to interpret the story.	T3.A.1 - Select elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to interpret the story.	T3.A.1 - Select elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to interpret the story.		T3.A.1 - Analyze a variety of texts to determine production requirements
			T3.A.2 - Identify cultural and historical perspectives within context of script to guide artistic choices	T3.A.2 - Analyze and create a particular style of theatre.	T4.A.2 - Explain and justify selection of text and artistic choices based upon appropriateness of text for the technician skill level, and technical requirements in order to create a design concept for a production.
					T3.A.3 - Visualize events, locations, and character as impacted by given circumstance as designer (this objective falls under "acting" for other courses)
<b>Benchmark B: Develop designs using visual and aural elements to support the story or text.</b>					
T3.B.1 - Plan elements of scenery, properties, lighting, and sound to signify environments and costumes to suggest character.	T3.B.1 - Plan elements of scenery, properties, lighting, and sound to signify environments and costumes to suggest character.	T3.B.1 - Develop elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character.	T3.B.1 - Conceptualize ideas for developing technical elements.		T3.B.1 - Conceptualize ideas for developing technical elements.
		T3.B.2 - Develop, explain, and justify choices to support story and character.	T3.B.2 - Practice developing designs to support the text.		T3.B.2 - Develop, explain, and justify designs for production elements (props, set, costumes) to support the text, including but not limited to cultural, historic, and symbolic clues in text.
					T3.B.3 - Design technical elements in plots, renderings, and floorplans.
					T3.B.4 - Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
<b>Benchmark C: Apply technical knowledge and skills to collaboratively and safely create functional technical elements.</b>					

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T3.C.1 - Create elements of scenery, properties, lighting, and sound to signify environments and costumes to suggest character, working collaboratively and safely.	T3.C.1 - Create elements of scenery, properties, lighting, and sound to signify environments and costumes to suggest character, working collaboratively and safely.	T3.C.1 - Create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character, working collaboratively and safely.	T3.C.1 - Design basic elements of scenery, properties, lighting, and sound.		T3.C.1 - Design and construct elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character, working collaboratively and safely.
			T3.C.2 - Analyze and explain the effects technical aspects of theatre (light, sound, costume, make-up, etc)		T3.C.2 - Understand the business decisions associated with production such as publicity, stage management, budget considerations, etc.
				T3.C.3 - Work collaboratively to generate and synthesize ideas to create unified technical design	T3.C.3 - Work collaboratively to generate and synthesize ideas to create unified technical design
					T3.C.4 - Collaborate on design ideas with director for staged productions
<b>State Standards: Create and Collaborate</b>					

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<b>Standard 4 - Direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.</b>					
<b>Benchmark A: Interpret meaning, message, and content in dramatic work or theater production as appropriate to audience.</b>					
T4.A.1 - Interpret content for audience and purpose.	T4.A.1 - Interpret content for audience and purpose.	T4.A.1 - Interpret content for audience and purpose.	T4.A.1 - Develop multiple interpretations and production choices and select most appropriate for audience and purpose.		
<b>Benchmark B: Justify selections of text, interpretation, acting techniques, and technical choices.</b>					
T4.B.1 - Justify selection of text based upon appropriateness of text for the target audience and actor skill level.	T4.B.1 - Justify selection of text based upon appropriateness of text for the target audience and actor skill level.	T4.B.1 - Justify selection of text based upon appropriateness of text for the target audience and actor skill level.	T4.B.1 - Explain and justify selection of text and artistic choices based upon appropriateness of text for the target audience and actor skill level.	T4.B.1 - Explain and justify selection of text based upon appropriateness of text and artistic choices for the target audience and actor skill level.	
				T4.B.2 - Research an issue and create a piece of theatre using social commentary to illustrate issue.	
<b>Benchmark C: Collaborate with cast and technical support to create a unified vision for production.</b>					
T4.C.1 - Effectively manage time, ideas, and resources in the development of classroom dramas	T4.C.1 - Effectively manage time, ideas, and resources in the development of classroom dramas	T4.C.1 - Effectively manage time, ideas, and resources in the development of classroom dramas	T4.C.1 - Effectively manage time, ideas, and resources in the development of classroom dramas	T4.C.1 - Effectively manage time, ideas, and resources in the development of classroom dramas	
T4.C.2 - Present and discuss dramatic choices.	T4.C.2 - Present and discuss dramatic choices.	T4.C.2 - Present and discuss dramatic choices.	T4.C.2 - Effectively communicate directorial choices to an ensemble.	T4.C.2 - Effectively communicate directorial choices to an ensemble.	
T4.C.3 - Demonstrate flexibility so that multiple roles and responsibilities can be explored.	T4.C.3 - Demonstrate flexibility so that multiple roles and responsibilities can be explored.	T4.C.3 - Demonstrate flexibility so that multiple roles and responsibilities can be explored.	T4.C.3 - Flexibly negotiate roles and formulate responsibilities in the ever-changing development of a performance.	T4.C.3 - Flexibly negotiate roles and formulate responsibilities in the ever-changing development of a performance.	
				T4.C.4 - Apply elements of composition (blocking/stage composition) in scenework.	
				T4.C.5 - Conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals.	
				T4.C.6 - Collaborate with designers and actors to develop aesthetically unified production concepts.	
<b>State Standards: Create, Interpret, and Collaborate</b>					

6th Grade Drama	7th Grade Drama	8th Grade Drama	Theatre Arts	Theatre Arts II-IV	Technical Theatre
<b>Standard 5 - Analyze, critique, and construct meanings from informal and formal theatre, film, television, or electronic media productions.</b>					
<b>Benchmark A: Think (Reflect) critically and logically about elements of a dramatic text or production.</b>					
T5.A.1 - Reflect upon how dramatic elements contribute to a production.	T5.A.1 - Reflect upon how dramatic elements contribute to a production.	T5.A.1 - Reflect upon how dramatic elements contribute to a production.	T5.A.1 - Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues.	T5.A.1 - Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues.	
<b>Benchmark B: Describe, perceive, and constructively assess artistic choices in a performance.</b>					
T5.B.1 - Reflect upon how own work and works of others contribute to a production.	T5.B.1 - Reflect upon how own work and works of others contribute to a production.	T5.B.1 - Reflect upon how own work and works of others contribute to a production.	T5.B.1 - Describe and evaluate how own work and work of others contributes to the development of a performance	T5.B.1 - Describe and evaluate how own work and work of others contributes to the development of a performance.	
			T5.B.2 - Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices.	T5.B.2 - Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices.	
			T5.B.3 - Analyze, compare, and evaluate differing critiques of the same texts and performances.	T5.B.3 - Analyze, compare, and evaluate differing critiques of the same texts and performances.	
<b>Benchmark C: Discover similarities and differences between characters, plot, theme, and structure in plays and productions.</b>					
T5.C.1 - Discuss and/or reflect on the effective use of dramatic elements in a performance.	T5.C.1 - Discuss and/or reflect on the effective use of dramatic elements in a performance.	T5.C.1 - Discuss and/or reflect on the effective use of dramatic elements in a performance.	T5.C.1 - Discuss and/or reflect on the effective use of dramatic elements in a performance.	T5.C.1 - Discuss and/or reflect on the effective use of dramatic elements in a performance.	
<b>State Standards: Interpret</b>					

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<b>Standard 6 - Understand and value the role of theatre, film, television, or electronic media in the past and the present.</b>					
<b>Benchmark A: Understanding influence of historical, cultural, social, and personal context on creation and structure of the arts. (How I Impact Theatre)</b>					
T6.A.1 - Attend a live performance, demonstrating behaviors appropriate to the presentation.	T6.A.1 - Attend a live performance, demonstrating behaviors appropriate to the presentation.	T6.A.1 - Attend a live performance, demonstrating behaviors appropriate to the presentation.	T6.A.1 - Attend a live performance, demonstrating behaviors appropriate to the presentation.	T6.A.1 - Attend a live performance, demonstrating behaviors appropriate to the presentation.	T6.A.1 - Attend a live performance, demonstrating behaviors appropriate to the presentation.
			T6.A.2 - Analyze the effect of their own cultural experiences on their dramatic work.	T6.A.2 - Analyze the effect of their own cultural experiences on their dramatic work.	T6.A.2 - Analyze the effect of their own cultural experiences on their artistic work.
			T6.A.3 - Identify and integrate authentic cultural and historical sources in the development of a performance.	T6.A.3 - Identify and integrate authentic cultural and historical sources in the development of a performance.	
			T6.A.4 - Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.	T6.A.4 - Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.	
<b>Benchmark B: Value and appreciate the impact of the arts on historical, cultural, social, and personal events. (How Theatre Impacts ME)</b>					
T6.B.1 - Develop awareness of theatre as a part of the human experience.	T6.B.1 - Develop awareness of theatre as a part of the human experience.	T6.B.1 - Develop awareness of theatre as a part of the human experience.	T6.B.1 - Analyze the development of theatrical forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions.	T6.B.1 - Analyze the development of theatrical forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions.	T6.B.1 - Analyze the development of theatrical forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions.
T6.B.2 - Connect own feelings, emotions, and experiences to dramatic events.	T6.B.2 - Connect own feelings, emotions, and experiences to dramatic events.	T6.B.2 - Connect own feelings, emotions, and experiences to dramatic events.	T6.B.2 - Connect own feelings, emotions, and experiences to dramatic events as a way of valuing theatre.	T6.B.2 - Connect own feelings, emotions, and experiences to dramatic events as a way of valuing theatre.	T6.B.2 - Connect own feelings, emotions, and experiences to dramatic events as a way of valuing theatre.
T6.B.3 - Respectfully share personal reactions to dramatic presentation based on developed criteria.	T6.B.3 - Respectfully share personal reactions to dramatic presentation based on developed criteria.	T6.B.3 - Respectfully share personal reactions to dramatic presentation based on developed criteria.	T6.B.3 - Respectfully share personal reactions to dramatic presentation based on developed criteria.	T6.B.3 - Respectfully share personal reactions to dramatic presentation based on developed criteria.	T6.B.3 - Respectfully share personal reactions to dramatic presentation based on developed technical criteria.
			T6.B.4 - Recognize how theatre reflects the world around us.		
<b>State Standards: Value, Interpret</b>					