

- analyze collaboration used to create a theatrical production
- evaluate the effectiveness of a dramatic ensemble performed on stage or in film
- evaluate a production’s individuality, originality, and universality

Expressive Qualities:

- determine the emotional quality or theme of performed or scripted scenes
- use appropriate language to reflect on or analyze student and/or professional work
- determine how the elements and organizational principles combine to create an emotional effect
- evaluate how performance “moments” in acting create an emotional impact
- identify aesthetic criteria for evaluating one’s own and others’ performances

**2. Subject Expectation
(State Goal 26)**

Through creating and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools, and modern technologies used in the arts
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Critical Content	26.A.4b	a. understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing rehearsing, refining, presenting) interact and shape drama, theatre, and film production
	26.A.5	b. analyze and evaluate how the choice of media, tools, technologies, and processes support and influence the communication of ideas <ul style="list-style-type: none"> • predict audience reactions to visual, audible, and language stimuli • compare how camera acting and stage acting are similar and distinct • understand the purpose of improvisation and how it can assist in developing a character and scene • demonstrate auditioning, rehearsing, memorizing techniques • understand the role of technical aspects of theatre and how it supports the actor • document a process used by an actor in the creation of a performance project • explain the range of resources one can use for acting (e.g., web-sites, dialect tapes, source books, field trips, psychological studies, and interviews) • develop a mock professional actor’s resume

**Essential Learning 2
(Learning Standard B)**

Apply skills and knowledge necessary to create and perform in one or more of the arts

- 26.B.3b a. demonstrate storytelling, improvising, and memorizing scripted material supported by simple aural and visual effects
- 26.B.4b b. create and perform an ensemble drama or theatre scene using research, collaboration, characterization, and staging
- 26.B.5 c. create and perform a complex work of art using a variety of techniques, technologies, and resources
 - use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, and volume) to perform monologue and dialogue
 - memorize and deliver character lines, actions, and reactions from a play, script, scenario, or original work
 - demonstrate verbal and non-verbal choices in character interpretation showing physical, emotional, and environmental influences
 - practice film acting techniques with a camera
 - select set, props, costumes, lights, and sounds to support a performance
 - demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of a drama/theater activity or performance
 - perform a monologue, duet scene, and ensemble piece using research, collaboration, and appropriate staging
 - demonstrate proper form for stage combat and movement
 - demonstrate improvisational skills
 - analyze text for physical, social, and psychological dimensions of the characters
 - demonstrate rehearsal techniques used to prepare characterization for an audience
 - apply and evaluate the appropriate acting style for particular scenes, plays, or production styles
 - select and use elements of spectacle/technology that will support the performance
 - create and perform a complex work of art (monologue, scene, pantomime, etc.) using advanced techniques and technologies
 - refine a performance based on critiques from others and self-evaluation

**3. Subject Expectation
(State Goal 27)**

The student will understand the role of the arts in civilizations, past, and present.

**Essential Learning 1
(Learning Standard A)**

Analyze how the arts function in history, society, and everyday life

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| Critical Content | 27.A.4a | a. | evaluate how consumer trends in the arts affect the types and styles of art products |
| | 27.A.4b | b. | analyze how the arts are used to inform and persuade through traditional and contemporary art forms |
| | 27.A.5 | c. | analyze how careers in the arts are expanding based on new technologies and societal changes <ul style="list-style-type: none"> • evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms • understand and identify how advancements in technology have developed new acting careers and opportunities (e.g. voice-overs, performance art, new styles of theatre, and film, etc.) |

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history and society
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| Critical Content | 27.B.4a | a. | analyze and classify the distinguishing characteristics of historical and contemporary art works by style, periods and culture |
| | 27.B.4b | b. | understand how the arts change in response to changes in society |
| | 27.B.5 | c. | analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period <ul style="list-style-type: none"> • analyze how the works of a particular actor, director, or playwright shape or reflect a given time period or event • analyze various traditional and non-traditional acting styles and how they reflected or affected theatre productions, culture, society, or political structures. • cite examples of where the arts shaped aspects of a culture (e.g., Dionysian theatre festival, renaissance church art and music, cinema, and the depression) |