



- \* • analyze collaboration used to create a theatrical production
  - \* • analyze the various technical careers and their significance to production of a play
  - analyze how a production is altered by time and location
  - evaluate the effectiveness of technical elements produced on stage
  - evaluate a production’s individuality, originality, and universality
- Expressive Qualities:
- \* • determine the emotional quality or theme of a scene or play
  - \* • use appropriate language to reflect on or critique student and/or professional work
  - \* • determine how the elements and organizational principles combined to create an emotional effect
  - \* • evaluate how technical performance of “moments” create an emotional effect through sound effects, lighting, set design, and scene changes
  - \* • identify aesthetic criteria for evaluating one’s own and other’s technical design work

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

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools, and modern technologies used in the arts</b>
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| Critical Content | 26.A.4b | a. understand how the primary tools, support tools, and creative processes 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"> <li>• define and identify hardware/tools for technical theatre construction</li> <li>• predict audience reactions to visual and auditory stimuli</li> <li>• describe the roles and responsibilities of technical support staff</li> <li>• document a process used by a director, playwright, or designer in the creation of a performance project</li> <li>• analyze and use a range of resources for designing and constructing (e.g., web-sites, library sources, design books, art and architecture, fieldtrips, and interviews)</li> </ul> |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply skills and knowledge necessary to create and perform in one or more of the arts</b>
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- 26.B.5 a. create and perform a complex work of art using a variety of techniques, technologies, and resources
- analyze a script for meaning, plot, theme, character development, rising/falling action, etc.
  - demonstrate proper note taking of technical elements while reading a play
  - create a portfolio of resources and design elements to assist in creating a set design, lighting design, costume design, or sound design
  - apply the use of color, shape, line, texture, size, and position of design elements for a particular production
  - apply the concepts of unity, harmony, contrast, variation, balance, and proportion for visual effect of a production
  - use hardware/tools to construct items for a production
  - select appropriate set, props, costumes, lights, and sounds to support a drama
  - \* • develop explanations for choices of set, props, costumes, light, sound, or other technical aspects of individual designs
  - design production elements such as set designs, sound designs, lighting designs, costume designs, and promotional material using advanced techniques and technologies
  - develop cue sheets for lighting, sound, or running crew for a production
  - select and use elements of spectacle/technology that will support the performance
  - \* • refine a design or construction piece based on review and critiques

**3. Subject Expectation (State Goal 27)      The student will understand the role of the arts in civilizations, past, and present.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Analyze how the arts function in history, society, and everyday life</b>
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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

- evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms
- understand how advancements in theatre technology improved and assisted in developing new dramatic production styles and genres

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand how the arts shape and reflect history, society</b>
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Critical Content	<p>27.B.4a a. analyze and classify the distinguishing characteristics of historical and contemporary art works by style, periods and culture</p> <p>27.B.4b b. understand how the arts change in response to changes in society</p> <p>27.B.5 c. analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period</p> <ul style="list-style-type: none"> <li>• analyze how the works of a particular artist, playwright, designer, actor, composer, computer artist, or choreographer shape and reflect a given time period or event</li> <li>• understand the origin of traditional and non-traditional theatre styles and genres</li> <li>• analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture</li> </ul> <p style="margin-left: 20px;">*</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p style="margin-left: 20px;">*</p> <ul style="list-style-type: none"> <li>• explain how particular technical elements affected theatre productions in history (e.g., deus ex machina for Greek theatre, how sound effects were made during the Elizabethan era, the first use of gas or electric stage lighting, etc.)</li> </ul>
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