

High School Theatre Standards at a Glance – Accomplished Level

Artistic Process: Creating – Conceiving and developing new artistic ideas and work.	
Fine Arts Anchor Standards	Accomplished Level Performance Standards
#1 - Generate and conceptualize artistic ideas and work	Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
	Understand and apply technology to design solutions for a drama/theatre work.
	Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
#2 - Organize and develop artistic ideas and work.	Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
	Cooperate as a creative team to make interpretive choices for a drama/theatre work.
#3 - Refine and complete artistic work.	Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
	Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.
	Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
Artistic Process: Performing – Realizing artistic ideas and work through interpretation and presentation.	
#4 – Select, analyze, and interpret artistic work for presentation.	Discover how unique choices shape believable and sustainable drama/ theatre work.
	Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.
#5 – Develop and refine artistic techniques and work for presentation.	Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
	Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
#6 – Convey meaning through the presentation of artistic work.	Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Process: Responding – Understanding and evaluating how the arts convey meaning.	
#7 – Perceive and analyze artistic work.	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
#8 – Interpret intent and meaning in artistic work.	Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
	Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
	Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
#9 – Apply criteria to evaluate artistic work.	Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
	Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.
	Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Process: Connecting - Relating artistic ideas and work with personal meaning and external context.	
#10 – Synthesize and relate knowledge and personal experiences to make art.	Choose and interpret a drama/theatre work to reflect or question personal beliefs.
#11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Integrate conventions and knowledge from different art forms and other disciplines to develop a cross- cultural drama/theatre work.