

High School Theatre Standards at a Glance – Proficient Level

| Artistic Process: Creating – Conceiving and developing new artistic ideas and work. | |
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| Fine Arts Anchor Standards | Proficient Level Performance Standards |
| #1 - Generate and conceptualize artistic ideas and work | Apply basic research to construct ideas about the visual composition of a drama/theatre work. |
| | Explore the impact of technology on design choices in a drama/theatre work. |
| | Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work. |
| #2 - Organize and develop artistic ideas and work. | Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. |
| | Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. |
| #3 - Refine and complete artistic work. | Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. |
| | Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work. |
| | Refine technical design choices to support 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. | Examine how character relationships assist in telling the story of a drama/theatre work. |
| | Shape character choices using given circumstances in a drama/theatre work. |
| #5 – Develop and refine artistic techniques and work for presentation. | Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. |
| | Use researched technical elements to increase the impact of design for a drama/theatre production. |
| #6 – Convey meaning through the presentation of artistic work. | Perform a scripted drama/theatre work for a specific audience |
| Artistic Process: Responding – Understanding and evaluating how the arts convey meaning. | |
| #7 – Perceive and analyze artistic work. | Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices. |
| #8 – Interpret intent and meaning in artistic work. | Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. |
| | Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. |
| | Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. |
| #9 – Apply criteria to evaluate artistic work. | Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. |
| | Consider the aesthetics of the production elements in a drama/theatre work. |
| | Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended 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. | Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work. |
| #11 – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work. |