

Theater Making: Acting

Benchmarks

- Students activate and use their imaginations as well as the analytical and process skills associated with acting.
- Students participate in group activities, including creative play, storytelling, pantomime and improvisation.

Imagination, Analysis and Process Skills

Students will be able to:

- Recognize, mirror and create emotions described in stories and dramatic play.
- Respond within imaginary circumstances to objects, settings and conditions.
- Use emotional expression and imaginary objects in dramatic play.
- Sustain focus in the imaginary world of the activity, sharing or performance.
- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Respond to and incorporate directions.

Benchmarks

- Students explore the physical, vocal, characterization and staging components of acting by developing the actor's instrument: the body, voice and mind.
- Students participate in group activities, including creative play, storytelling, pantomime and improvisation.

Performance Skills

Physical

Students will be able to:

- Use the body and voice expressively.
- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
- Demonstrate physical self-control in large and fine motor skills.
- Use the body and face to create and react to imaginary conditions.
- Create and mirror shapes and movements with other students.
- Create and imitate human, inanimate and animal characters.
- Demonstrate an understanding of how physical environment and the elements impact behavior.

Vocal

Students will be able to:

- Use a variety of vocal skills, including volume, pitch and tempo.
- Use a variety of vocal dynamics to explore thoughts and emotions.
- Demonstrate the ability to participate in group singing and choral reading.

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For early elementary school students, creative play and make-believe are demonstrations of the imagination. Creative play and improvisation should generate Theater Making and are encouraged at all benchmark levels. In particular, early elementary acting does not need to emphasize performance projects for an audience, but rather creative processes, group sharings and presentations within the classroom.



Suggested Activities

- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Participate in “The Machine” and other sequence of action activities (e.g., energy and vocal transfer exercises in groups).
- Participate in teacher-guided imaginative journeys through various settings and situations.
- Demonstrate the sound and movements of animals and/or people in a story.
- Dramatize storytelling through use of body, voice and gesture.
- Dramatize a story through pantomime in pairs or small groups.
- Listen to a story and create improvised dialogue to play a scene from the story.
- Use gesture and voice with a prop, mask or puppet to express character.
- Work in groups to represent inanimate objects and to improvise dialogue.
- Participate in poetry and prose choral readings with group or solo response.
- Share their responses to the question “Who am I?” in group presentations. Students can bring in and share with the class their research with visual aids and artifacts.

Characterization

Students will be able to:

- Use learned physical and vocal skills to create a variety of characters including human, inanimate and animal characters.
- Demonstrate a preliminary understanding of specific character desires and needs.
- Demonstrate an understanding of sequence of character actions.
- Imitate and create basic emotions.

Staging

Students will be able to:

- Recognize and respect the designated playing area and personal space in activities, group sharings and performances.
- Understand and use basic vocabulary related to stage directions and areas of the stage.
- Demonstrate appropriate onstage and offstage behavior.
- Make appropriate use of costumes and props in activities, sharings and performances.



Theater Making: Playwriting/Play Making

Benchmarks

- **Students recognize and understand the dramatic elements of a story prior to putting pen to page: playwriting is preceded by play making.**

Understanding Dramatic Structure

Students will be able to:

- Identify the beginning, middle and end of a story.
- Differentiate between make-believe and real.
- Differentiate between actor and character.
- Identify a character's primary needs and actions in stories and scenes.
- Identify the physical characteristics of a character, including posture, movement and pace.
- Identify the basic emotions of characters.
- Identify the time and place of original and written stories or scenes.
- Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
- Retell a story individually or in groups with attention to accurate sequencing.

Suggested Activities: Playwriting/Play Making

- Freeze an improvisation in a static tableau. Discuss the action preceding the frozen moment and how that moment might be resolved.
- Create or re-create a story using tableaux with beginning-middle-end and who-what-where evidence.
- Create a five-panel storyboard or cartoon for an original story or improvisation, with notes describing the main action in each segment.
- Use a photograph as a prompt for asking and answering the "5 Ws" about the characters in an imagined story.
- Students work in groups to add details to a basic plot provided by the teacher.
- Supply an ending to an unfinished story or an alternative ending to an existing or original story.
- Following directions and cues, play a spoken role with guided narration in small groups, choral reading or short solo lines.

Benchmarks

- **Students imagine, analyze and understand play making processes by listening, retelling and creating stories and dramas.**

Imagination, Analysis and Process

Students will be able to:

- Respond to a guided discussion about the elements of a story, using plot, character, action and setting.
- Demonstrate an understanding of sequence of actions through pantomime.
- Use appropriate physicalization, vocalization and spoken word in improvisation and storytelling activities.
- Contribute positively and responsibly to ensemble efforts.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, and focus on and commitment to group activities and goals.
- Receive, respond to and incorporate directions.
- Demonstrate fundamental listening skills.



Theater Making: Designing and Technical Theater

Benchmarks

- Through sequential activities, students begin to understand the process of moving from design to the creation of production elements.
- Students explore various design roles in theater and how design choices influence the mood of the production.

Understanding Design

Students will be able to:

- Demonstrate an understanding of character type by making decisions about costume design.
- Endow objects with imaginary qualities. For example, a saucepan becomes a “magic helmet.”
- Make choices about color and scenic elements for “place,” such as settings from stories, poetry, spoken word or plays.
- Demonstrate a preliminary understanding of the design to production process by assisting in the construction of a simple set piece from a rendering or model.
- Demonstrate an understanding of how light, sound, costumes and scenic elements add to performance or storytelling.
- Identify the moods created by different pieces of music.

Suggested Activities: Designing/Technical Theater

- Guide an exploration of the school auditorium and theater, identifying and naming the areas of the house, theater and backstage areas.
- Review a listing of design and technical jobs in a theater program, and predict the function of the listed positions.
- Alter the classroom space, using existing furniture to create a space for theater activities.
- Make original musical instruments to score a scene or story.
- Create a soundscape with ensemble or solo voices, instruments or improvised sound makers to enhance the telling of a story or a drama.
- Draw a scene or design a costume from a story read in class.
- Use a children's story such as *Goodnight Moon* or *Tar Beach* to generate drawings and a 3-D set model based on the illustrations in the book.
- Using a drawing of a character as a basis, create a stick puppet that demonstrates the characteristics of the puppet through costume.
- Add painted elements to a mural used for a scenic backdrop.
- Use overhead projector with colored acetates as “spotlight.” Discuss the lighting conventions of black-out, fade-out, etc.
- Use flashlights for special effects or to enhance the mood of a scene.
- Use classroom materials or a resource box of found materials to create sets, props and costumes.

Benchmarks

- By defining the playing area of a stage or classroom, students use and respect theatrical space and elements.

Using Theatrical Space and Elements

Students will be able to:

- Define playing space and setting, using classroom objects.
- Demonstrate an understanding of playing space as differentiated from the rest of the classroom.
- Recognize the boundaries between onstage and offstage.



Theater Making: Directing

Benchmarks

- **Students experience cooperative learning by taking and applying direction from the teacher.**

Knowledge and Understanding

Students will be able to:

- Observe and discuss the role of the director as demonstrated by the teacher in classroom activities and presentations.

Suggested Activities: Directing

- Predict and then discuss the role of the director based on the position's title.
- Create a simple tableau with two to three students assigned roles. Teacher then guides the student directors in analyzing the composition of the scene. Student may then be guided in changing the positions and posture of the actors.
- Call out basic stage directions (e.g., down right, left center, etc.), with students moving to the area of the stage designated by the teacher. The task may be extended by giving students a sequence of movements from area to area and adding simple activities. The stage floor may be labeled to facilitate this exercise.

Benchmarks

- **Students take leadership positions in theater activities as they explore the role of the director.**

Imagination, Analysis and Process

Students will be able to:

- Imagine and suggest ideas for stage pictures, tableaux and pantomime related to classroom study topics.
- Analyze the composition of a scene, tableau or pantomime through discussion, and give suggestions for changes.
- Take responsibility in various leadership roles in an ensemble by volunteering for activities, setting an example and cooperating with the teacher and peers.
- Demonstrate the ability to receive, respond to and incorporate directions in their theater work.
- Engage in leadership roles by assisting with set up for theater activities, such as arranging the room and supplies, and organizing props, costumes, musical instruments and clean-up.

Theater Making: Acting

Benchmark

- **Students continue to activate and expand their imaginations, and explore the analytical, concentration and process skills associated with acting.**

Imagination, Analysis and Process Skills

Students will be able to:

- Sustain focus on the imaginary world and scripted given circumstances in activities, sharings and performances.
- Recognize and create a variety of characters from improvisations, stories and plays.
- Make expressive use of costumes and props in activities, sharings and performances.
- Contribute positively and responsibly to ensemble efforts, and demonstrate an emergent ability to collaborate with others.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in collaborating on group activities with a shared performance goal.
- Receive, respond to and incorporate directions.

Suggested Activities: Acting

- Collaboratively create a small group tableau that interprets a scene from a text (script, story, journal, etc.), demonstrating the ability to:
 - Work as a member of an ensemble.
 - Physically interpret a scene, using gesture and facial expression.
 - Understand the essentials of a scene (setting, change, conflict, character needs).
 - Focus on and be committed to imaginary circumstances.As an extension, student may bring the tableau to life through invented dialogue and movement.
- Through storytelling, puppetry, poetry jam or pantomime, tell a short original or traditional story, using theater skills. May be done solo or in small groups.
- Develop a real or imaginary character, and rehearse and perform as that character in a student-created, scripted or improvised scene, demonstrating the ability to:
 - Use vocal and physical expression to interpret a character's thoughts, feelings and wants.
 - Share with and give focus to other actors in a scene.
 - Apply character research.
 - Use rehearsal time effectively.
 - Identify the essential elements of a scene, including relationship, conflict, and action.

Benchmark

- **Students exercise and refine the actor's instrument—the body, voice and mind—through ongoing exploration of the physical, vocal, characterization and staging components of acting.**
- **Students participate in a variety of group and solo activities in rehearsal and performance, demonstrating self-discipline and the ability to work collaboratively.**

Performance Skills

Physical

Students will be able to:

- Use the body and voice expressively.
- Use the body in a variety of movements that show an understanding of spatial relationships, tempo, energy, balance and texture.
- Use the body and face to create and react to imaginary conditions and the given circumstance of a script or story.
- Demonstrate and use non-verbal communication.
- Use the body in a variety of ways to express choices of character and emotion.
- Demonstrate an understanding of how environment impacts physical behavior and movement.

Vocal

Students will be able to:

- Use a variety of vocal skills, including tone, rhythm, projection, character voice and emotional quality.
- Participate in solo, partner and group speaking and readings.
- Use the voice in a variety of ways to express clear choices of character and emotion.

Characterization

Students will be able to:

- Apply learned physical and vocal skills to create a variety of characters, both real and imaginary, from improvisations, stories and plays.

Continued on following page

Theater Making: Acting *continued*

Performance Skills *continued*

- Apply an understanding of basic character elements and given circumstances to scripted and improvised work.
- Apply an understanding of specific character needs, obstacles, actions and relationships in activities, sharings and performances.
- Demonstrate an evolving ability to commit to truthful acting and responding “in the moment” within imaginary circumstances.

Staging

Students will be able to:

- Understand the audience/performer relationship.
- Understand and be able to use basic vocabulary related to stage directions.
- Demonstrate appropriate onstage and offstage behavior.
- Demonstrate the ability to memorize spoken word and staging within a performed work.

Theater Making: Playwriting/Play Making

Benchmark

- Students gain skills as emergent playwrights by identifying and using elements of dramatic literature in writing, theater exercises and activities.

Understanding Dramatic Structure

Plot/Structure

Students will be able to:

- Identify, understand and apply the vocabulary and basic elements of dramatic structure, including beginning-middle-end, conflict, climax, resolution, character relationships, intentions, actions and obstacles.
- Demonstrate an understanding of the difference between comedy and tragedy in play making, writing and viewing.

Character

Students will be able to:

- Understand the impact of character choices on dramatic action.
- Identify and discuss the multiple needs of characters and their actions, emotional range and changes within a scene or play.
- Create a monologue to reflect a character's inner thoughts at a particular moment.

Sequencing/Setting

Students will be able to:

- Demonstrate an understanding of rising action.
- Incorporate the "5 Ws" (Who? What? When? Where? Why?) when analyzing, improvising or writing scenes and stories.

Suggested Activities: Playwriting/Play Making

- Write a character biography or autobiography using the "5 Ws."
- In pairs, assume characters and write letters to each other.
- Develop scenes through improvisation, theater games or writing that have distinct character, clear relationships, conflict, setting, actions and beginning-middle-end.
- Use situations from literature, history or current events to create tableaux, and then devise character monologues from that frozen moment.
- Dramatize an existing story with attention to sequence of events, conflict, character intent and resolution.
- Improvise a scene based on written material such as a newspaper article or journal.
- Improvise and then script a two-character dialogue that includes a conflict and resolution with clear character intent.
- Critique original peer-written works, using a rubric based on the elements of dramatic structure.

Benchmark

- Students apply imaginative, analytical and process skills to the creation of original dramatic works.
- Through research, editing, revision and critique, students become aware of the various stages of playwriting.

Imagination, Analysis and Process

Imagination and Analysis

Students will be able to:

- Identify and express the differences between realistic and non-realistic scripts and stories.
- Articulate the inspiration for their original work.
- Articulate the cultural, historical and social context of their original work.
- Demonstrate a sense of curiosity and imagination in creating their original work.
- Gather and analyze information and research to generate ideas and concepts for theater works.

Writing /Literacy Process

Students will be able to:

- Write monologues and dialogue in script form that conforms to proper usage and grammar guidelines.
- Create and write vivid, well-rounded characters drawn from or inspired by a variety of source materials, including literature, history, current events, and their own imaginations.

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Theater Making: Playwriting/Play Making *continued*

Imagination, Analysis and Process continued

- Use acquired information and research to inform their writing.
- Demonstrate the ability to revise and extend a written script over a sustained period of time.
- Through reflection and analysis, evaluate and critique their work and the work of their peers in a productive and respectful way.

Theater Making: Designing and Technical Theater

Benchmark

- **Students further their understanding of design and technical theater by connecting design choices to the requirements of a script.**
- **Students apply methods and processes of a designer to their own work and to the theater works they encounter.**

Understanding Design

Students will be able to:

- Make choices about the scenery, costumes, props, lighting and sound for a scene that are implied in a script.
- Identify how the script requirements of environment, time and action influence the design of a scene.
- Understand how sound and lighting create mood in performance events.
- View and evaluate productions with regard to the design and production elements.
- Demonstrate an understanding of the “world of the play” through cataloging the scenery, costume, prop, lighting and sound requirements of a script.
- Identify the members of the production team and explain how these roles are interdependent:
 - set designer
 - lighting designer
 - costume designer
 - sound designer
 - director
 - stage manager
 - prop master
 - set, costume, lighting, sound and prop crews

Suggested Activities: Designing/Technical Theater

- Measure a room at home, create a ground plan and place furniture according to the plan.
- Design a marketing poster and program with logo or illustration based on a particular story or play.
- Create a tape or CD of music and sound effects for a scene.
- With supervision, learn to turn on stage and auditorium lights, operate curtains, and set up audio-video equipment.
- Participate in the running of a show as part of the properties, deck, electricians and costume crews.
- Devise a scenic concept for a play read in class, including backdrops, props, furniture and other scenic elements.
- Create a rendering for a stage backdrop and then execute the rendering to scale on a brown paper mural or painted backdrop.
- Build a mini-model of a proscenium theater with moveable scenic elements for at least three scenes.
- Read a play and create a costume rendering for a character.
- Create a design portfolio for one scene in a play with research materials, renderings and working drawings.

Benchmark

- **Students participate as theater technicians, using basic theater vocabulary and applying technical skills in school productions.**

Using Theatrical Space and Elements

Students will be able to:

- Identify the basic areas of a stage and theater.
- Measure a stage area, create a ground plan, and place furniture within the stage area.

Theater Making: Directing

Benchmark

- **Students investigate the various management and artistic roles of the director.**
- **Students use theater vocabulary to communicate basic directorial concepts and ideas to actors and designers.**

Knowledge and Understanding

Students will be able to:

- Understand the role of the director and the various responsibilities related to staging scenes and plays, including:
 - casting
 - blocking, movement and stage composition
 - coaching actors
 - communicating with actors, designers and technical crews
- Demonstrate an understanding through discussion or writing about how a director's concept and artistic choices impact the overall approach to a scene or play.
- Know, understand and apply basic staging vocabulary, including:
 - stage directions
 - focal point
 - stage composition
 - sight lines
 - tone and mood
- Demonstrate an understanding of directing by recognizing and discussing set, prop, costume, lighting and sound design in theatrical productions.

Suggested Activities: Directing

- Shape a small group tableau, deciding which character will take focus in the scene.
- Lead a short vocal or physical warm-up for the ensemble.
- Translate and communicate written stage directions of a short scene into the following:
 - designated entrances and exits
 - onstage movements
 - offstage speaking
- Respond to in class dramatic work, providing thoughtful and respectful feedback to peers related to:
 - projection
 - diction
 - physicalization
 - gesture

Benchmark

- **Students work constructively with peers engaging in guided activities as emerging directors.**

Imagination, Analysis and Process

Students will be able to:

- Respond constructively and analytically to the work of actors in a scene.
- Communicate a visual or physical concept or stage picture that supports the action and themes the scene of play.
- Make casting choices in consultation with the director/teacher.
- Direct actors to form basic stage pictures or tableaux that are appropriate for the scene or play.
- Create blocking and movement, using scenic elements to form compositions that reveal character relationships, focal points and action.
- Contribute positively and responsibly to ensemble efforts by leading and assisting the teacher with group activities.
- Support and assist peers in sustaining concentration and focus in group activities.
- Respond to and incorporate directions from teacher and peers in a respectful and productive manner.
- Show initiative by leading activities and setting an example for others.

Theater Making: Acting

Benchmark

- **Students enhance and develop their performance skills while learning to work in diverse styles and forms, such as improvisation, theater games, spoken word, physical theater, clowning, puppetry, story theater, or musical theater.**
- **Students continue to develop the processes and the analytical and imaginative skills associated with acting.**

Imagination, Analysis and Process Skills

Students will be able to:

- Maintain focus and concentration in order to sustain improvisations, scene work and performance.
- Recognize and create a variety of vivid characters in improvisation, scene work and plays.
- Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances.
- Use research and analysis to inform an understanding of a play and character.
- Respond imaginatively and expressively to imaginary and scripted circumstances.
- Contribute positively and responsibly to the ensemble through collaboration, sustained focus and concentration.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Receive, respond to and incorporate directions.
- Communicate clearly and respectfully with fellow actors, director and crew members.

Benchmark

- **Students enhance and develop their performance skills while learning to work in diverse styles and forms, such as improvisation, theater games, spoken word, physical theater, clowning, puppetry, story theater, or music theater.**

Performance Skills

Physical

Students will be able to:

- Use the body and voice expressively in theater exercises, improvisations, scene work and performances.
- Move and act appropriately on a stage set.
- Use the body in a variety of movements, demonstrating understanding of levels, composition, rhythm, quality of movement, setting and personal space.
- Create appropriate physical gestures and facial expressions that serve a character.
- Use non-verbal communication to support and enhance their performance.
- Use the body in a variety of ways to express clear, detailed choices of character, emotion and intention.

Vocal

Students will be able to:

- Use a variety of vocal skills, including volume, pitch, articulation, rhythm and tempo.
- Speak with clear diction in solo, partner and group performances, demonstrating the ability to fill the space.
- Use the voice to express choices of character voice, emotional quality and intention.

Characterization

Students will be able to:

- Use physical and vocal skills to create a variety of characters in improvisations, scene work and performance.
- Apply specific character needs, objectives, intention, obstacles, actions, emotions and relationships in the creation of roles.

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As actors, students are increasingly engaged as performers in public events while continuing to participate in classroom collaborations.

Performance Skills *continued*

Suggested Activities: Acting

- Participate in group exercises, drills, improvisations and theater games.
- Rehearse and perform a scene in front of others.
- Rehearse and perform the same scene in three distinct styles or genres.
- Research and portray a character, using at least one appropriate costume piece, prop, gesture, need and physical shape.
- Memorize an age-appropriate monologue.
- Track character development and emotional changes in a scripted scene.

- Apply an understanding of action and reaction in improvisation, scene work and performance.
- Demonstrate the ability to commit to truthful acting and responding “in the moment” within imaginary circumstances.
- Use research to inform the creation of characters and the choices characters make.
- Discuss dramatic character as related to style and genre.
- Use physical transformation to create a viable characterization.
- Differentiate between a character’s public and private behavior in a variety of improvisations or scenes.

Staging

Students will be able to:

- Demonstrate an understanding of a character’s relationship to the setting and environment of the performance or play.
- Understand and be able to use detailed vocabulary related to stage directions.
- Demonstrate consistent, appropriate onstage behavior.
- Demonstrate the ability to memorize spoken word and movement, and create consistent performances through reflection and self-analysis.
- Apply an understanding of the various elements of Theater Making, including plot, action, conflict, character, and audience/actor relationship in performance.
- Apply a knowledge of the characteristics of various genres in performance, including:
 - tragedy
 - comedy
 - farce
 - improvisation
 - musical theater



Theater Making: Playwriting/Play Making

Benchmark

- Middle school students will increase their range of expression as playwrights through the use of vocabulary and dramatic structure, and by exploring various theatrical styles and forms.



Understanding Dramatic Structure

Plot/Structure

Students will be able to:

- Understand and apply the vocabulary and basic elements of dramatic structure in improvisations and writing, including:
 - beginning, middle, end
 - inciting moment
 - conflict
 - climax
 - resolution
 - character
 - intentions
 - actions
 - obstacles
- Know, understand and apply various theatrical styles in writing and improvisation, including:
 - realism, such as *A Raisin in the Sun* by Lorraine Hansberry
 - magic realism, such as *Prelude to a Kiss* by Craig Lucas
 - musical theater, such as *Bye Bye Birdie* by Charles Strouse
- Know, understand and apply various theatrical forms in writing and improvisation, including:
 - plays that adheres to unity of time, place and action, such as *Twelve Angry Men* by Reginald Rose
 - linear narrative, such as *Roosters* by Milcha Sanchez-Scott or *The Piano Lesson* by August Wilson
 - non-linear narrative, such as *Long Christmas Dinner* or *Pullman Car Hiawatha* by Thornton Wilder
 - collage play, such as *In White America, a Documentary Play* by Martin B. Duberman
 - poetry, such as *Under Milkwood* by Dylan Thomas
 - story theater, such as *Paul Sills' Story Theater: Four Shows* by Paul Sills
 - their own imaginative original forms
- Know, understand and apply various theatrical conventions in writing and improvisation, including:
 - narration
 - chorus
 - flashbacks
 - play within a play

Character

Students will be able to:

- Understand the importance of character development in relation to the creation of a story or play.
- Discuss the multiple needs of characters and their actions, emotional range and transformations within a scene or play.

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Theater Making: Playwriting/Play Making *continued*

Understanding Dramatic Structure *continued*

- Apply an understanding of a monologue's purpose as a reflection of a character's inner thoughts at a particular moment in time.
- Discuss the distinct qualities and contrasts between characters in stories and plays as reflected in their language and exposition.

Sequencing/Setting

Students will be able to:

- Demonstrate a solid understanding of rising action, climax, resolution and the dramatic arc of a play.

Benchmark

- **Students apply elements of research, imagination and revision in their dramatic writing.**
- **Working alone and in groups, students begin to recognize and articulate their personal vision and the cultural context of their work.**

Imagination, Analysis and Process

Students will be able to:

- Articulate the personal meaning and importance of their own original work, including their goals, choices and vision.
- Articulate the cultural, historical and social context of their original work, and a clear statement of theme.
- Demonstrate curiosity, open-mindedness and imagination in expressing ideas, perspectives, and personal and social views in original work.
- Gather, analyze, and elaborate on information and research to generate ideas, concepts and choices for written and improvised work.

Writing /Literacy Process

Students will be able to:

- Write monologues, scenes and one-act plays in script form that conforms to proper usage and grammar guidelines.
- Create/write original work drawn from or inspired by a variety of source materials, including literature, history, current events, music, poetry, interviews, themes and their own imaginations.
- Create/write original work in a variety of theatrical styles and forms through a process of inventing, analyzing and revising.
- Create/write imaginative and detailed settings and stage directions that contribute to the action and theme of a scene or play.
- Use acquired information and research to inform their writing/improvising.
- Revise, refine and edit a written project over a sustained period of time.
- Evaluate and critique their work and that of their peers in a productive and respectful way.
- Integrate the following elements into a unified written text:
 - text
 - sound
 - music
 - visual design
 - movement
 - film, video and/or media technology

Theater Making: Playwriting/Play Making *continued*

Suggested Activities: Playwriting/Play Making

Group Work

- Create storytelling circles to discover elements of plot development.
- Participate in improvisation or sketch-comedy play making.
- Depict a simple, known story in three physical or drawn images (beginning, middle, end).
- Activate a story into three scenes, adding dialogue.
- Improvise a scene that has:
 - characters with clear intentions/wants
 - obstacles to characters' wants
 - character growth or transformation from overcoming an obstacle or resolving conflict
 - plot comprising a sequence of actions
 - a unified and consistent theme such as *The Other in Society*.
- Remount a story using assigned or random dramatic styles, structures, and conventions (e.g., *Three Little Pigs* in the style of a Broadway musical, or *Hamlet* in a poetry rap, etc.).
- Read another student playwright's scenes aloud and give guided feedback.

- Write an analysis of a story or script, focusing on structure, character development/transformation, moments of conflict and plot.
- In trios, exchange scenes and, based on notes from the playwright, write a director's and a designer's concept statement for each other's scenes. Share the trio's ideas with the other members of your group.
- Devise a non-verbal scene that has:
 - characters with clear intentions/wants
 - obstacles to characters' wants
 - character growth or transformation from overcoming an obstacle or resolving conflict
 - plot comprising of a sequence of actions
 - unified and consistent theme

Individual Work

- Dramatize and share non-dramatic source material in a variety of scripted forms.
- Perform the written word in a reading or memorized presentation.
- Write a monologue.

- Using original writing related to a specified theme, develop it into a scene or monologue.
- Write a scene that has:
 - a plot comprising of a sequence of actions characters with clear intentions/wants
 - obstacles to characters' wants
 - character growth or transformation from overcoming an obstacle or resolving conflict
 - unified and consistent theme
 - written stage directions, including character descriptions and notes
 - clear and articulated choices about dramatic style, structure and convention
- Analyze a dramatic script for elements of structure, character development, conflict and plot.
- Enter playwrighting competitions, including:
 - The Scholastic Art and Writing Awards: www.scholastic.com/artandwritingawards/about.htm
 - Young Playwrights: www.youngplaywrights.org/Competitions.htm

Theater Making: Designing and Technical Theater

Benchmark

- Students expand their skills by examining and participating in the sequential processes of moving from design to production.
- As designers, students make personal and artistic choices to convey meaning.



Understanding Design

Understanding Design

Students will be able to:

- Demonstrate an understanding of the constraints of physical space and identify spatial relationships in scenery and set pieces.
- Select design elements (scenery, lights, costumes, and sound) to convey meaning.
- Explore the relationship between color and light in the design process.
- Recognize texture and quality in costume and scenic design.
- Use sound, music and rhythm to convey meaning in sound design.
- Identify connections among design elements, including:
 - spatial relationships
 - patterns
 - placement of objects
 - color choices

Design and Technical Skills

Students will be able to:

- Investigate and analyze theater design components.
- Visualize, conceptualize and implement a point of view in creating designs.
- Identify and discuss symbols and symbolism in design.
- Demonstrate the ability to make design, construction and production-running decisions.
- Work in collaboration with other designers, stage manager, director or crew members.
- Use research and documentation to generate design.
- Create a production needs list from script reading.
- Prepare and plan to realize schedules, construct designs and models.
- Use the specific tools of designers and theater technicians.



Theater Making: Designing and Technical Theater *continued*

Benchmark

- **Students experiment with transforming space in order to understand the abstract elements of design.**

Using Theatrical Space and Elements

Transforming environment

Students will be able to:

- Execute a plan for transforming a neutral space.
- Identify and understand the importance of placement and use of design elements including:
 - spatial relationships
 - symbols
 - patterns
 - dissonance and similarities

Benchmark

- **Students develop communication skills and proficiency in the use of theater documents while engaged in the authentic process of theater production.**

Communication and Organization Skills

Communication

Students will be able to:

- Communicate design choices to fellow design and technical theater students.

Organization

Students will be able to:

- Use theater paperwork including prompt book, cast lists, rehearsal and production schedules.
- Demonstrate an understanding of the skills required to work as a:
 - costume designer
 - lighting designer
 - prop master
 - scenic designer
 - sound designer
 - stage manager
 - member of set, costume, lighting and prop crews
- Recognize the constraints of a production schedule and a working budget.

Theater Making: Designing and Technical Theater *continued*

Benchmark

Suggested Activities: Designing/Technical Theater

General Design/Technical

- Investigate theater and technical opportunities within the school, after-school programs and performance options.
- Create a marketing poster for a show with an identifiable dominant image.
- Work as a member of a stage crew (e.g., set, props, lighting, sound and/or wardrobe crews).
- Create a crew check list for a week-long production schedule.
- Create a mini-design portfolio for a scene using collage, swatches, original drawings/diagrams, found objects/images, and writing.
- Respond to design elements in a theater performance, noting the elements of spatial relationships, symbols, patterns, dissonance and similarities by providing examples.

Costumes

- Pull costumes from existing stock or one's own wardrobe. Label and catalog the items.
- Sew on a button, or sew a hem by hand or using a machine.

Lighting

- Light a scene in a classroom using a variety of found lights, such as flashlights, clip lights and lamps.
- Use portable lighting units such as Par Can 30s in a classroom or theater.
- Operate school auditorium lighting using existing or rented lighting board.

Props

- Set up and label a prop table.
- Catalog props used in a show.

Scenic

- Measure a room and create a ground plan including furniture and other elements from the room.
- Design a scene in a classroom using found objects.
- Spike the set and furniture pieces from a student-generated ground plan for a scene or school production.
- Work with teacher or technical director in constructing scenery for a production.
- Diagram and build a flat.

Sound

- Make a CD or audio tape to score a scene.
- Run the sound for a show, including CD or tape player, microphone and speaker set-up.

Stage Management

- Create and post cast sign-in sheets.
- Take blocking notes in a working rehearsal.
- Generate daily rehearsal schedules under the director's guidance.
- Generate a master production schedule and a working production budget.



Theater Making: Directing

Benchmark

- **Students develop a holistic understanding of theater and the diverse skills required of a director.**
- **Students become competent in the basic elements of directing and recognize the work of directors in theater productions.**

Knowledge and Understanding

Students will be able to:

- Understand and apply the vocabulary and elements of Theater Making, including:
 - performance
 - stage composition
 - text analysis
 - design
 - time
 - place
 - mood
 - pacing
- Understand how a director's concept and artistic choices impact the overall approach to a scene or play.
- Apply a knowledge of staging vocabulary, including:
 - blocking
 - stage directions
 - focal point
 - stage composition
 - sight lines
 - tone
 - mood
- Understand the responsibilities of a production team involved in Theater Making, including:
 - costume, lighting, scenic and sound designers
 - stage manager
 - technical staff
 - backstage and booth crews
- Understand and discuss the importance of elements of acting as related to the staging of a scene, including:
 - voice
 - movement
 - actions
 - reactions
 - character choices

Benchmark

- **Students develop a holistic understanding of theater and the diverse skills required of a director.**
- **Students express personal vision and demonstrate an understanding of context through articulating directorial concepts.**

Imagination, Analysis and Process

Imagination and Analysis

Students will be able to:

- Identify dramatic themes and playwright's point of view in written or performed scenes or plays.
- Develop and articulate a directorial concept that incorporates a point of view and how one's own work relates to the current culture and time.
- Demonstrate the ability to communicate and execute a visual or physical concept with stage pictures that support the action and themes of a scene or play.
- Recognize and describe other director's work.
- Gather and analyze research in order to understand the historical, cultural and social context of a play.

Theater Processes

Students will be able to:

- Make artistic choices in consultation with the director/teacher, including:
 - casting
 - staging
 - design
- Create blocking and movement that uses actors and scenic elements to form stage pictures and compositions that reveal character relationships, focal points and action.
- Contribute positively and responsibly to ensemble efforts by leading and assisting in group activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Demonstrate the maturity, patience and discipline to lead peers in group activities and rehearsals.
- Respond to, incorporate and give directions in a respectful and intelligent manner.

Suggested Activities: Directing

- Students in groups of four are provided with a folktale or cyclical story. The group decides on frozen pictures (tableaux vivant) that tell the story in four "freeze frames," indicating the beginning, middle and end. Each student is responsible for creating one of the four tableaux, focusing on stage picture, characterization, time, place and mood.
- Direct a reading of a small group scene providing notes about diction, projection, stage pictures, and entrance and exits.
- Provide feedback to scenes performed by peers in the "director's voice," noting character choices, vocal projection and stage pictures.
- Compare and contrast the work of two different directors, such as *Romeo and Juliet* as interpreted by Baz Luhrmann and Franco Zeffirelli.

Theater Making: Acting

Benchmark

- **Students increase their ability as imaginative and analytical actors while continuing to participate as collaborative ensemble members.**
- **Students demonstrate the ability to reflect on and think critically about their work.**

Imagination, Analysis and Process Skills

Imagination and Analysis

Students will be able to:

- Maintain consistent focus and concentration in improvisations, scene work and performances.
- Respond imaginatively and expressively to imaginary and scripted circumstances in improvisations, scene work and performances.
- Make imaginative and expressive use of props, costumes and setting.
- Make inferences and connections, using research and analysis to inform an understanding of a play and character.
- Analyze, interpret, memorize and perform a scripted scene.

Theater Process

Students will be able to:

- Contribute positively and responsibly to ensemble efforts.
- Demonstrate sensitivity to the emotional and physical safety of self and others
- Sustain consistent focus on and commitment to group activities and goals.
- Receive, respond to, elaborate on and incorporate directions.
- Communicate clearly and respectfully with fellow actors, director and crew members.

Theater Making: Acting *continued*

Benchmark

- **Through sequential and sustained activities in various theater forms, students improve upon and gain new performance skills.**
- **Students model proficiency in an area of acting by leading workshops, demonstrations and in performance.**

Performance Skills

Physical

Students will be able to:

- Use voice and body expressively in improvisations, scene work and performances.
- Use the body to demonstrate a command of physical energy, space, time, patterns, composition, contrast and period movement.
- Create imaginatively detailed physical gestures in service of a character.
- Demonstrate a command of nonverbal communication to contribute to a performance.
- Use the body in a variety of ways to express detailed choices of emotion, intention, and subtext in the specific physical attributes of a character.
- Create personal blocking based on intuitive impulses in response to a text or improvisation scenario.

Vocal

Students will be able to:

- Use a full range of vocal skills, including breath control, resonance, articulation, inflection, color, texture and dialect.
- Demonstrate the ability to speak with clear diction.
- Demonstrate an ability to vocally project according to the requirements of the space.
- Use the voice to express inventive choices of character, emotion, intention, subtext and inner thoughts.
- Use learned vocal skills to speak contemporary and classic texts.

Characterization

- Use learned physical and vocal skills to create a variety of vivid, idiosyncratic characters in improvisations, scene work, plays and musicals.
- Understand and apply specific needs, objectives, intentions, obstacles, actions, emotion, relationships, subtext and internal life in the creation of a character.
- Make character choices that are specific, detailed and integrated to produce a unified impression in performance.
- Play dramatic objectives truthfully.
- Use and incorporate research to inform character choices.

Theater Making: Acting *continued*

Benchmark

Suggested Activities: Acting

- Lead workshop or series of exercises for fellow students in at least one of the following areas, through which the students demonstrate understanding of and proficiency in:
 - speech and voice
 - improvisation
 - movement
 - clowning
 - at least one acting methodology
 - mime
 - stage combat
- Students perform in a program of scenes, monologues and structured improvisations that includes works from a variety of styles, periods, genres and cultures (including their own), demonstrating the ability to:
 - create a variety of vivid, idiosyncratic characters
 - play dramatic objectives truthfully
 - make imaginative, expressive use of props, costumes, and the imagined world of the play
 - use improvisation as a performance technique
 - use the voice and body expressively in the service of the play
 - respond and concentrate as part of an ensemble
 - integrate direction into performance and rehearsal
 - cooperate in ensemble work
- Write a detailed assessment of the process and outcomes in both of the commencement projects, and participate in an extended oral critique of both projects with classmates and instructors.

Performance Skills *continued*

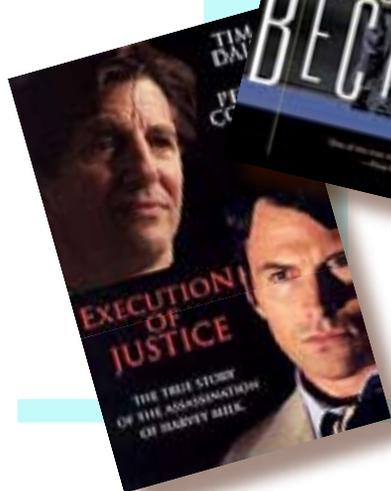
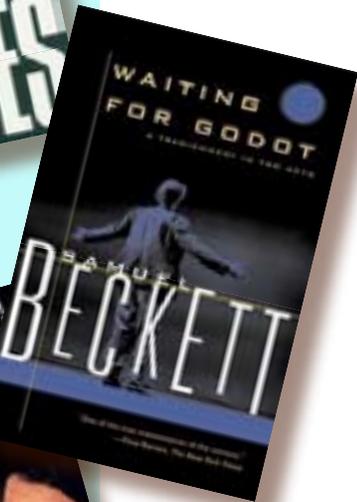
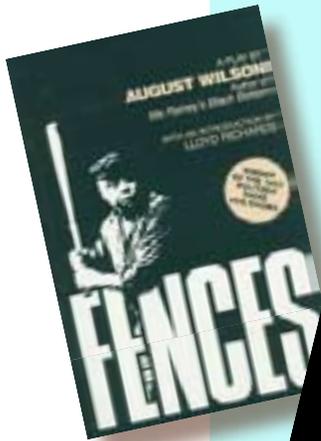
Staging

- In performance apply the various elements of Theater Making, including:
 - plot
 - action
 - conflict
 - character
 - audience/actor relationship
 - environment
 - mood
 - music
 - language
 - theme
- Use complex vocabulary related to stage direction.
- Demonstrate consistently appropriate onstage behavior.
- Memorize spoken word and movement and create consistent performances through reflection and self-analysis.
- In performance apply a knowledge of the characteristics of various genres, including:
 - tragedy
 - comedy
 - farce
 - melodrama
 - classical
 - improvisational
 - experimental
 - musical theater
- Demonstrate competence in a variety of performance styles and techniques.

Theater Making: Playwriting/Play Making

Benchmark

- Students develop their ability as playwrights in a variety of theatrical styles and forms.
- Students explore personal voice and individual expression by applying diverse conventions of dramatic writing to their original work.



Understanding Dramatic Structure

Plot/Structure

Students will be able to:

- Understand and apply the vocabulary and elements of dramatic structure in their writing, including:
 - inciting moment
 - internal and external conflict
 - climax
 - resolution
 - character intentions
 - actions
 - obstacles
 - subtext
- Understand and apply a variety of theatrical styles in writing and improvisation, including:
 - realism, such as *Fences* by August Wilson
 - magic realism, such as *Marisol* by Jose Rivera
 - abstract realism, such as *Waiting for Godot* by Samuel Beckett
 - docudrama, such as *Execution of Justice* by Emily Mann
 - musical theater, such as *Guys and Dolls* by Frank Loesser
- Understand and apply in writing and improvisation various theatrical forms, including:
 - poetry, such as *For Colored Girls Who Have Considered...* by Ntozake Shange
 - unity of time, place and action, such as *'night, Mother* by Marsha Norman
 - ensemble plays, such as *Antigone* by Sophocles
 - collage plays, such as *Fires in the Mirror* by Anna Deavere Smith
 - linear narrative, such as *Brighton Beach Memoirs* by Neil Simon
 - non-linear narratives, such as *Death of a Salesman* by Arthur Miller
 - their own imaginative original forms
- Recognize, understand and apply various theatrical conventions in writing and improvisation, including:
 - narration
 - chorus
 - masks
 - ritual
 - flashbacks
 - play within a play

Theater Making: Playwriting/Play Making *continued*

Understanding Dramatic Structure *continued*

Character

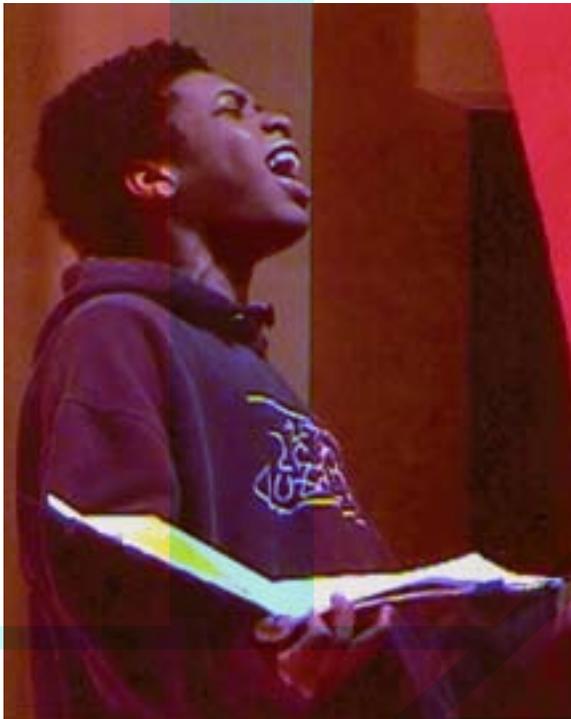
Students will be able to:

- Create and write vivid, complex and well-rounded characters through a process of investigation and pre-writing activities.
- Demonstrate an understanding of characters' emotional wants, needs, intentions, motivations, actions and inner life.
- Demonstrate an understanding of the psychology of characters, and how social, historical, cultural and economic forces inform their choices.
- Demonstrate an understanding of the distinct qualities and contrasts between characters in plays as reflected in their language and exposition.

Sequencing/Setting

Students will be able to:

- Demonstrate a command of rising action, climax, resolution and the dramatic arc of a play.
- Demonstrate an understanding of various sequencing devices used in dramatic writing, including overlapping, simultaneous action, fragmentation, repetition, reversal of action, jump cuts, and unison and multiple actions.



Theater Making: Playwriting/Play Making *continued*

Benchmark

- **Student playwrights extend and revise their written work guided by peer assessments and self-assessment.**
- **Students refine their ability as playwrights to express point of view and personal vision.**

Suggested Activities: Playwriting/Play Making

- Drawing on personal experience and through a process of guided discovery and development, students will create a portfolio of original scenes and monologues using a range of playmaking tools, including:
 - traditional theater genres of diverse national, cultural and/or historical origins
 - adaptations of stories, poems, songs, articles, autobiographical materials and other documents and sources
 - storytelling, sayings, jokes and other folk/oral forms
 - collective creation, including improvisations and group collaborations
 - non-verbal expressions
- Understanding basic dramatic structures, students create original plays or scenes with:
 - vivid and complex characters with lives of their own
 - dramatic conflict emerging from the interplay of the characters and their needs
 - consistent and clear thematic development
 - inventive settings that contribute to the play's action and theme
 - consistent integration of chosen theatrical elements, such as text, sound and music, visual design, film/video and media technology
- As a means for playmakers to explore the impact of live performance and audience interaction, students collaborate in play development and evaluation through:
 - staged readings of their work-in-progress
 - peer critique and guided discussion
 - ongoing revisions and edits
- Participate in local or national playwrighting competitions, including:
 - Scholastic Art and Writing Awards: www.scholastic.com/artandwritingawards/about.htm
 - Young Playwrights: www.youngplaywrights.org/Competitions.htm

Imagination, Analysis and Process

Imagination and Analysis

Students will be able to:

- Articulate as playwrights the personal meaning and importance of their own original work, including their goals, choices and vision.
- Articulate the cultural, historical and social context of their original work and a clear statement of purpose and theme.
- Demonstrate curiosity and imagination in expressing personal ideas, perspectives and social views in their own original written work.
- Use the critical and creative thinking skills of analyzing, synthesizing, imagining, and elaborating on information and research to generate ideas, concepts and choices for written work.
- Use literary devices to enhance their dramatic writing, including metaphor, simile, imagery, symbolism, foreshadowing and circular construction.
- Make choices that are clear, specific, detailed and integrated to produce a unified dramatic text.

Writing/Literacy Processes

Students will be able to:

- Write monologues, scenes, one-act and full-length plays in script format that conforms to proper usage and grammar guidelines.
- Write original work drawn from or inspired by a variety of source material, including literature, history, current events, music, poetry, interviews, themes and their own imaginations.
- Write original work in a variety of theatrical styles and forms through a process of inventing, analyzing and revising.
- Write vivid, complex, and well-rounded characters drawn from or inspired by a variety of sources materials.
- Create and write inventive and detailed settings and stage directions that contribute to the action and theme of a scene or a play.
- Use acquired information and research to inform their writing.
- Revise, refine and extend a written project from first to final draft over a sustained period of time.
- Create organizational plans necessary for producing readings, workshops and performances of original student writing.
- Evaluate, assess and critique their work and that of their peers in a productive and respectful way.
- Integrate the following elements into a unified written text:
 - text
 - sound
 - music
 - design
 - movement
 - film/video and media technology

Theater Making: Designing

Benchmark

- **Students work in groups and independently as designers, applying a multi-faceted understanding of design concepts and processes.**

Understanding Design and Developing Design Skills

Understanding Design

Students will be able to:

- Understand and apply the following vocabulary and principles of theatrical design to scenic, costume, lighting, sound, hair and makeup design:
 - concept
 - composition
 - balance
 - form
 - line
 - color
 - texture
 - mood
 - atmosphere
 - theme
- Understand the relationship of theatrical design to the other aspects of theatre making in a performance.
- Demonstrate critical and creative skills by analyzing, synthesizing, imagining and elaborating on basic knowledge.
- Use research to generate concepts, choices, solutions and designs in the service of a performance event/text.
- Make artistic choices that are specific and detailed to produce a unified design that captures the central idea of a performance event/text.
- Articulate a clear and specific design concept that explains how one's own work relates to the text and its themes.
- Understand and apply design variables that support the director's vision, the performers' efforts, and the needs of an audience.

Developing Design Skills

Students will be able to:

- Demonstrate and communicate design concepts through:
 - ground plans
 - models
 - renderings
 - elevations
 - collage
 - swatches
 - other appropriate forms
- Work imaginatively within the limits of available resources in the pursuit of a unified theatrical design.
- Demonstrate the ability to encounter challenges with maturity, flexibility and creativity.

Theater Making: Designing *continued*

Benchmark

- **Students develop the communication and organizational skills to effectively realize a design project.**

Communication and Organizational Skills

Students will be able to:

- Lead a group of peers through the construction and execution of a theatrical design.
- Demonstrate effective task and time management skills in daily efforts and long-term projects.
- Engage in regular effective and responsible communication with fellow designers, the director, actors and the crew.
- Demonstrate sensitivity to the emotional and physical safety of self and others.

Suggested Activities: Designing

- Either alone or in groups, develop and present a design concept with a concise design statement (set, costume, sound or lighting) for either a drama or a musical through which the student:
 - translates an emotional response to the text into the elements of design, such as actor-audience relationship, scale, traffic patterns and color.
 - responds to the demands of the text, such as the historical, aesthetic and spatial requirements by using elements of design.
 - supports the design concept with visual research in a design/research portfolio.
 - demonstrates the ability to communicate the design through the appropriate tool, such as ground plans, renderings, swatches, elevations or a model.
- Design a unit set for a period or contemporary play.
- Render and swatch ten costumes for two or three different characters in a period or contemporary play.
- Design and draw a lighting plot with appropriate instruments and justifiable color choices for a one-act play, demonstrating the passage of time and change of atmosphere.
- Create a sound plot accompanied by an original audio tape or CD, including music and sound effects.

- Work with a technical theater crew to realize the design through the construction, load-in, technical rehearsals, and running of the production.
- Write an analysis of the above work, contrasting the student-generated concept with an actual design they have seen in a live or taped production by a prominent designer, citing specific influences and the practical parameters of the project. Designers might include Tony Walton, Derek McClane, Jennifer Tipton, Jules Fisher, Theoni Aldrich, William Ivey Long or Paul Tazewell.

Theater Making: Technical Theater

Benchmark

- **Students demonstrate proficiency in one area of technical theater and develop working skills in another selected area.**
- **Students apply the mathematical, organizational, safety and analytical skills required of a theater technician.**

Understanding Technical Theater

Students will be able to:

- Perform the duties associated with one selected area of technical theater.
- Demonstrate general knowledge and experience in at least one other area of technical theater.
- Apply basic mathematical concepts that apply to technical theater duties.
- Observe all safety procedures required in technical theater.

Suggested Activities: Technical Theater

(by area of expertise)

Costuming/Makeup and Hair

- Perform basic hand and machine stitching.
- Take measurements and perform fittings.
- Label costumes, accessories and shoes.
- Organize dress bags and wardrobe racks.
- Set up and organize a quick change booth.
- Create a character makeup design for three to five actors for a performance.
- Use basic makeup techniques in performance.
- Identify and use costume and makeup resources, including shops and suppliers.
- Create a list of the range of fabric and appropriate choices available for costume construction.
- Perform basic costume maintenance, including laundry and repairs.
- Prepare a wardrobe plot for each character in a script.
- List the basic hair and wig requirements for a show from an examination of the script.
- Create and use budgets for costume, makeup and hair expenditures.

Carpentry

- Use the basic components of a flat to construct scenery.
- Build a standard 4'x 8' platform with legs and bracing.
- Measure and work in scale from a ground plan or working drawing.
- Read construction plans such as elevations and ground plans.
- Create technical drawings.
- Create a cut list for scenic construction.
- Lay out the set placement on stage.
- Spike scenic units in the performance space.
- Use bearing loads in platform construction.
- Use basic scene-shop math for measuring.
- Follow and enforce all safety procedures required in carpentry work.
- Create and use scenic budgets.
- Use basic theater rigging techniques.

Electrics

- Differentiate between the basic types of lighting instruments.
- Operate a spotlight.
- Hang and focus lighting equipment.
- Change lamps and gels in standard lighting equipment.
- Circuit and patch lighting equipment.
- Read lighting plots and generate lighting paperwork.
- Use lighting equipment templates to draw lighting symbols on a hang plot.

- Identify electrics and lighting positions in the theater.

- Use math in calculations working with stage electrics and circuitry.

- Follow and enforce all safety procedures required in electrics work.

- Create and use electrics budgets.

Properties

- Create properties paperwork and running sheets.
- Lay out and label a prop table.
- Construct and repair basic props using a variety of materials and skills.
- Create props from papier-maché.
- Create and use a properties budget.

Running Crews

- Follow cues from headset and cue lights.
- Read cue sheets and run show accordingly.
- Understand and use rigging systems and operations.
- Discuss and outline the roles of various crew positions.
- Outline in discussion or writing the procedures for deck safety.
- Walk the stage area to trouble-shoot for safety issues.

High school students engaged in a sequential commencement program may be provided with opportunities to work both as designers and as theater technicians. Therefore, the 12th grade benchmark in Theater Making differentiates between Designing and Technical Theater, allowing for the participation of students with diverse interests.

Theater Making: Technical Theater *continued*

Suggested Activities: Technical Theater *continued*

Stage Management

- Create a time line and flow chart to demonstrate an understanding of the rehearsal and production processes.
- Create a call book to be used in the production of a theater event.
- Create call sheets and scene breakdown paperwork to be used in the production of a theater event.
- Direct the various crews in running rehearsals and performances.
- Create prop running paperwork in conjunction with the prop crew.
- Generate rehearsal and show reports.
- Communicate in writing and in person as the liaison between creative team, actors and crews.
- Generate rehearsal schedules in conjunction with the director.
- Create and stock a basic stage management kit.
- Tape out a rehearsal room by reading drawings and ground plans.
- Supervise the deck crew in glow taping stage set and set-up of safety lights.
- Organize and run a rehearsal and a line run-through session with the cast.
- Create and use production budgets.



Theater Making: Directing

Benchmark

- **Students refine their abilities to develop, articulate and realize a directorial concept.**

Suggested Activities: Directing

- As an assistant to the faculty director/mentor for a main stage or studio production, the student should be engaged in:
 - initial design discussions.
 - the creation of rehearsal and production schedules.
 - production/directorial research.
 - maintenance of prompt book with blocking notation; ground plans and notes regarding lighting, sound cues and character choices; and discussions regarding staging and actors' choices.
- In consultation with a faculty mentor/advisor, students direct one-act plays (classic, contemporary or original) with two to five actors, through which the student demonstrates:
 - the ability to reveal through the actors' performances the play's dramatic shape, and to express the work's conflicts and themes clearly and forcefully.
 - the ability to elicit clear, truthful characterizations from actors.
 - the ability to collaborate with designers to create a theatrical world, and to express the issues of the play through scenic, costume, lighting and sound elements.
 - the ability to use staging and movement patterns to reveal and express the play's dynamics and conflicts.
 - the ability to elucidate a production/directorial vision statement, and to communicate this to the cast and designers.
- Write a detailed assessment of the process for this project and/or participate in extended oral critique with classmates and mentor. The assessment document should focus on every aspect of the production process, with particular attention to script analysis, casting, research, rehearsal process, technical rehearsals, and collaboration with actors, designers and stage management.

Knowledge and Understanding

Students will be able to:

- Apply the vocabulary and principles of the various elements of Theater Making, including:
 - performance
 - text
 - space
 - design
 - theme
 - atmosphere
 - environment
 - spectacle
- Demonstrate an understanding of how a director's concept and artistic choices impact the overall approach to a play.
- Develop and articulate a clear and specific directorial concept, style and approach to a performance event that explains how one's own work relates to current culture and time.
- Apply a knowledge of staging including:
 - blocking
 - stage directions
 - focal point
 - stage composition
 - sight lines
 - tone
 - pacing
 - patterns
 - motifs
- Know and understand the nature and responsibilities of the production team, including:
 - producer
 - stage manager
 - writer
 - composer
 - choreographer
 - costume, lighting, scenic and sound designers
 - technical staff
 - backstage and booth crews
 - front of house staff.
 - publicity staff

Continued on following page

Directing instruction and projects should be made available as an advanced course of study for students who have self-selected for this work. Student directors should have completed work in Acting, Playwriting/Play Making and design prior to beginning a directing project.

Knowledge and Understanding *continued*

- Apply an understanding of the elements of acting, including:
 - voice
 - movement
 - actions
 - reactions
 - character choice

Benchmark

- **Students develop their communicative, personal, imaginative and analytical skills while investigating the role of the director.**

Imagination, Analysis and Process

Imagination and Analysis

Students will be able to:

- Demonstrate critical thinking skills by analyzing, imagining and elaborating on basic knowledge and research to generate ideas, concepts, choices and solutions for staging a performance event.
- Develop and articulate a clear directorial concept that explains a point of view, and how one's own work relates to present culture and society.
- Communicate and execute a visual or physical concept that supports the action and themes of a scene or play.
- Use the processes and organizational plans including rehearsal and tech schedules necessary for creating a live performance event.
- Make artistic choices that are specific and integrated to produce a unified performance event.

Theater Processes

Students will be able to:

- Be able to work imaginatively within the limits of available resources to create a performance event.
- Demonstrate the ability to motivate and nurture ensemble efforts that promote the physical and emotional safety of the cast.
- Demonstrate the maturity, patience, and discipline needed to lead peers through a rehearsal and performance process.
- Respond to, incorporate and give directions in a respectful and intelligent manner, and engage in regular effective and responsible communication.
- Demonstrate efficient and effective time-management skills in daily efforts and long-term projects.
- Demonstrate the ability to encounter challenges and crises with maturity, flexibility and creativity.