

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

THEATRE ART

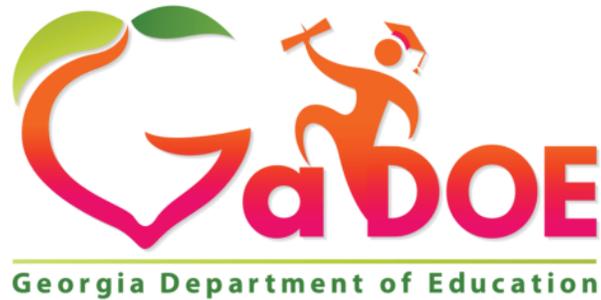
Georgia

Standards of Excellence (GSE)

Kindergarten – Grade 12

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Richard Woods, Georgia's School Superintendent
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THEATRE ART

Georgia Standards of Excellence (GSE)

ELEMENTARY Kindergarten – Grade 5

Theatre Art Georgia Standards of Excellence

Kindergarten

Course Description: Analyzes and constructs meaning from theatre experiences, acting, developing scripts, examining roles, exploring relevance, and engaging actively and appropriately as an audience member in theatre or other media experiences.

Creating

TAK.CR.1 Organize, design, and refine theatrical works.

- a. Use imagination to create, revise, and/or add to ideas.
- b. Demonstrate skills of the mind (e.g. imagination, focus, concentration).
- c. Follow directions for and contribute in planning theatre experiences.
- d. Listen to others with respect and courtesy in an ensemble.
- e. Identify basic theatre vocabulary (e.g. setting, character, problem, resolution, plot, beginning, middle, end).

TAK.CR.2 Develop scripts through theatrical techniques.

- a. Retell stories.
- b. Sequence plot events for dramatizations.
- c. Generate original ideas for dramatizations.

Performing

TAK.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Use voice to communicate emotions.
- b. Use body to communicate emotions.
- c. Cooperate in theatre experiences.
- d. Assume roles in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play).

TAK.PR.2 Execute artistic and technical elements of theatre.

- a. Identify playing space and audience space.
- b. Use simple objects in dramatizations.
- c. Use sound in dramatizations.

Theatre Art Georgia Standards of Excellence

Responding

TAK.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Identify the basic elements of theatre etiquette.

TAK.RE.2 Critique various aspects of theatre and other media.

- a. Describe what is seen, felt, and heard in a theatre or performance experience.
- b. Ask questions about what is seen, felt, and heard in a theatre or performance experience.
- c. Express personal preferences about theatre or performance experiences.

Connecting

TAK.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Identify how theatre experiences, settings, and characters are like and unlike real life.
- b. Explore the connections between theatre and careers.
- c. Identify connections to other content areas.

TAK.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Describe why people dramatize stories.
- b. Identify theatre experiences in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).

Theatre Art Georgia Standards of Excellence

First Grade

Course Description: Expands upon previous course, analyzing and constructing meaning from theatre experiences, acting, developing scripts, examining roles, exploring relevance, and engaging actively and appropriately as an audience member in theatre and/or other media experiences.

Creating

TA1.CR.1 Organize, design, and refine theatrical work.

- a. Use imagination to create, revise, and/or add to ideas.
- b. Demonstrate skills of the mind (e.g. imagination, focus, concentration).
- c. Follow directions and contribute to planning in theatre experiences.
- d. Listen to others with respect and courtesy in an ensemble.
- e. Identify basic theatre vocabulary (setting, character, problem, resolution, plot, beginning, middle, end).

TA1.CR.2 Develop scripts through theatrical techniques.

- a. Retell stories.
- b. Sequence plot events for dramatizations.
- c. Generate original ideas for dramatizations.

Performing

TA1.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Use voice to communicate ideas and emotions.
- b. Use body to communicate ideas and emotions.
- c. Cooperate in theatre experiences.
- d. Assume roles in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play).

TA1.PR.2 Execute artistic and technical elements of theatre.

- a. Identify and use personal and partner space.
- b. Use simple objects in dramatizations.
- c. Use sound in dramatizations.

Theatre Art Georgia Standards of Excellence

Responding

TA1.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Identify the basic elements of theatre etiquette.

TA1.RE.2 Critique various aspects of theatre and other media.

- a. Describe what is seen, felt, and heard in a theatre or performance experience.
- b. Ask questions about what is seen, felt, and heard in a theatre or performance experience.
- c. Express personal preferences about theatre or performance experiences.

Connecting

TA1.CN1 Explore how theatre connects to life experience, careers, and other content.

- a. Identify how theatre experiences, settings, and characters are like and unlike real life.
- b. Explore the connections between theatre and careers.
- c. Identify connections to other content areas.

TA1.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Describe why people dramatize stories.
- b. Identify theatre experiences in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).

Theatre Art Georgia Standards of Excellence

Second Grade

Course Description: Expands upon previous course, analyzing and constructing meaning from theatre experiences, acting, developing scripts, examining roles, critiquing, exploring relevance, and engaging actively and appropriately as an audience member in theatre and/or other media experiences.

Creating

TA2.CR.1 Organize, design, and refine theatrical work.

- a. Use imagination to create characters.
- b. Contribute and collaborate in planning a theatre experience.
- c. Use theatre vocabulary (e.g. character, setting, dialogue, plot, problem, resolution, cause, effect).
- d. Use and apply sensory elements to create characters.

TA2.CR.2 Develop scripts through theatrical techniques.

- a. Explore the dramatic writing process.
- b. Collaborate to generate story ideas.
- c. Develop dialogue based on stories (e.g. personal, imaginary, real).
- d. Develop character and setting through action and dialogue.
- e. Sequence plot events for dramatizations.

Performing

TA2.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Use imagination and vocal elements (e.g. inflection, pitch, volume, articulation) to communicate a character's thoughts, emotions, and actions.
- b. Use imagination and physical choices to communicate a character's thoughts and emotions.
- c. Collaborate and perform with an ensemble to share theatre with an audience.
- d. Explore character choices and relationships in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play).

TA2.PR.2 Execute artistic and technical elements of theatre.

- a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting).
- b. Explore artistic and technical elements in theatre experiences.

Theatre Art Georgia Standards of Excellence

Responding

TA2.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Demonstrate appropriate theatre etiquette.

TA2.RE.2 Critique various aspects of theatre and other media.

- a. Recognize artistic choices through what is seen, felt, and heard in a theatre or performance experience.
- b. Express personal preferences about theatre or performance experiences.
- c. Identify plot, character choices, and themes in a story or theatre experience.

Connecting

TA2.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Connect theatre experiences to life experiences and other content areas.
- b. Identify the skills and knowledge needed by actors, stage managers, designers, and directors in theatre.
- c. Draw conclusions regarding the connections between theatre and careers outside of theatre.

TA2.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Identify how theatre arts connect to self and the present world.
- b. Compare and contrast stories from diverse communities in a guided drama experience.
- c. Relate character experiences to personal experiences.
- d. Experience dramatic work and theatre styles of the past and present.

Theatre Art Georgia Standards of Excellence

Third Grade

Course Description: Expands upon previous course, analyzing and constructing meaning from theatre experiences, acting, developing scripts, examining roles, critiquing, exploring relevance, and engaging actively and appropriately as an audience member in theatre or other media experiences.

Creating

TA3.CR.1 Organize, design, and refine theatrical work.

- a. Create characters with specific traits (e.g. physical, vocal, emotional) that respond to imaginary circumstances.
- b. Collaborate with an ensemble to rehearse, refine, and question a theatrical work.
- c. Identify and imagine technical elements that support a theatre experience.
- d. Use theatre vocabulary (e.g. character, setting, dialogue, point of view, plot, conflict, resolution).
- e. Apply sensory elements in creating and portraying characters.

TA3.CR.2 Develop scripts through theatrical techniques.

- a. Use imagination to create, revise, improve, and/or add ideas to a scripted or improvised work.
- b. Use a playwriting process.
- c. Create scripts that include setting, point of view, sequence of events, and cause and effect.
- d. Create an organizing structure appropriate for purpose, audience, and context.
- e. Develop scripts based on stories (e.g. personal, imaginary, real).

Performing

TA3.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Use vocal elements (e.g. inflection, pitch, volume, articulation) to communicate a character's thoughts, emotions, and actions.
- b. Use body and movement to communicate a character's thoughts and emotions.
- c. Collaborate and perform with an ensemble to present theatre to an audience.
- d. Create and perform characters based on imagination.
- e. Identify and explore character choices and relationships in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play).

Theatre Art Georgia Standards of Excellence

TA3.PR.2 Execute artistic and technical elements of theatre.

- a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting).
- b. Explore artistic and technical elements in theatre experiences.

Responding

TA3.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Demonstrate appropriate theatre etiquette.

TA3.RE.2 Critique various aspects of theatre and other media.

- a. Identify artistic choices through participation and observation.
- b. Interpret what is seen, felt, and heard in a theatre or performance experience.
- c. Compare and contrast theatre experiences.
- d. Identify the use of technical theatre elements.

Connecting

TA3.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Connect theatre experiences to life experiences and other content areas.
- b. Describe theatre careers and the skills necessary for those careers (e.g. director, stage manager, designer, technician, playwright, actor).
- c. Describe theatre resources in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).

TA3.CN.2 Examine the role of theatre in a societal, cultural, and historical context

- a. Describe how theatre arts connect to self and to the present world.
- b. Explore dramatic work and theatre styles of the past and present.
- c. Investigate community and social issues through theatrical work.
- d. Investigate multiple approaches to and influences on storytelling in theatrical work.

Theatre Art Georgia Standards of Excellence

Fourth Grade

Course Description: Expands upon previous course, analyzing and constructing meaning from theatre experiences through acting, developing scripts, examining roles, critiquing, exploring relevance, and engaging actively and appropriately as an audience member in theatre or other media experiences.

Creating

TA4.CR.1 Organize, design, and refine theatrical work.

- a. Create characters with specific traits (e.g. physical, vocal, emotional) that respond to imaginary circumstances.
- b. Collaborate with an ensemble to rehearse, refine, and question a theatrical work.
- c. Identify and imagine technical elements that support a theatre experience.
- d. Define and use theatre vocabulary (e.g. character, setting, dialogue, point of view, plot, conflict, resolution).
- e. Apply sensory elements in creating and portraying characters.

TA4.CR.2 Develop scripts through theatrical techniques.

- a. Use imagination to create, revise, improve, and/or add ideas to a scripted or improvised work.
- b. Use a playwriting process.
- c. Create scripts that include setting, point of view, sequence of events, and cause and effect.
- d. Create an organizing structure appropriate for purpose, audience, and context.
- e. Develop scripts based on stories (e.g. personal, imaginary, real).

Performing

TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Use vocal elements (e.g. inflection, pitch, volume, articulation) to communicate a character's thoughts, emotions, and actions.
- b. Use body and movement to communicate a character's thoughts and emotions.
- c. Collaborate and perform with an ensemble to present theatre to an audience.
- d. Create and perform characters based on imagination.
- e. Identify and explore character choices and relationships in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play).

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TA4.PR.2 Execute artistic and technical elements of theatre.

- a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting).
- b. Explore artistic and technical elements in theatre experiences.

Responding

TA4.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Demonstrate appropriate theatre etiquette.

TA4.RE.2 Critique various aspects of theatre and other media.

- a. Identify artistic choices through participation and observation.
- b. Interpret what is seen, felt, and heard in a theatre experience.
- c. Compare and contrast theatre experiences.
- d. Identify the use of technical theatre elements.

Connecting

TA4.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Connect theatre experiences to life experiences and other content areas.
- b. Describe theatre careers and the skills necessary for those careers (e.g. director, stage manager, designer, technician, playwright, actor).
- c. Describe theatre resources in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).

TA4.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Describe how theatre arts connect to self and to the present world.
- b. Explore dramatic work and theatre styles of the past and present.
- c. Investigate community and social issues through theatrical work.
- d. Investigate multiple approaches to and influences on storytelling in theatrical work.

Theatre Art Georgia Standards of Excellence

Fifth Grade

Course Description: Expands upon previous course, analyzing and constructing meaning from theatre experiences, acting, developing scripts, examining roles, critiquing, exploring relevance, and engaging actively and appropriately as an audience member in theatre or other media experiences.

Creating

TA5.CR.1 Organize, design, and refine theatrical work.

- a. Use imagination to create a character with specific physical, vocal, and emotional traits.
- b. Conceptualize and design technical elements that support a theatre experience.
- c. Identify and implement solutions to technical problems in a theatre experience.
- d. Appropriately apply theatre vocabulary.
- e. Make artistic choices in portraying character thoughts and emotions.

TA5.CR.2 Develop scripts through theatrical techniques.

- a. Use the dramatic writing process to develop scripts based on various materials and sources.
- b. Apply dramatic elements (e.g. plot, point of view, conflict, significant events) in creating scripts.
- c. Utilize evidence from given circumstances to create characters and scenes.
- d. Create an organizing structure appropriate for purpose, audience, and context.

Performing

TA5.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Use vocal elements (e.g. inflection, pitch, volume, articulation) to communicate thoughts, ideas, and emotions of a character.
- b. Use body and movement to communicate thoughts, ideas, and emotions of a character.
- c. Collaborate and perform with an ensemble to present theatre to an audience.
- d. Perform a range of appropriate dramatic strategies (e.g. flashback, foreshadowing, dialogue, suspense).
- e. Communicate and explore character choices and relationships in a variety of dramatic forms (e.g. narrated story, pantomime, puppetry, dramatic play).

Theatre Art Georgia Standards of Excellence

TA5.PR.2 Execute artistic and technical elements of theatre.

- a. Analyze and apply technical theatre design elements (e.g. costumes, props, sets, sound, lighting).
- b. Incorporate artistic and technical elements into theatre experiences.

Responding

TA5.RE.1 Engage actively and appropriately as an audience member.

- a. Participate as audience.
- b. Demonstrate appropriate theatre etiquette.

TA5.RE.2 Critique various aspects of theatre and other media.

- a. Generate a response to theatre experiences that is interpretive, evaluative, or reflective.
- b. Use appropriate supporting evidence to justify a critique of a theatre experience.
- c. Respond to, critique, and evaluate theatre and performance through a variety of media.
- d. Assess and critique the use of technical theatre elements.

Connecting

TA5.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Analyze how theatre experiences reflect and connect with life and other content areas.
- b. Identify and use theatre resources in the community (e.g. community theatres, local middle and high school theatre programs, teaching artists).
- c. Differentiate artistic and production careers in theatre (e.g. director, stage manager, designer, technician, playwright, actor).

TA5.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Relate dramatic work to information about its historical period.
- b. Describe when, where, and how theatrical activities occurred during a specific time period.
- c. Use diverse materials to make artistic choices (e.g. character studies, directing, playwriting) based on historical and cultural information.



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THEATRE ART

Georgia Standards of Excellence (GSE)

MIDDLE SCHOOL Grade 6 – Grade 8

Theatre Art Georgia Standards of Excellence

Sixth Grade

Course Description: Students explore acting and improvisation. They learn the basic techniques of acting, character and voice development, presentation skills, and scriptwriting.

Creating

TA6.CR.1 Organize, design, and refine theatrical work.

- a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process.
- b. Interpret a character's motivation by understanding the relationship between their background and their behavior.
- c. Identify the variety of relationships between characters.
- d. Identify, define, and classify character traits.
- e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance.
- f. Use resources to identify and create technical elements of theatre.

TA6.CR.2 Develop scripts through theatrical techniques.

- a. Identify the elements of a story.
- b. Identify the theme and structure of a play.
- c. Articulate creative ideas in oral and written forms.
- d. Use the dramatic writing process to generate a script.
- e. Demonstrate the conventions of dialogue and stage directions.

Performing

TA6.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement).
- b. Execute character creation in a performance.
- c. Demonstrate a variety of types of theatre performances.

TA6.PR.2 Execute artistic and technical elements of theatre.

- a. Incorporate technical elements in performance.

Theatre Art Georgia Standards of Excellence

Responding

TA6.RE.1 Engage actively and appropriately as an audience member.

- a. Identify the role of the audience in different environments.
- b. Analyze the relationship between an audience and a performer.
- c. Create guidelines for behaviors appropriate to a theatre experience.
- d. Model appropriate audience behaviors.

TA6.RE.2 Critique various aspects of theatre and other media.

- a. Identify the purpose of a critique.
- b. Evaluate a theatre production using an assessment instrument.

Connecting

TA6.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Identify similarities between theatre and other art forms.
- b. Draw conclusions about the relationships between theatre and life.
- c. Define tasks associated with a theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

TA6.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Describe the origins of theatre.
- b. Identify and analyze ways in which theatre influences and reflects the culture of a society.
- c. Utilize a multi-disciplinary approach to research, create, and support artistic choices.
- d. Examine the relevance of cultural and historical context.

Theatre Art Georgia Standards of Excellence

Seventh Grade

Course Description: Students incorporate sensory and emotional experiences and observation techniques into presentational theatre activities. They apply vocal and movement techniques appropriate to theatre activities and presentations. The students learn beginning technical theatre skills such as lighting and staging. Students begin performing in local school productions and participate in activities and workshops to enhance drama skills.

Creating

TA7.CR.1 Organize, design, and refine theatrical work.

- a. Identify and rehearse effective communication skills.
- b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals.
- c. Compare the physical, emotional, vocal, and social dimensions of a character.
- d. Investigate the role and responsibility of the cast and crew.
- e. Identify and model ensemble skills in the rehearsal process.
- f. Utilize staging and blocking choices to enhance the performance.
- g. Compare, contrast, and design elements of technical theatre.
- h. Utilize theatre vocabulary throughout the rehearsal process.

TA7.CR.2 Develop scripts through theatrical techniques.

- a. Create ideas for stories.
- b. Analyze the theme and structure of a play.
- c. Use the dramatic writing process to generate a script.
- d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

Performing

TA7.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement).
- b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance.
- c. Engage in various performance styles.

Theatre Art Georgia Standards of Excellence

TA7.PR.2 Execute artistic and technical elements of theatre.

- a. Select a variety of technical elements that can be applied to a theatrical work.
- b. Incorporate artistic and technical elements into a theatre performance.

Responding

TA7.RE.1 Engage actively and appropriately as an audience member.

- a. Assess the role and responsibility of the audience as an integral part of theatre performances.
- b. Summarize the relationship between the audience and performers.
- c. Predict how audience relationships will differ with venue and performance type.
- d. Demonstrate appropriate audience behaviors.

TA7.RE.2 Critique various aspects of theatre and other media.

- a. Identify the benefits of constructive dramatic criticism.
- b. Apply performance rubrics to evaluate theatre and other media productions.

Connecting

TA7.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Compare and contrast theatre with other art forms.
- b. Articulate relationships between theatre and life.
- c. Utilize a multi-disciplinary approach to create original theatre.
- d. Describe the careers and professional responsibilities associated with theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

TA7.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Examine theatre development throughout history.
- b. Identify and analyze cultural influences on theatre.
- c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play).
- d. Draw conclusions about the influence of theatre on society.

Theatre Art Georgia Standards of Excellence

Eighth Grade

Course Description: Students continue to apply ensemble skills through pantomime, improvisation, and acting. They design and create simple scenery, costumes, props, lighting, sound, music, and/or makeup for dramatic presentations, using research skills as needed to gather resources. Students begin to create original scripts and adapt appropriate literature into scripted material for presentation.

Creating

TA8.CR.1 Organize, design, and refine theatrical work.

- a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters.
- b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome).
- c. Incorporate dramatic elements through improvisation.
- d. Connect theatre vocabulary to the application of theatre performance.
- e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process.
- f. Evaluate the effectiveness of artistic and technical elements used in a theatre production.
- g. Design and create scenery, props, costumes, lighting, and sound.
- h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 Develop scripts through theatrical techniques.

- a. Classify different points of view in a story.
- b. Identify, analyze, and articulate the structure of a script.
- c. Utilize improvisation techniques to generate script ideas.
- d. Use the dramatic writing process to generate a script.

Performing

TA8.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement).
- b. Demonstrate appropriate ensemble skills throughout a performance.
- c. Use appropriate listening and response skills during performances.

Theatre Art Georgia Standards of Excellence

TA8.PR.2 Execute artistic and technical elements of theatre.

- a. Incorporate artistic and technical elements into a theatre production.
- b. Resolve conflicts in technical applications.

Responding

TA8.RE.1 Engage actively and appropriately as an audience member.

- a. Evaluate the role and responsibility of the audience as an integral part of media productions.
- b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions.
- c. Examine the differing audience relationships (e.g. various venues, performance styles).
- d. Demonstrate appropriate audience behaviors.

TA8.RE.2 Critique various aspects of theatre and other media.

- a. Recognize the role of dramatic criticism in media production.
- b. Utilize specific criteria to articulate dramatic criticism.
- c. Apply principles of dramatic criticism as both an audience member and participant.
- d. Implement appropriate changes based on dramatic criticism.

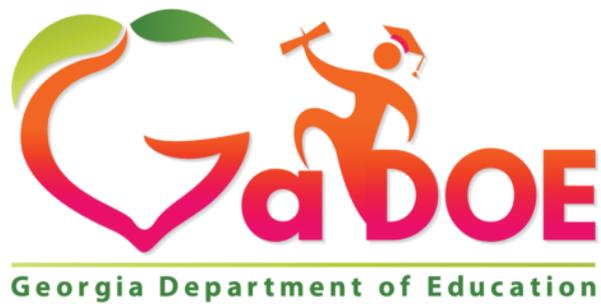
Connecting

TA8.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Investigate and prove common themes and structure among theatre and other disciplines.
- b. Defend how theatre reflects life.
- c. Incorporate multi-disciplinary aspects into theatre performance.
- d. Identify and analyze professions associated with different forms of production (e.g. director, stage manager, designer, technician, playwright, actor).

TA8.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Compare and contrast how theatre evolves through time.
- b. Examine how culture is defined through theatre and other media.
- c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play).
- d. Discuss theatre's role in reflecting the culture of a society.



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THEATRE ART

Georgia Standards of Excellence (GSE)

HIGH SCHOOL Grade 9 – Grade 12

Theatre Art Georgia Standards of Excellence

Acting

Levels I - IV

Course Descriptions:

52.06100

Acting I - Introduces the acting process and the role of the actor in various styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration powers, and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions, and ideas; enhances self-confidence and self-awareness. Theatre is used as a means to encourage cooperative learning, team work, organization, and leadership skills. The class allows all students the opportunity to perform on a regular basis.

52.06200

Acting II - Enhances level-one skills with emphasis on classical and historical scene study.

52.06300

Acting III - Enhances level-two skills with emphasis on advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises.

52.06400

Acting IV - Enhances level-three skills in advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises.

Creating

TAHSA.CR.1 Organize, design, and refine theatrical work.

- a. Use script analysis in the development and presentation of formal and informal theatre performances.
- b. Examine various theories of dramatic structure.
- c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSA.CR.2 Develop scripts through theatrical techniques.

- a. Examine theatre practices regarding the development, structure, layout, and format of scripts.

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- b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts.
- c. Perform formal and informal monologues and scenes based on published and original scripts.

Performing

TAHSA.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.

- a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre.
- b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences.
- c. Act by developing, communicating, and sustaining roles within a variety of situations and environments.
- d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew.
- e. Use the skills and tools of a director to conduct rehearsals for performance.

Responding

TAHSA.RE.1 Engage actively and appropriately as an audience member.

- a. Examine and reflect on the relationship between actor and live audience in historical and contemporary performances.

TAHSA.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.

- a. Develop and utilize meaningful, structured criteria for assessing the work of an actor.

Connecting

TAHSA.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Examine multiple facets of the business of theatre.
- b. Examine the methods of pursuing various acting careers, including demonstrating audition etiquette and techniques.

TAHSA.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

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- a. Examine and apply theatrical theories, performances, and conventions from a variety of theatrical literature, historical periods, and cultures.

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Advanced Drama

Levels I - IV

Course Description:

52.05100

Advanced Drama I - Studies the artistic, technical, management, and performance elements of a live theatre production. As a part of the planning, rehearsal, and performance, students assume positions of responsibility and demonstrate basic knowledge and skills in acting, directing, artistic criticism, script analysis, staging, character creation, vocal techniques, and physical movement. Students recognize the responsibilities of the producer, director, actors, designers, technicians, and managers through collaboration in the creation of a theatre performance.

52.05200

Advanced Drama II- Enhances Level-one skills, focusing on student direction and design.

52.05230

Advanced Drama III- Enhances Level-two skills, focusing on student direction, playwriting, and design.

52.05240

Advanced Drama IV- Enhances Level-three skills, focusing on student direction, playwriting, and design.

Creating

TAHSAD.CR.1 Organize, design, and refine theatrical work.

- a. Examine various theories of dramatic structure.
- b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSAD.CR.2 Develop scripts through theatrical techniques.

- a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

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Performing

TAHSAD.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.

- a. Examine and implement the skills and tasks associated with acting, incorporating voice, body, observation, and imagination to create characters for formal and informal performances.
- b. Implement the duties of the stage manager, including communication and safety procedures, that will assist the director in all areas of production.
- c. Develop a schedule and organizational plan to prepare a scene for performance, including a rehearsal schedule and a prompt script.
- d. Conduct rehearsals and present a full theatrical presentation to a live audience.

TAHSAD.PR.2 Execute artistic and technical elements of theatre.

- a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

Responding

TAHSAD.RE.1 Engage actively and appropriately as an audience member.

- a. Examine the relationship between actor and live audience in history and contemporary performance.

TAHSAD.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.

- a. Utilize constructive criticism and appropriate theatre terminology to modify and improve performance choices.

Connecting

TAHSAD.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Explore the relationship between theatre and other non-arts disciplines to synthesize concepts and skills from other disciplines to create theatre.
- b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational theatre.

TAHSAD.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Explore the impact of theatre on the quality of life in various societies.

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Fundamentals of Theatre

Levels I -IV

Course Descriptions:

52.02100

Fundamentals of Theatre I- This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.

52.02200

Fundamentals of Theatre II - Enhances level-one skills by producing specific theatre styles in depth with performance opportunities.

52.02300

Fundamentals of Theatre III - Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

52.02400

Fundamentals of Theatre IV - Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.

Creating

TAHSFT.CR.1 Organize, design, and refine theatrical work.

- a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse.
- b. Incorporate dramatic elements through improvisation.
- c. Recognize and interpret artistic choices in performance.

TAHSFT.CR.2 Develop scripts through theatrical techniques.

- a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process.
- b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script.
- c. Construct and critique elements of dramatic structure, character, and dialogue.
- d. Create and perform scenes for audiences.

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Performing

TAHSFT.PR.1 Act by communicating and sustaining roles in formal and informal environments.

- a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement).
- b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters.
- c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development.
- d. Perform acting choices for an audience based on critiques.

TAHSFT.PR.2 Execute artistic and technical elements of theatre.

- a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers.
- b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management.
- c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms.
- d. Formulate effective theatrical designs in order to support the text and directorial concept.

Responding

TAHSFT.RE.1 Engage actively and appropriately as an audience member.

- a. Articulate why the relationship between the audience and performers is critical to the success of the production and demonstrate appropriate audience behavior.
- b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.

TAHSFT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.

- a. Generate and use terminology for critiquing theatre presentations.
- b. Analyze performance and utilize various effective forms of criticism to respond to and/or improve performance.

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Connecting

TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content.

- a. Examine how theatre reflects real life.
- b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience.
- c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre.
- d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.

- a. Identify and analyze plays and dramas from a variety of historical periods and cultures.
- b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre.
- c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development.
- d. Interpret cultural and historical research for use in a production.

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Musical Theatre

Levels I – IV

Course Descriptions:

52.03100

Musical Theatre I - Introduces the style and characteristic elements of musical theater. Explores the mechanics of production, staging, voice, and dance. Explores the career opportunities available in musical theatre and offers opportunity for performance.

52.03200

Musical Theatre II - Enhances level-one skills with a focus on production and provides opportunities for performance.

52.03300

Musical Theatre III - Enhances level-two skills with a focus on production and career paths while providing opportunities for performance.

52.03400

Musical Theatre IV - Enhances level-three skills with a focus on production and career paths while providing opportunities for performance.

Creating

TAHSMT.CR.1 Organize, design, and refine theatrical work.

- a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical.
- b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.

Performing

TAHSMT.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.

- a. Examine and implement the skills and tasks associated with acting, singing, and dancing, incorporating vocal and movement technique, observation, and imagination to create characters for formal and informal performances.

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- b. Identify and examine the responsibilities and tasks of an actor in relation to directors, designers, choreographers, technical crew, and production staff.
- c. Use the skills and tools of a director to develop a presentation of formal and informal musical theatre performances.
- d. Conduct rehearsals to present a musical theatre performance for a live audience. **TAHSMT.PR.2 Execute artistic and technical elements of theatre.**
- a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production, including sets, props, costumes, makeup, lighting, and sound.

Responding

TAHSMT.RE.1 Engage actively and appropriately as an audience member.

- a. Examine the relationship between actor and live audience in history and contemporary performance.

TAHSMT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.

- a. Utilize constructive criticism, appropriate musical theatre terminology, and study of existing performance styles to modify and improve performance choices.

Connecting

TAHSMT.CN.1 Explore how theatre connects to life experience, careers, and other content.

- a. Explore the business of musical theatre.
- b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational musical theatre.

TAHSMT.CN.2 Examine the role of theatre in a societal, cultural, and historical context

- a. Compare and contrast presentational and representational styles in musical theatre.
- b. Examine the role and influence of musical theatre in various historical and contemporary cultures.

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Technical Theatre

Levels I – IV

Course Descriptions:

52.04100

Technical Theatre I – This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.

52.04200

Technical Theatre II - Enhances level-one skills and introduces aspects of student design, creation of lighting, sound, properties, costumes, and make-up design while offering opportunities to apply skills in these areas.

52.04300

Technical Theatre III - Enhances level-two skills in drafting and set design, and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up, and production staff.

52.04400

Technical Theatre IV Enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities with opportunities to apply skills in these areas.

Creating

TAHSTT.CR.1 Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound).

- a. Explore and utilize the elements of design and principles of composition for a theatrical context.
- b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques.
- c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism.
- d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models.

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- e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

Producing

TAHSTT.PR.1 Produce technical elements in theatre.

- a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions.
- b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production.
- c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production.
- d. Conduct initial research about design to inform further development of the production concept.
- e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).

Responding

TAHSTT.RE.1 Respond to technical elements of theatre using appropriate supporting evidence.

- a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements.
- b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space).
- c. Evaluate design choices of professional designers.
- d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.

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Connecting

TAHSTT.CN.1 Connect technical elements of theatre.

- a. Explore and understand the collaborations between designers and directors to develop design elements.
- b. Investigate the history of theatre architecture, stage technology, and other technical elements.
- c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres).
- d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits).
- e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama).

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Theatre History and Literature I and II

Course Description

52.08100

History and Literature I - Introduces the historical development of theater and the literature of varied cultures and historical periods. Includes exploration of theatre text, character analysis, and evaluation of theatre literature from significant people and in response to significant events.

52.08200

History and Literature II - Enhances level-one skills and continues to explore the historical development of theater and the literature of varied cultures and historical periods. Includes exploration of theatre text, character analysis, and evaluation of theatre literature from significant people and in response to significant events.

Creating

TAHSTL.CR.1 Develop original theatre literature.

- a. Compare and summarize theatre literature from various historical periods, cultures, and styles.
- b. Examine and outline the steps and conventions involved in the creation of a theatre text.
- c. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).

Performing

TAHSTL.PR.1 Analyze characters in theatre literature from the perspective of an actor/performer.

- a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.

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Responding

TAHSTL.RE.1 Evaluate various aspects of theatre literature using appropriate supporting evidence.

- a. Develop and apply a set of comprehensive criteria for theatre text analysis.
- b. Compare and contrast theatre texts to live/film performance.

Connecting

TAHSTL.CN.1 Connect theatre literature to its dramaturgical contexts and other disciplines.

- a. Trace the development of theatre from earliest forms to contemporary forms.
- b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions.
- c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature.
- d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.

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Theatre Management

Course Description

52.09100

Theatre Management - Emphasizes theater operation, production management, and theatre management including house management, building and equipment maintenance, marketing, media, budgeting, ticketing, sales, and working with performers and patrons of the arts.

Creating

TAHSTM.CR.1 Organize, design, and refine elements of theatre management (e.g. marketing/media, budgeting, ticketing/sales, house management).

- a. Utilize theatre content knowledge (e.g. script analysis) to contribute to the planning process for the areas of theatre management.
- b. Implement research based elements in a theatre management plan in order to develop a specific audience base.

TAHSTM.CR.2 Develop marketing plans based on theatre techniques.

- a. Identify and apply the individual responsibilities and tasks of a theatre management team that collaborate on the planning and execution of formal and informal marketing activities.

Performing

TAHSTM.PR.1 Execute a theatre management plan for marketing/media, budgeting, ticketing/sales, and house management.

- a. Develop and present/implement a complete collaborative theatre management plan documenting the rationale and methods of approach for the entire theatre management team.

Responding

TAHSTM.RE.1 Engage actively and appropriately with an audience.

- a. Examine existing audience interests and sales trends in order to create a mechanism for audience feedback and a continuous improvement plan.
- b. Critique various aspects of theatre management using appropriate supporting evidence.

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- c. Evaluate the success of marketing efforts for individual events and/or a theatre season as a whole.
- d. Record and analyze theatre management trends in a local market.

Connecting

TAHSTM.CN.1 Explore how theatre management connects to life experience, careers, and other content.

- a. Analyze various existing theatre management elements (e.g. press releases, lobby displays, ticketing, sales strategies, budgets) in professional, non-professional, and academic theatre to consider the rationale for choices directed at reaching specific target markets.

TAHSTM.CN.2 Examine the role of theatre management in a societal, cultural, and historical context

- a. Examine the cultural and historical evolution and/or development of each of the roles and elements of theatre management.