



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

CROSSWALK

THEATRE ARTS

Georgia Performance Standards (GPS)

to

Georgia Standards of Excellence (GSE)

Kindergarten – Grade 12

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Kindergarten	
Current GPS	GSE
<p>TAESK.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Identifies simple theater vocabulary b. States the difference between pretend and real c. Identifies how theatre experiences are like and unlike real life 	<p>TAK.CR.1 Organize, design, and refine theatrical works.</p> <ul style="list-style-type: none"> 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).
<p>TAESK.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Identifies dramatic elements including character, setting, problem, plot, resolution, beginning-middle-end b. Retells stories c. Sequences plot events for dramatizations d. Generates original ideas for dramatizations e. Uses the playwriting process: pre-write/pre-play event; preparing to write/dramatize; writing/dramatizing story; evaluation, reflection, editing; rewrite/replay dramatization 	<p>TAK.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> a. Retell stories. b. Sequence plot events for dramatizations. c. Generate original ideas for dramatizations.

Kindergarten	
Current GPS	GSE
<p>TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Uses voice to communicate ideas and emotions b. Uses body to communicate ideas and emotions c. Uses imagination to create, revise or add to ideas d. Collaborates and cooperates in theatre experiences e. Demonstrates skills of the mind: imagination, focusing, and concentration. f. Assumes roles in a variety of dramatic forms, such as narrated story, pantomime, puppetry and role play g. Names the five senses 	<p>TAK.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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).
<p>TAESK.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Identifies and uses personal and partner space; playing space and audience space b. Uses simple objects and materials in dramatizations c. Uses sound in dramatizations 	<p>TAK.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Identify playing space and audience space. b. Use simple objects in dramatizations. c. Use sound in dramatizations.

Kindergarten	
Current GPS	GSE
<p>TAESK.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Follows directions in theatre experiences b. Contributes to planning for dramatizations c. Listens to others with respect and courtesy 	<p>Reorganized/combined into TAK.CR.1</p>
<p>TAESK.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Uses school resources including text, pictures, technology and people to develop dramatizations 	<p>TAK.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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).
<p>TAESK.7 Integrating various art forms, other content areas, and life experiences, to create theatre</p> <ul style="list-style-type: none"> a. Identifies visual art, music, dance, and/or electronic media in dramatizations b. Dramatizes life experiences 	<p>TAK.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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.

Kindergarten	
Current GPS	GSE
<p>TAESK.8 Examining the roles of theatre as a reflection of past and present civilization</p> <ul style="list-style-type: none"> a. Describes why people dramatize stories b. Identifies theatre experiences in the community 	<p>Reorganized/combined into TAK.CN.2</p>
<p>TAESK.9 Exploring the relevance of theatre to careers</p> <ul style="list-style-type: none"> a. States that people have jobs in theatre b. Names actors and acting as a career in theater 	<p>Reorganized/combined into TAK.CN.1</p>
<p>TAESK.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Expresses personal preferences about theatre experiences b. Describes what is seen, felt, and heard in a theatre experience c. Asks questions about what is seen, felt, and heard in a theatre experience d. Reflects on theatre experiences using a variety of written, graphic, non-verbal, and oral responses 	<p>TAK.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> 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.
<p>TAESK.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Participates as audience b. Identifies the basic elements of theatre etiquette. 	<p>TAK.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Participate as audience. b. Identify the basic elements of theatre etiquette.

First Grade	
Current GPS	GSE
<p>TAES1.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Uses basic theatre vocabulary to discuss theatre experiences b. Discusses how dramatic elements such as character, setting, plot, problem, and resolution in theatre experiences are like, and unlike, real life c. Identifies big ideas and themes in a story or theatre experience d. Infers character thoughts and feelings through their actions and words 	<p>TA1.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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). <p>TA1.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> 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.

First Grade	
Current GPS	GSE
<p>TAES1.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Uses dramatic elements such as character, setting, problem, plot, resolution, beginning-middle-end in developing dramatizations b. Retells stories c. Collaboratively plans dramatizations d. Uses the playwriting process: pre-writing/pre-play; preparation to write/dramatize; write/dramatize; evaluate and edit; re-write/re-dramatize 	<p>TA1.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> a. Retell stories. b. Sequence plot events for dramatizations. c. Generate original ideas for dramatizations.
<p>TAES1.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Makes vocal choices in assuming roles b. Makes movement choices in assuming roles c. Uses body and voice to communicate ideas, emotions, and character actions d. Collaborates and cooperates in theatre experiences e. Assumes roles in a variety of dramatic forms such as narrated story, pantomime, puppetry and role play f. Demonstrates skills of the mind: listening, observing, problem solving, imagining, concentrating g. Uses sensory awareness in assuming roles 	<p>TA1.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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).

First Grade	
Current GPS	GSE
<p>TAES1.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Makes artistic choices in selecting simple technical elements such as costume, props, sound, and sets, for dramatizations. b. Selects music for dramatizations 	<p>TA1.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Identify and use personal and partner space. b. Use simple objects in dramatizations. c. Use sound in dramatizations.
<p>TAES1.5 Directing by conceptualizing, organizing and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Identifies the role of director in theatre experiences b. Follows directions in theatre experiences c. Demonstrates leadership skills in planning dramatizations. 	<p>Reorganized/combined into TA1.CR.1</p>
<p>TAES1.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Describes the cultural and historical background of dramatizations b. Researches cultural and historical information to inform dramatizations 	<p>TA1.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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).

First Grade	
Current GPS	GSE
<p>TAES1.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Makes choices about the use of visual art, music, dance, and electronic media in Dramatizations. b. Creates dramatizations based on life experiences 	<p>Reorganized/combined into TA1.CR.2</p>
<p>TAES1.8 Examining the roles of theatre as a reflection of past and present civilization</p> <ul style="list-style-type: none"> a. Describes theatre experiences in the community. 	<p>Reorganized/combined into TA1.CN.2</p>
<p>TAES1.9 Exploring the relevance of theatre to careers</p> <ul style="list-style-type: none"> a. Discusses the roles of actors and directors in the business of theater 	<p>TA1.CN1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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.
<p>TAES1.10 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Describes the roles and responsibilities of the audience b. Demonstrates theatre etiquette 	<p>TA1.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Participate as audience. b. Identify the basic elements of theatre etiquette.

Second Grade	
Current GPS	GSE
<p>TAES2.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Defines theatre terminology b. Discusses connections between theatre and life experiences c. Uses dramatic elements, such as plot, setting, themes, problem, resolution, and character, to discuss theatre experiences d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media e. Investigates the main ideas, details, sequence of events, and cause-effect relationships of the theatrical experience, dramatic literature, and electronic media 	<p>TA2.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.

Second Grade	
Current GPS	GSE
<p>TAES2.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Uses the playwriting process: pre-write/pre-play; prepare to write/dramatize; write/dramatize; reflect and edit; re-write/re-dramatize; publish/present b. Collaborates to generate story ideas c. Develops characters and settings through action and dialogue d. Develops scripts based on personal story or fantasy e. Creates dramatizations and scripts for a specific audience f. Describes the elements of script writing: plot, setting, point of view, sequence of events, cause and effect 	<p>TA2.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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.

Second Grade	
Current GPS	GSE
<p>TAES2.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Communicates a character’s actions, motives, emotions and traits, through voice, speech, and language b. Communicates a character’s thought, emotions, and actions through movement c. Uses imagination to create characters d. Collaborates with an ensemble to create and portray characters e. Dramatizes literature and original scripts through various art forms, such as story drama, pantomime, process drama, puppetry, and readers’ theatre f. Applies sensory awareness in portraying characters 	<p>TA2.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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).
<p>TAES2.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Discusses elements of technical theatre, such as costumes, props, sets, and sound b. Applies basic technical elements in dramatizations 	<p>TA2.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting). b. Explore artistic and technical elements in theatre experiences.

Second Grade	
Current GPS	GSE
<p>TAES2.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Identifies the responsibilities of a director, such as planning, collaboration, and rehearsal b. Assumes leadership role of director 	<p>TA2.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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.
<p>TAES2.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Uses a variety of resources like books, encyclopedias, and the internet to research content of dramatizations b. Identifies how a character’s cultural background influences artistic choices, such as acting, playwriting, and technical theatre elements 	<p>TA2.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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.
<p>TAES2.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Identifies the connection between theatre arts, visual art, music, dance, and technology b. Develops dramatic pieces that combine elements of theatre with other art forms c. Develops dramatic pieces related to other content areas 	<p>Reorganized/combined into TA2.CN.1</p>

Second Grade	
Current GPS	GSE
<p>TAES2.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Identifies and describes various theatrical experiences b. Identifies basic periods in theatre history 	<p>Reorganized/combined into TA2.CN.2</p>
<p>TAES2.9 Exploring the relevance of theatre to careers</p> <ul style="list-style-type: none"> a. Identifies and describes major jobs in the theatre business, such as director, actor, designer, and playwright 	<p>Reorganized/combined into TA2.CN.1</p>
<p>TAES2.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Interprets what is felt, seen and heard in a theatre experience b. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses 	<p>TA2.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> 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.
<p>TAES2.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Describes the roles and responsibilities of the audience b. Identifies the elements of theatre etiquette. 	<p>TA2.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Participate as audience. b. Demonstrate appropriate theatre etiquette.

Third Grade	
Current GPS	GSE
<p>TAES3.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Defines theatre terminology b. Makes connections between theatre and personal life experiences c. Applies the dramatic elements such as plot, setting themes, problem, resolution, and character, to communicate a main idea d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media e. Uses inference to investigate the main ideas, details, sequence of events, and cause effect in theatre experiences 	<p>TA3.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.

Third Grade	
Current GPS	GSE
<p>TAES3.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan dramatization; write; dramatize; reflect and edit; re-write/play; publish/perform b. Collaborates to generate story ideas c. Develops characters and settings through action, sensory details, cause and effect relationships, and dialogue d. Develops scripts based on personal story or imagination e. Creates scripts that are appropriate in purpose, expectations, and length for the audience f. Describes the elements of script writing: plot, setting, point of view, sequence of events, and cause and effect 	<p>TA3.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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).

Third Grade	
Current GPS	GSE
<p>TAES3.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Communicates a character’s actions, motives, emotions and traits through voice, speech, and language b. Communicates thoughts, emotions, and actions of characters through movement c. Creates and portrays characters based on imagination d. Collaborates to create characters and to dramatize ideas e. Communicates relationships among characters f. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, and readers’ theatre g. Applies sensory elements in creating and portraying characters 	<p>TA3.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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).
<p>TAES3.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Uses technical theatre elements to design costumes, props, sets, sound, and lighting b. Incorporates technical theatre elements such as costumes, props, sets, sound, and lighting, into dramatizations 	<p>TA3.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting). b. Explore artistic and technical elements in theatre experiences.

Third Grade	
Current GPS	GSE
<p>TAES3.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Describes the responsibilities of a director: casting, collaboration, and rehearsal b. Assumes leadership role of director c. Identifies the responsibilities of a production team (designers, technicians, playwright, and stage hands) in creating a theatre experience 	<p>TA3.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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).
<p>TAES3.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Uses a variety of resources such as books, encyclopedias, and the internet to research the context and content of scripts and stories b. Locates information that informs artistic choices in dramatizations and playwriting 	<p>TA3.CN.2 Examine the role of theatre in a societal, cultural, and historical context</p> <ul style="list-style-type: none"> 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.

Third Grade	
Current GPS	GSE
<p>TAES3.7 Integrating various art forms, other content areas, and life experiences to create theatre technology</p> <ul style="list-style-type: none"> a. Describes the connection between theatre arts, visual art, music, dance and technology b. Develops dramatic pieces that combine elements of theatre with other art forms c. Develops dramatic pieces related to other content areas 	<p>Reorganized/combined into TA3.CN.1</p>
<p>TAES3.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Describes various theatrical experiences b. Describes how theatre arts connect to self and to the present world c. Recognizes a brief history of the theatre arts d. Describes how culture influences the theatre arts e. Describes theatre experiences in the community 	<p>Reorganized/combined into TA3.CN.2</p>

Third Grade	
Current GPS	GSE
<p>TAES3.9 Exploring the relevance of theatre to careers</p> <ul style="list-style-type: none"> a. Describes the skills needed for of major careers such as director, actor, designer, technician, playwright, and stage manager, in the theatre business b. Analyzes why the theatre business involves multiple people and occupations 	<p>Reorganized/combined into TA3.CN.1</p>
<p>TAES3.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Critiques a theatrical experience using appropriate theatre terminology b. Interprets what is seen, felt and heard in a theatre experience c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses 	<p>TA3.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> 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.
<p>TAES3.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Describes the roles and responsibilities of the audience b. Describes and applies theatre etiquette 	<p>TA3.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Participate as audience. b. Demonstrate appropriate theatre etiquette.

Fourth Grade	
Current GPS	GSE
<p>TAES4.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature and electronic media</p> <ul style="list-style-type: none"> a. Defines, and uses theatre vocabulary b. Explains how theatrical experiences reflect life c. Analyzes dramatic elements such as plot, point of view, conflict, resolution, and/or significant events d. Summarizes theatrical experiences, dramatic literature, and electronic media experiences e. Makes inferences about setting, character, events and main ideas in theatre experiences 	<p>TA4.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.
<p>TAES4.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan dramatization; write/ dramatize; reflect and edit; re-write/play; publish/perform b. Analyzes the elements of a well-written script c. Researches and incorporates a variety of media into a script d. Creates in-depth scripts that include character motivation and dialogue e. Creates an organizing structure for writing scripts 	<p>TA4.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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).

Fourth Grade	
Current GPS	GSE
<p>TAES4.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Uses articulation, volume and vocal variety to communicate thoughts, emotions and actions of a character b. Uses stage areas and body movement to communicate thoughts, emotions, and actions of a character c. Uses imagination and real life experience to portray characters d. Collaborates with an ensemble to create theatre e. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, improvisation and readers' theatre 	<p>TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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).
<p>TAES4.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Uses technical theatre elements to design simple costumes, props, sets, sound and lighting b. Incorporates technical theatre elements into theatre experiences 	<p>TA4.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Identify and explore theatre design elements (e.g. costumes, props, sets, sound, lighting). b. Explore artistic and technical elements in theatre experiences.

Fourth Grade	
Current GPS	GSE
<p>TAES4.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Assumes the responsibilities of a director: casting, managing rehearsals, collaboration b. Collaborates with a production team to produce a cohesive theatre experiences 	<p>TA4.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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).
<p>TAES4.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Uses a variety of resources such as books, encyclopedias, and the internet to research particular era for a character or script b. Supports judgments for theatre through references to text, authors, non-print media or personal knowledge c. Produces informational writing related to a specific purpose, audience and context 	<p>TA4.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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.

Fourth Grade	
Current GPS	GSE
<p>TAES4.7 Integrating various art forms, other content areas, and life experiences, to create theatre</p> <ul style="list-style-type: none"> a. Identifies and describes the connection between theatre arts, visual art, music, dance, and technology b. Selects elements of other art forms to develop theatre c. Examines other core content areas through theatre experiences 	<p>Reorganized/combined into TA4.CN.1</p>
<p>TAES4.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Describes theatre styles of the past and present b. Describes how theatre arts connect to self and to the present world c. Describes theatre opportunities in the community 	<p>Reorganized/combined into TA4.CN.2</p>
<p>TAES4.9 Exploring the relevance of theatre to careers</p> <ul style="list-style-type: none"> a. Describes the skills necessary for artistic and production careers such as director, actor, designer, technician, playwright, and stage manager, in the theatre business b. Describes theatre experiences available in the community 	<p>Reorganized/combined into TA4.CN.1</p>

Fourth Grade	
Current GPS	GSE
<p>TAES4.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Critiques a theatrical experience using appropriate theatre terminology b. Interprets what is seen, felt and heard in a theatre experience c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses d. Analyzes a theatre experience 	<p>TA4.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> 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.
<p>TAES4.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Assumes the roles and responsibilities of the audience b. Applies theatre etiquette 	<p>TA4.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Participate as audience. b. Demonstrate appropriate theatre etiquette.

Fifth Grade	
Current GPS	GSE
<p>TAES5.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Applies theatre vocabulary in discussions b. Analyzes how theatrical experiences reflect and impact society c. Identifies and analyzes the structural elements of dramatic literature such as scenes, acts, characters and stage directions, in plays read, viewed, written and performed d. Analyzes and summarizes theatrical experiences, dramatic literature, and electronic media experiences 	<p>TA5.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.
<p>TAES5.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Uses a playwriting process (e.g., pre-write/pre-play; prepare to write/plan dramatization; write; dramatize; reflect and edit; re-write/play; publish/perform) b. Applies dramatic elements such as plot, point of view conflict, resolution, and significant events, in creating scripts c. Creates an organizing structure appropriate for purpose, audience and context d. Uses a range of appropriate dramatic strategies such as flashback, foreshadowing, dialogue, suspense 	<p>TA5.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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.

Fifth Grade	
Current GPS	GSE
<p>TAES5.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Uses vocal elements such as inflection, pitch, and volume, to communicate the thoughts, emotions, and actions of a character b. Uses body and stage movement to communicate the thoughts, emotions, and actions of a character c. Uses imagination to make artistic choices in portraying characters d. Collaborates with an ensemble to create theatre e. Dramatizes literature and original scripts through various dramatic forms such as pantomime, process drama, puppetry, improvisation, plays, and readers' theatre 	<p>TA5.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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).
<p>TAES5.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Analyzes and applies technical theatre design elements: costumes, props, sets, sound, and lighting b. Incorporates technical elements into theatre experiences 	<p>TA5.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Analyze and apply technical theatre design elements (e.g. costumes, props, sets, sound, lighting). b. Incorporate artistic and technical elements into theatre experiences.

Fifth Grade	
Current GPS	GSE
<p>TAES5.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Demonstrates leadership responsibilities of a director: casting, managing rehearsals, collaboration b. Collaborates with the ensemble to create theatre 	<p>Reorganized/combined into TA5.PR.1</p>
<p>TAES5.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Uses various reference materials such as texts, electronic information, and newspapers as aids to researching historical periods of scripts b. Describes when, where, and how theatrical activities occurred during a specific time period c. Makes artistic choices (acting, directing, playwriting, designing) based on historical and cultural information 	<p>TA5.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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.

Fifth Grade	
Current GPS	GSE
<p>TAES5.7 Integrating various art forms, other content areas, and life experiences, to create theatre</p> <ul style="list-style-type: none"> a. Analyzes the connection among theatre arts, visual art, music, dance, and technology b. Examines other core content areas through theatre experiences 	<p>TA5.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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).
<p>TAES5.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Describes how theatre arts connect to self and society b. Relates a dramatic work to information about its historic period c. Describes cultural influences on theatre d. Identifies and/or uses theatre resources in the community 	<p>Reorganized/combined into TA5.CN.2</p>

Fifth Grade	
Current GPS	GSE
<p>TAES5.9 Exploring the relevance of theatre to careers</p> <ul style="list-style-type: none"> a. Describes major artistic and production careers in theatre: director, actor, designer, technician, playwright, and stage manager b. Describes skills used in theatre arts that relate to the workplace 	<p>Reorganized/combined into TA5.CN.1</p>
<p>TAES5.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Generates a response to theatre experiences that is interpretive, evaluative or reflective b. Responds to theatre experiences through a variety of media 	<p>TA5.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> 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.
<p>TAES5.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Attends theatre as an audience member b. Demonstrates appropriate audience etiquette 	<p>TA5.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Participate as audience. b. Demonstrate appropriate theatre etiquette.

Sixth Grade	
Current GPS	GSE
<p>TAMS6.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Identifies the elements, themes, and structure of drama b. Identifies, describes, and classifies character traits c. Interprets meaning within the context of a dramatic text d. Explores the connections between theatre and real life e. Compares and differentiates between various forms of media 	<p>TA6.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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. <p>TA6.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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.

Sixth Grade	
Current GPS	GSE
<p>TAMS6.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Identifies the elements of storytelling b. Articulates creative ideas in oral and written forms c. Demonstrates the conventions of dialogue d. Identifies elements of drama and dramatic structure e. Uses the writing process to generate a script 	<p>Reorganized/combine into TA6.CR.2</p>
<p>TAMS6.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Demonstrates effective verbal and non-verbal communication skills b. Demonstrates the relationship between a character’s background and the character’s method of communication c. Interprets motivation for a character’s behavior d. Demonstrates appropriate interactions between characters e. Explores the variety of relationships between characters 	<p>TA6.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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.

Sixth Grade	
Current GPS	GSE
<p>TAMS6.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Explores the technical elements of theatre b. Demonstrates ways in which technical elements enhance theatrical productions c. Uses available resources to plan for and support theatre activities d. Develops a plan to integrate the artistic and technical elements of theatre e. Incorporates artistic and technical elements into a theatre production 	<p>TA6.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Incorporate technical elements in performance.
<p>TAMS6.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Examines the skills and responsibilities of the director b. Identifies directorial tasks and creates a production timeline c. Delegates responsibilities for production tasks d. Demonstrates leadership skills e. Identifies behaviors which demonstrate collaborative skills 	<p>Reorganized/combine into TA6.CR.1</p>

Sixth Grade	
Current GPS	GSE
<p>TAMS6.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Applies research skills to theatre scripts, roles, and experiences b. Examines the relevance of cultural and historical context c. Utilizes a multi-disciplinary approach to create original theatre d. Synthesizes theatre styles and other media to create performances 	<p>TA6.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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.
<p>TAMS6.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Identifies similarities between theatre and other art forms b. Draws conclusions about the relationships between theatre and life c. Identifies theatre’s multi-disciplinary aspects d. Utilizes a variety of sources to create original theatre e. Demonstrates a variety of types of theatre performances 	<p>TA6.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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).

Sixth Grade	
Current GPS	GSE
<p>TAMS6.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Describes the origins of theatre b. Creates a table summarizing the ways in which the role of theatre has changed over time c. Identifies ways in which theatre influences a culture d. Identifies ways in which a culture influences theatre e. Analyzes ways in which theatre reflects the culture of a society 	<p>Reorganized/combine into TA6.CN.2</p>
<p>TAMS6.9 Exploring the careers and business of theatre</p> <ul style="list-style-type: none"> a. Defines tasks associated with a theatre production b. Calculates the amount of time needed to complete production tasks c. Identifies and calculate costs associated the production d. Creates an action plan and budget for a production e. Analyzes the skills sets of professions associated with theatre 	<p>Reorganized/combine into TA6.CN.1</p>

Sixth Grade	
Current GPS	GSE
<p>TAMS6.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Identifies the purpose of a critique b. Identifies the role of the audience in theatre and other media c. Develops and uses specific criteria in an assessment/evaluation instrument d. Evaluates a theatre production using the assessment instrument e. Analyzes, presents, and defends results of the assessment instrument 	<p>TA6.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> a. Identify the purpose of a critique. b. Evaluate a theatre production using an assessment instrument.
<p>TAMS6.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Models appropriate audience behaviors b. Analyzes the relationship between an audience and a performer c. Creates guidelines for behaviors appropriate to a theatre experience 	<p>TA6.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> 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.

Seventh Grade	
Current GPS	GSE
<p>TAMS7.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Identifies and compares elements of drama present in various forms of media b. Outlines dramatic structure used in various forms of theatrical media c. Compares common themes present in various forms of theatrical media d. Creates a list of traits exhibited by archetypal characters e. Analyzes the connections between theatre and real life f. Compares different forms of media production 	<p>TA7.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.
<p>TAMS7.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Identifies different techniques of storytelling b. Creates ideas for stories c. Applies improvisation techniques to tell a story d. Demonstrates storytelling in dialogue form e. Utilizes the elements and structure of drama in the scriptwriting process 	<p>TA7.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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).

Seventh Grade	
Current GPS	GSE
<p>TAMS7.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <ul style="list-style-type: none"> a. Identifies and demonstrates effective communication skills b. Compares the physical, emotional, vocal, and social dimensions of a character c. Analyzes the motivation for a character’s behavior d. Demonstrates appropriate interactions between characters e. Explores the variety of relationships between characters 	<p>TA7.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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.
<p>TAMS7.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Identifies technical elements of theatre b. Uses available resources to plan for and support theatre activities c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre productions d. Incorporates artistic and technical elements into a theatre production 	<p>TA7.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> 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.

Seventh Grade	
Current GPS	GSE
<p>TAMS7.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Recognizes the role and responsibilities of the director b. Collaborates with others to create a production timeline c. Delegates and assigns responsibilities for completion of production tasks d. Identifies and models leadership skills e. Communicates concepts and ideas to the production crew and cast members 	<p>Reorganized/combine into TA7.CR.1</p>
<p>TAMS7.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Utilizes advanced research skills to obtain appropriate cultural and historical information b. Analyzes the cultural and historical context in theatre production c. Supports artistic choices with cultural and historical information d. Draws conclusions regarding cultural similarities and differences e. Examines how a culture is defined through theatre and other media 	<p>TA7.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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.

Seventh Grade	
Current GPS	GSE
<p>TAMS7.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Compares and contrasts theatre with other art forms b. Articulates relationships between theatre and life c. Utilizes a multi-disciplinary approach to create original theatre d. Synthesizes theatre styles and other media to create performances e. Adapts a variety of literary forms into theatre productions 	<p>TA7.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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).
<p>TAMS7.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Describes the origins of theatre from a global perspective b. Identifies reasons why the role of theatre has changed over time c. Evaluates ways in which theatre and culture influence each other d. Analyzes, explains, and defends theatre’s role as the reflection of a culture 	<p>Reorganized/combine into TA7.CN.2</p>

Seventh Grade	
Current GPS	GSE
<p>TAMS7.9 Exploring the careers and business of theatre</p> <ul style="list-style-type: none"> a. Creates a chart of the needs and costs associated with media production b. Defines professional responsibilities involved in media production c. Creates a marketing plan for a media production d. Describes the major professions associated with media production e. Creates a plan to determine production effectiveness 	<p>Reorganized/combine into TA7.CN.1</p>
<p>TAMS7.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Identifies the benefits of dramatic criticism b. Assesses the role and responsibility of the audience as an integral part of media productions c. Utilizes appropriate criteria to develop an assessment/evaluation instrument for theatre experiences d. Applies the instrument to evaluate theatre and other media productions e. Makes and defends recommendations based on theatre evaluations. 	<p>TA7.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> a. Identify the benefits of constructive dramatic criticism. b. Apply performance rubrics to evaluate theatre and other media productions.

Seventh Grade	
Current GPS	GSE
<p>TAMS7.11 Engaging actively and appropriately as an audience member during theatre and other media experiences</p> <ul style="list-style-type: none"> a. Demonstrates appropriate audience behaviors b. Summarizes the relationship between the audience and performers c. Predicts how audience relationships will differ with venue and performance type 	<p>TA7.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> 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.

Eighth Grade	
Current GPS	GSE
<p>TAMS8.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Investigates the experiences and ideas present in all forms of presentational media b. Analyzes the elements of drama present in theatrical experiences c. Identifies and articulates dramatic structure used in various forms of theatre d. Interprets meaning within various forms of theatrical experiences e. Connects dramatic literature and theatre presentations to the human experience f. Compares and contrasts various forms of theatre and other media 	<p>TA8.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.

Eighth Grade	
Current GPS	GSE
<p>TAMS8.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Classifies different techniques of storytelling b. Utilizes improvisation techniques to generate script ideas c. Develops scripts by adapting appropriate ideas from personal experiences, literature and/or other forms of print media d. Identifies and articulates the elements and structure of drama in the scriptwriting process e. Incorporates the steps of the writing process into script writing process 	<p>TA8.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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.
<p>TAMS8.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Analyzes character development within the theatrical contexts b. Demonstrates the physical, emotional, vocal, and social dimensions of a character c. Analyzes character motivation and behavior d. Compares the relationships and interactions between characters 	<p>TA8.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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.

Eighth Grade	
Current GPS	GSE
<p>TAMS8.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Applies the technical elements of theatre b. Utilizes available resources to plan for and support theatre activities c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre d. Develops a management plan for incorporating technical elements of theatre e. Incorporates artistic and technical elements into a theatre production f. Evaluates the effectiveness of artistic and technical elements used in a theatre production 	<p>TA8.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Incorporate artistic and technical elements into a theatre production. b. Resolve conflicts in technical applications.
<p>TAMS8.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Assumes the role and responsibilities of the director b. Collaborates with others to create a production timeline c. Delegates and assigns responsibilities for completion of tasks d. Identifies, assumes, and demonstrates leadership skills e. Communicates concepts and ideas 	<p>Reorganized/combine into TA8.CR.1</p>

Eighth Grade	
Current GPS	GSE
<p>TAMS8.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Applies advanced research skills to obtain appropriate cultural and historical information b. Analyzes the cultural and historical context in theatre production c. Supports artistic choices with cultural and historical information d. Examines how culture is defined through theatre and other media 	<p>TA8.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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
<p>TAMS8.7 Integrating various art forms, other content areas, and life experiences, to create theatre</p> <ul style="list-style-type: none"> a. Analyzes and explains common themes, content, and structure among theatre and other disciplines b. Compares theatre and media presentations to human experiences c. Incorporates multi-disciplinary aspects into theatre productions d. Uses recurring cultural motifs and social themes as a basis for theatre presentation 	<p>TA8.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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).

Eighth Grade	
Current GPS	GSE
<p>TAMS8.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Describes theatre’s role in the development of global communication b. Compares and contrasts historic theatre forms with contemporary media productions c. Identifies and describes recurring cultural motifs and social themes present in a variety of theatre and media presentations d. Researches and describes cultures that influenced American theatre e. Discusses theatre’s role in reflecting the culture of a society 	<p>Reorganized/combine into TA8.CN.2</p>
<p>TAMS8.9 Exploring the careers and business of theatre</p> <ul style="list-style-type: none"> a. Examines the needs and costs associated with a media production b. Identifies the marketing aspects of a theatre production c. Identifies and analyzes professions associated with media production d. Creates an evaluation plan to determine production effectiveness 	<p>Reorganized/combine into TA8.CN.1</p>

Eighth Grade	
Current GPS	GSE
<p>TAMS8.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Recognizes the role of dramatic criticism in media production b. Summarizes the role and responsibility of the audience as an integral part of media productions c. Utilizes specific criteria to articulate dramatic criticism d. Applies principles of dramatic criticism as both an audience member and participant e. Implements appropriate changes based on dramatic criticism 	<p>TA8.RE.2 Critique various aspects of theatre and other media.</p> <ul style="list-style-type: none"> 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.
<p>TAMS8.11 Engaging actively and appropriately as an audience member in theatre and other media experiences</p> <ul style="list-style-type: none"> a. Demonstrates appropriate audience behaviors b. Articulates why the relationship between the audience and performers is critical to the success of the production c. Examines how audience relationships differ with venue and performance type 	<p>TA8.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> 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.

Acting	
Current GPS	GSE
<p>TAHSAL.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Engages in script analysis and study as a means of actor preparation b. Utilizes evidence provided by the script to support decisions in characterization c. Uses script analysis in the development of presentation of formal and informal theatre performances 	<p>TAHSA.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.
<p>TAHSAL.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Examines theatre practices regarding the development, structure, lay-out, and format of scripts b. Uses improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts c. Performs formal and informal monologues and scenes based on published and original scripts 	<p>TAHSA.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> a. Examine theatre practices regarding the development, structure, layout, and format of scripts. 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.

Acting	
Current GPS	GSE
<p>TAHSAI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Examines the voice, body, and imagination as tools of the actor b. Explores observation, research, cultural development, and personal experience as potential resources available to the actor c. Implements the tools and resources of acting in the development and presentation of formal and informal monologues and scenes 	<p>TAHSA.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.</p> <ul style="list-style-type: none"> 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.
<p>TAHSAI.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Examines the appropriate relationship between the actor, designers, and technical crew b. Explores the effects of set design, costume, and lighting on an actor’s performance c. Plans and creates technical elements of a theatrical production d. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances 	<p>Deleted</p>

Acting	
Current GPS	GSE
<p>TAHSAI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Identifies the responsibilities and tasks of an actor in the preparation and performance of a theatrical piece b. Explores and articulates the appropriate relationship between actors and the director c. Collaborates on the development and presentation of formal and informal theatrical performances 	<p>Reorganized/combined into TAHSA.PR.1</p>
<p>TAHSAI.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Explores the use of cultural and historical information in character development b. Examines research methods used by professional actors and actresses c. Implements meaningful research efforts in developing formal and informal theatre performances 	<p>TAHSA.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> a. Examine and apply theatrical theories, performances, and conventions from a variety of theatrical literature, historical periods, and cultures.

Acting	
Current GPS	GSE
<p>TAHSAI.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Examines the relationship between actors and other collaborators in a theatrical production b. Assesses the relationship between an actor's life experience/knowledge and the actor's development as a creative artistic c. Synthesizes concepts and/or skills from other disciplines to create a role or theatre piece 	<p>TAHSA.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> a. Examine multiple facets of the business of theatre. b. Examine the methods of pursuing various acting careers, including demonstrating audition etiquette and techniques.
<p>TAHSAI.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Examines theatrical performance conventions from a variety of historical periods b. Explores cultural influences on acting, theatre, and human interaction c. Applies appropriate historic and cultural data during the performance of a character in formal and informal theatrical pieces 	<p>Reorganized/combined into TAHSA.CN.2</p>

Acting	
Current GPS	GSE
<p>TAHSAI.9 Exploring the business of theatre</p> <ul style="list-style-type: none"> a. Examines how talent and training impact careers in acting b. Assesses the effectiveness of various strategies in pursuing an acting career c. Investigates how an actor's preparation might have an impact on career development outside the theatre community d. Determines and demonstrates effective audition etiquette and technique 	<p>Reorganized/combined into TAHSA.CN.1</p>
<p>TAHSAI.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Develops and utilizes meaningful, structured criteria for assessing the work of an actor b. Participates in juried rehearsals and performances to develop individual skills in characterization and performance 	<p>TAHSA.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.</p> <ul style="list-style-type: none"> a. Develop and utilize meaningful, structured criteria for assessing the work of an actor.
<p>TAHSAI.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.</p> <ul style="list-style-type: none"> a. Examines the relationship between actor and audience in history b. Explores the impact of various acting styles (e.g., historical and contemporary) on the actor/audience relationship c. Analyzes and discusses the "chemistry" between actors and audience 	<p>TAHSA.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Examine and reflect on the relationship between actor and live audience in historical and contemporary performances.

Advanced Drama	
Current GPS	GSE
<p>TAHSADI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Examines various theories of dramatic structure from Aristotle to present b. Uses standards of literary dramatic analysis to study theatrical production c. Constructs arguments that relate the themes of a theatre production to the enhancement of the human experience 	<p>TAHSAD.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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
<p>TAHSADI.2 Developing scripts through improvisation and other theatrical methods.</p> <ul style="list-style-type: none"> a. Produces scripts based on personal experiences, heritage, imagination, literature, and history b. Connects appropriate form and structure to script creation c. Applies improvisational techniques and standard theatrical conventions to producing scripts 	<p>TAHSAD.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

Advanced Drama	
Current GPS	GSE
<p>TAHSADI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Examines the skills and tasks associated with acting on stage b. Explores the development of an actor's skills and resources c. Creates characters using the tools and resources of acting to a variety of formal and informal performances 	<p>TAHSAD.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.</p> <ul style="list-style-type: none"> 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.
<p>TAHSADI.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Engages in script analysis from the perspective of technical theatre collaborators b. Plans and creates technical elements of a theatrical production c. Collaborates with other members of a creative team to create and execute formal and informal theatrical performances 	<p>TAHSAD.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.

Advanced Drama	
Current GPS	GSE
<p>TAHSADI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Examines the structure of the rehearsal process b. Creates a prompt script with blocking notation for a 2-3 character scene c. Develops a rehearsal schedule to prepare a scene for performance d. Collaborates on formal and information theatrical performances 	<p>Reorganized/combined into TAHSAD.PR.1</p>
<p>TAHSADI.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Explores the relationship between research and theatrical production b. Engages in meaningful cultural and historical research to support formal or informal theatrical performance c. Develops and executes a presentation or lobby display that summarizes the impact of cultural and historical research on a theatrical production 	<p>TAHSAD.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> a. Explore the impact of theatre on the quality of life in various societies.

Advanced Drama	
Current GPS	GSE
<p>TAHSADI.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Examines how theatre incorporates all art forms via a collaborative process b. Explores the relationship between theatre and other non-arts disciplines c. Synthesizes concepts and skills from other disciplines to create theatre 	<p>TAHSAD.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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.
<p>TAHSADI.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Explores the historical impact of theatre on the political process b. Examines the impact of theatre on the quality of life in society c. Researches and defends the role of theatre as an educational tool 	<p>Reorganized/combined into TAHSAD.CN.2</p>

Advanced Drama	
Current GPS	GSE
<p>TAHSADI.9 Exploring the business of theatre</p> <ul style="list-style-type: none"> a. Explores careers in theatre through participation in various production roles and activities b. Articulates how participation in theatre helps to equip students for success in careers within and outside the theatre community c. Examines and critiques the structure and standard operating procedures of commercial, professional, amateur, and educational theatre organizations 	<p>Reorganized/combined into TAHSAD.CN.1</p>
<p>TAHSADI.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Generates and uses appropriate terminology for critiquing theatrical presentations b. Utilizes constructive criticism to identify patterns of on-stage speech and behavior that enhance or detract from a performance c. Modifies performance based on critiques d. Discerns the validity of critiques 	<p>TAHSAD.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.</p> <ul style="list-style-type: none"> a. Utilize constructive criticism and appropriate theatre terminology to modify and improve performance choices.

Advanced Drama	
Current GPS	GSE
<p>TAHSADI.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience b. Explains and demonstrates proper decorum as an audience member c. Explores and analyzes the “chemistry” between actor and audience 	<p>TAHSAD.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Examine the relationship between actor and live audience in history and contemporary performance.

Fundamentals of Theatre	
Current GPS	GSE
<p>TAHSFTL.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Critiques elements of theatrical conventions b. Generates and uses terminology and outline for critiquing theatre presentation c. Cites evidence of how theatre reflects life through universal themes d. Identifies stage terminology 	<p>TAHSFT.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.
<p>TAHSFTL.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Critiques elements of dramatic structure b. Recognizes realistic and conventional speech patterns within dialogue or dramatic verse c. Identifies and distinguishes between stock and dynamic characters d. Lists the steps in the dramatic writing process e. Differentiates between drama and traditional literary writing f. Incorporates dramatic elements through improvisation 	<p>TAHSFT.CR.2 Develop scripts through theatrical techniques.</p> <ul style="list-style-type: none"> 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.

Fundamentals of Theatre	
Current GPS	GSE
<p>TAHSFTI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Investigates mental and emotional methods of actor preparation b. Observes and incorporates details of common human activity c. Demonstrates awareness of verbal elements of acting (e.g., voice, breathing) d. Demonstrates non-verbal elements of acting (e.g., posture, facial expression, physical movement) 	<p>TAHSFT.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <ul style="list-style-type: none"> 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.

Fundamentals of Theatre	
Current GPS	GSE
<p>TAHSFTI.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Identifies and defines the various roles of production personnel (sound/lighting, set, scenic, costume, makeup, marketing and business aspects) b. Recognizes and applies the basic elements and procedures involved in the construction of props, scenery, and platforms. 	<p>TAHSFT.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> 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.
<p>TAHSFTI.5: Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Analyzes the various aspects of directing b. Recognizes directorial choices in performance c. Describes the need for script analysis and concept development d. Applies the process of directorial management 	<p>Reorganized/combined into TAHSFT.PR.2</p>

Fundamentals of Theatre	
Current GPS	GSE
<p>TAHSFTI.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Defines the role of the dramaturge b. Applies the skills of the dramaturge to various scenes c. Interprets data for use in production 	<p>TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content.</p> <ul style="list-style-type: none"> 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).
<p>TAHSFTI.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Identifies the various art forms which may be integrated into theatre (e.g., dance, music, visual arts, graphic arts, and electronic media) b. Integrates various art forms into a cohesive theatre performance c. Recognizes the arts as an effort to interpret and intensify experiences 	<p>Reorganized/combined into TAHSFT.CN.1</p>

Fundamentals of Theatre	
Current GPS	GSE
<p>TAHSFTL.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Analyzes plays and dramas that are representative of historical periods b. Identifies and analyzes plays and dramas that are culturally diverse c. Recognizes historical events that have influenced the role of theatre d. Recognizes theatrical events that have impacted cultural development 	<p>TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.</p> <ul style="list-style-type: none"> 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.
<p>TAHSFTL.9 Exploring the business of theatre</p> <ul style="list-style-type: none"> a. Lists and defines the skill sets for the various theatre arts careers b. Charts the skills learned in theatre arts which transfer to the workplace c. Applies the business elements of a production (e.g., creating a portfolio or resume, printing, advertising, budgeting) 	<p>Reorganized/combined into TAHSFT.CN.1</p>
<p>TAHSFTL.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Differentiates between constructive and destructive critiques b. Generates and uses terminology for critiquing theatrical presentations c. Utilizes constructive criticism to improve performance 	<p>TAHSFT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.</p> <ul style="list-style-type: none"> 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.

Fundamentals of Theatre	
Current GPS	GSE
<p>TAHSFTL.11 Engaging actively and appropriately as an audience member in theatre and other media experiences</p> <ul style="list-style-type: none"> a. Demonstrates appropriate audience behaviors b. Articulates why the relationship between the audience and performers is critical to the success of the production c. Examines how audience relationships differ with venue and performance type 	<p>TAHSFT.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> 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.

Musical Theatre	
Current GPS	GSE
<p>TAHSMTI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Identifies dramatic structure in a musical b. Analyzes dramatic elements in a musical text or performance c. Analyzes themes and motifs in a musical text or performance. 	<p>TAHSMT.CR.1 Organize, design, and refine theatrical work.</p> <ul style="list-style-type: none"> 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.
<p>TAHSMTI.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Explores a variety of musical techniques including recitative, aria, ballad, and other musical theatre conventions b. Analyzes song lyrics as dramatic text to promote character development c. Improvises using various musical techniques 	<p>Reorganized/combined into TAHSMT.CR.1</p>

Musical Theatre	
Current GPS	GSE
<p>TAHSMTI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Applies appropriate vocal technique for speaking and singing b. Records blocking notation in a text for a performance c. Analyzes and scores a text for musical performance 	<p>TAHSMT.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.</p> <ul style="list-style-type: none"> 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. 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.
<p>TAHSMTI.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound b. Creates a plot for a specific area of technical production in musical theatre c. Explores the relationship between design choices and the overall musical Performance 	<p>TAHSMT.PR.2 Execute artistic and technical elements of theatre.</p> <ul style="list-style-type: none"> 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.

Musical Theatre	
Current GPS	GSE
<p>TAHSMTI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Compares and contrasts presentational and representational styles in musical Theatre b. Defines and evaluates the roles of the directors in a musical theatre production c. Produces a concept statement for a musical performance d. Develops a rehearsal schedule for a scene or musical number 	<p>TAHSMT.CN.1 Explore how theatre connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Some elements reorganized/combined into TAHSMT.CR.1</p>
<p>TAHSMTI.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Defines the role of a dramaturge b. Analyzes a musical text for era specific language, music style, and other cultural characteristics c. Investigates the careers of musical theatre collaborators 	<p>TAHSMT.CN.2 Examine the role of theatre in a societal, cultural, and historical context</p> <ul style="list-style-type: none"> 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.
<p>TAHSMTI.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Masters and presents basic dance steps b. Demonstrates basic singing techniques c. Combines dance, song, and text into an individual or group performance d. Masters rudimentary sight-reading skills 	<p>Reorganized/combined into TAHSMT.CN.1</p>

Musical Theatre	
Current GPS	GSE
<p>TAHSMTI.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Traces the historical development of musical theatre b. Interprets how societal conditions influence the creation of a musical c. Connects the themes in a musical to contemporary society and to the broader human experience 	<p>Reorganized/combined into TAHSMT.CN.2</p>
<p>TAHSMTI.9 Exploring the business of theatre</p> <ul style="list-style-type: none"> a. Explores the process of developing a musical for the Broadway stage b. Compares and contrasts standard operating procedures for Equity, Non-Equity, and amateur theatres c. Identifies and analyzes “above the lines” and “below the lines” roles of theatre-producing organizations d. Creates a marketing plan for a musical production e. Outlines a production budget for a musical production 	<p>Reorganized/combined into TAHSMT.CN.1</p>

Musical Theatre	
Current GPS	GSE
<p>TAHSMTI.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Develops and defends criteria for assessing each area of musical theatre production b. Justifies acting choices to prepare a role in a musical performance c. Evaluates the production in oral and written form d. Evaluates the work of individual contributors to the production process 	<p>TAHSMT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.</p> <ul style="list-style-type: none"> a. Utilize constructive criticism, appropriate musical theatre terminology, and study of existing performance styles to modify and improve performance choices.
<p>TAHSMTI.11 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Observes and demonstrates appropriate audience etiquette b. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience c. Explores and analyzes the “chemistry” between actor and audience 	<p>TAHSMT.RE.1 Engage actively and appropriately as an audience member.</p> <ul style="list-style-type: none"> a. Examine the relationship between actor and live audience in history and contemporary performance.

Technical Theatre	
Current GPS	GSE
<p>TAHSTTI.1 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Compares and contrasts the characteristics of different types of performance spaces such as a proscenium stage, studio/black box, thrust stage, classroom, arena, or found space. b. Analyzes ways in which the characteristics of a performance space can influence production decisions properties, lighting, sound, costuming, and makeup c. Creates a chart of the responsibilities of technical personnel, including designers, builders, and operators d. Demonstrates theatre safety practices as well as an ethical use of available technology and resources e. Considers the interrelated nature of lighting, costumes, makeup, sound, properties, scenery, acting, and direction to create in a unified theatrical production f. Researches and selects lighting, sound, scenery, properties, costumes, and makeup to help create a particular theatrical environment g. Selects, documents, and arranges props, furniture, costumes, and sound to create the setting and environment of the plot h. Uses standard safety and operating procedures for tools and equipment used in formal and informal theatre, film/video, and electronic media productions 	<p>TAHSTT.CR.1 Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound).</p> <ul style="list-style-type: none"> 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. e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

Technical Theatre	
Current GPS	GSE
<p>TAHSTTI.2 Designing and executing artistic and technical elements of theatre (Sets and Properties)</p> <ul style="list-style-type: none"> a. Uses power tools under the operating and safety guidelines to construct theatre sets and props b. Collaborates with other group members to design and construct a variety of functional scenic devices for a formal production c. Describes and/or documents through words, drawings, technical elements, the setting and environment of a plot, d. Uses available art materials, tools, and/or stock scenery to create and convey props and/or setting e. Constructs or locates appropriate props to enhance a scene or production 	<p>TAHSTT.PR.1 Produce technical elements in theatre.</p> <ul style="list-style-type: none"> 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).

Technical Theatre	
Current GPS	GSE
<p>TAHSTTI.3 Designing and executing artistic and technical elements of theatre (Costumes and Make-up)</p> <ul style="list-style-type: none"> a. Identifies the basic functions of costumes in theatrical production b. Identifies the characteristics, safety considerations, application and removal techniques for different types of makeup and makeup materials c. Demonstrates the safe and appropriate application of character makeup and simple prosthetics d. Creates a graphic regarding historical, regional, and cultural styles of dress e. Analyzes and safely applies basic principles and techniques of costume construction: cutting, dyeing, sewing, care, and maintenance of costumes f. Uses available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or production g. Designs and creates costume drawings and/or make-up charts 	<p>Reorganized/combined into TAHSTT.PR.1</p>

Technical Theatre	
Current GPS	GSE
<p>TAHSTTI.4 Designing and executing artistic and technical elements of theatre (Lighting and Sound)</p> <ul style="list-style-type: none"> a. Identifies basic lighting and sound technology, equipment, and safety practices b. Describes, compares, and demonstrates the practical application of different light and sound equipment in theatre, film, television, and electronic media 	<p>Reorganized/combined into TAHSTT.PR.1</p>
<p>TAHSTTI.5 Designing and executing artistic and technical elements of theatre (Stage Management)</p> <ul style="list-style-type: none"> a. Develops a schedule and organizational plan for selected areas of theatre operation b. Applies the established concepts of stage management c. Identifies the duties of the stage manager in the production process d. Implements technical theatre etiquette in rehearsal and production settings e. Assists the director in all areas of the production f. Maintains effective communication and safety procedures with members of the cast and crew. g. Applies principles of stage management by creating a prompt book noting blocking, lighting, sound, and effect cues 	<p>Deleted-material covered in Theatre Management course.</p>

Technical Theatre	
Current GPS	GSE
<p>TAHSTTI.6 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Evaluates artistic choices in informal and formal productions, renderings, and models b. Critiques and analyzes constructive criticism of projects, plans, or ideas c. Evaluates the playing space and setting used for a variety of dramatic works, classroom scenes, and informal and formal productions d. Analyzes the technical elements – lights, sound, set, costumes – of live and recorded performances e. Appraises the artistic choices – director, actor, style – evident in a live or recorded performance 	<p>TAHSTT.RE.1 Respond to technical elements of theatre using appropriate supporting evidence.</p> <ul style="list-style-type: none"> 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.

Technical Theatre	
Current GPS	GSE
<p>TAHSTTII.7 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Observes and demonstrates appropriate audience etiquette b. Explores the contribution of the audience to the production process 	<p>TAHSTT.CN.1 Connect technical elements of theatre.</p> <ul style="list-style-type: none"> 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).

Technical Theatre	
Current GPS	GSE
<p>TAHSTTII.8 Critiquing various aspects of theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Analyzes technical choices in formal and informal presentations b. Assesses and revises personal design choices based on feedback from a director c. Justifies how line, shape, texture, color, space, balance, and/or pattern help illustrate the environment of a story d. Interprets technical elements in a variety of performed dramatic works including theatre, film/video, and electronic media productions e. Evaluates the effectiveness of lighting, sound, scenery, properties, costumes, and makeup choices in communicating the concept of a production f. Determines how the historical and cultural influences of technical elements affect a variety of performed dramatic works g. Critiques live performances with informed responses by identifying the elements of production, including directing, design, and acting 	<p>Reorganized/combined into TAHSTT.RE.1</p>

Technical Theatre	
Current GPS	GSE
<p>TAHSTTII.9 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Observes and demonstrates appropriate audience etiquette b. Explores the contribution of the audience to the production process 	<p>Deleted-irrelevant to course.</p>

Theatre Literature	
Current GPS	GSE
<p>TAHSTLI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Interprets the meaning of dramatic literature as a reflection of the human Experience b. Identifies how the elements of dramatic literature convey meaning b. Compares and contrasts printed dramatic literature to filmed/recorded dramatic literature 	<p>TAHSTL.CR.1 Develop original theatre literature.</p> <ul style="list-style-type: none"> 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). <p>TAHSTL.PR.1 Analyze characters in theatre literature from the perspective of an actor/performer.</p> <ul style="list-style-type: none"> a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character’s role and significance to the meaning of the play.
<p>TAHSTLI.2 Developing scripts through improvisation and other theatrical methods</p> <ul style="list-style-type: none"> a. Compares and summarizes scripts from different times in history and from different cultures b. Examines and outlines the steps involved in the creation of a dramatic work c. Develops scripts using dramatic and/or literary improvisational techniques 	<p>Reorganized/combined into TAHSTL.PR.1</p>

Theatre Literature	
Current GPS	GSE
<p>TAHSTLI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> a. Analyzes the character relationships b. Compares and analyzes the character interaction and motivation c. Examines the character role and significance to the meaning of the play 	<p>Reorganized/combined into TAHSTL.PR.1</p>
<p>TAHSTLI.4 Designing and executing artistic and technical elements of theatre</p> <ul style="list-style-type: none"> a. Explains the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, and makeup) b. Analyzes a variety of dramatic texts from cultural and historical perspectives to determine production requirements c. Designs visual and aural elements to convey the environment suggested by the Text d. Applies technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup 	<p>TAHSTL.CN.1 Connect theatre literature to its dramaturgical contexts and other disciplines.</p> <ul style="list-style-type: none"> 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.

Theatre Literature	
Current GPS	GSE
<p>TAHSTLI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Develops multiple interpretations and production choices for a given script and selects the most effective combination b. Justifies selection of text, interpretation, visual, aural, and artistic choices c. Conducts auditions, casts actors, directs scenes, and conducts production meetings to achieve production goals 	<p>Deleted-irrelevant to course.</p>
<p>TAHSTLI.6 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Traces the development of theatre from early storytelling to contemporary performance art b. Identifies and summarizes contributions made to the development of the theatre by different cultures and traditions c. Researches and explains how cultural and historical factors have influenced theatre practitioners of various generations 	<p>Reorganized/combined into TAHSTL.CN.1</p>

Theatre Literature	
Current GPS	GSE
<p>TAHSTLI.7 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Identifies the elements, influences, and contributions of other art forms to theatre b. Appraises the life experiences of selected playwrights and how they have influenced the playwright's work/s c. Considers how theatre has been influenced by other content areas 	<p>Reorganized/combined into TAHSTL.CN.1</p>
<p>TAHSTLI.8 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Traces the development of theatre b. Compares theatrical styles and histories from different cultures c. Examines theatre as a reflection of political and social movements 	<p>Reorganized/combined into TAHSTL.CN.1</p>
<p>TAHSTLI.9 Exploring the business of theatre</p> <ul style="list-style-type: none"> a. Analyzes the needs and costs associated with a theatre production in ten years b. Defines ways to streamline responsibilities involved in media production c. Creates a 21st century marketing plan for a media production 	<p>Deleted-irrelevant to course.</p>

Theatre Management	
Current GPS	GSE
<p>TAHSTM.1 Analyzing and constructing meaning from theatrical dramatic literature, and electronic media</p> <ul style="list-style-type: none"> a. Engages in script analysis and study as a means of developing a marketing plan b. Utilizes theatre and content knowledge to contribute to the building of a balanced Season c. Creates narratives of varying length for use in marketing efforts 	<p>TAHSTM.CR.1 Organize, design, and refine elements of theatre management (e.g. marketing/media, budgeting, ticketing/sales, house management).</p> <ul style="list-style-type: none"> 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.
<p>TAHSTM.2 Directing by conceptualizing, organizing, and conducting rehearsals for performance</p> <ul style="list-style-type: none"> a. Identifies the responsibilities and tasks of a marketing team b. Coordinates with directors and other organizational leaders to develop a calendar of marketing activities c. Collaborates on the planning and execution of formal and informal marketing activities 	<p>TAHSTM.CR.2 Develop marketing plans based on theatre techniques.</p> <ul style="list-style-type: none"> 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.
<p>TAHSTM.3 Researching cultural and historical information to support artistic choices</p> <ul style="list-style-type: none"> a. Engages in production research to gather marketing information b. Plans for and engages in market research to develop an audience base c. Develops and implements a marketing plan that incorporates the knowledge gained through research efforts 	<p>TAHSTM.PR.1 Execute a theatre management plan for marketing/media, budgeting, ticketing/sales, and house management.</p> <ul style="list-style-type: none"> a. Develop and present/implement a complete collaborative theatre management plan documenting the rationale and methods of approach for the entire theatre management team.

Theatre Management	
Current GPS	GSE
<p>TAHSTM.4 Integrating various art forms, other content areas, and life experiences to create theatre</p> <ul style="list-style-type: none"> a. Examines the relationship between the marketing team other collaborators in theatrical production b. Analyzes a variety of angles from which various press releases might be produced (e.g., production areas, cast, production history, personality/ biography) c. Creates and implements various press releases and other marketing efforts directed at reaching specific target markets 	<p>Deleted-irrelevant to course.</p>
<p>TAHSTM.5 Examining the roles of theatre as a reflection of past and present civilizations</p> <ul style="list-style-type: none"> a. Examines performance/production history of plays scheduled for production b. Explores the reception and reaction of productions in other communities c. Applies knowledge of appropriate historic and cultural reactions to a marketing plan 	<p>TAHSTM.CN.2 Examine the role of theatre management in a societal, cultural, and historical context</p> <ul style="list-style-type: none"> a. Examine the cultural and historical evolution and/or development of each of the roles and elements of theatre management.

Theatre Management	
Current GPS	GSE
<p>TAHSTM.6 Exploring the business of theatre</p> <ul style="list-style-type: none"> a. Examines existing and develops original marketing plans, budgets, and calendars b. Develop an audience and patron data base c. Implements and assesses the effectiveness of marketing efforts 	<p>TAHSTM.CN.1 Explore how theatre management connects to life experience, careers, and other content.</p> <ul style="list-style-type: none"> 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.
<p>TAHSTM.7 Critiquing various aspects of marketing for theatre and other media using appropriate supporting evidence</p> <ul style="list-style-type: none"> a. Designs, implements, and assesses a marketing plan b. Records and analyzes trends in the local market c. Evaluates the success of marketing efforts for individual events and the season as a whole 	<p>TAHSTM.RE.1 Engage actively and appropriately with an audience.</p> <ul style="list-style-type: none"> 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. 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.

Theatre Management	
Current GPS	GSE
<p>TAHSTM.8 Engaging actively and appropriately as an audience member in theatre or other media experiences</p> <ul style="list-style-type: none"> a. Develops and implements a survey and/or other means of establishing dialogue between the theatre organization and its audience b. Records audience interests and sales trends c. Creates an environment of continuous improvement based on audience feedback 	<p>Reorganized/combined into TAHSTM.RE.1</p>