Georgia Performance Standards
Fine Arts

GRADES: 9-12

FUNDAMENTALS OF THEATRE I

TAHSFTI.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

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

TAHSFTI.2 Developing scripts through improvisation and other theatrical methods

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

TAHSFTI.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

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)

TAHSFTI.4 Designing and executing artistic and technical elements of theatre

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.

TAHSFTI.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

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
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TAHSFTI.6  Researching cultural and historical information to support artistic choices

a. Defines the role of the dramaturge
b. Applies the skills of the dramaturge to various scenes
c. Interprets data for use in production

TAHSFTI.7  Integrating various art forms, other content areas, and life experiences to create theatre

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

TAHSFTI.8  Examining the roles of theatre as a reflection of past and present civilizations

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

TAHSFTI.9  Exploring the business of theatre

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)

TAHSFTI.10  Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Differentiates between constructive and destructive critiques
b. Generates and uses terminology for critiquing theatrical presentations
c. Utilizes constructive criticism to improve performance

TAHSFTI.11  Engaging actively and appropriately as an audience member in theatre and other media experiences

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