

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

Georgia Performance Standards

Fine Arts

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