Model Curriculum – The Arts

Drama/Theatre High School

CLICK on the **blue** number code of each content statement to view the model curriculum page.

Enduring Understandings	
Personal Choice and Vision	Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.
Critical and Creative Thinking	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.
Authentic Application & Collaboration	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
Literacy:	As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day

Progress Points

Students will, at the appropriate developmental level:

- Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
- Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.
- Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.
- Interpret and transform new and traditional dramatic texts for informal and formal productions.
- Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
- Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.

HS I	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/**CREATING (CE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
	1CE Explain how theatrical artists create meaning to convey a playwright's intent.	**1PR** Manipulate vocal qualities, posture, movement and language to express variety in	**1RE** Explain how a performance style communicates a message or story narrative.

2CE Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created. **3CE** Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures. **4CE** Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production. **5CE** Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works.	characters and situations. **2PR** Use technical elements safely to focus attention, establish mood, locale and time and to support the plot. **3PR** Write and act out a dramatic or tragic scene. **4PR** Generate a plan for technical production including the safe operation of tools and production equipment. **5PR** Demonstrate improvisation and explain how it benefits character, scene and script development. **6PR** Apply accurate terminology in dramatic and theatrical activities. **7PR** Integrate other art forms into a dramatic presentation.	**2RE** Evaluate variations of universal themes and characters across different time periods and cultures and explain how they were used in selected dramatic works. **3RE** Distinguish and describe various genres such as comedy, tragedy and fantasy when engaging in dramatic work and performance. **4RE** Discuss the importance of drama and theatre in a community and provide examples. **5RE** Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances. **6RE** Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
HS II	**Cognitive and Creative Processes**	
PERCEIVING/KNOWING/CREATING (CE)	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
1CE Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work. **2CE** Research the historical background of a script as a basis for interpretation and presentation. **3CE** Identify and describe the significant dramatic arts from various periods of theatre history (e.g., Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary). **4CE** Compare and contrast the works of two playwrights from two distinct theatre periods.	**1PR** Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue. **2PR** Demonstrate the collaborative skills necessary for producing a scene with an ensemble. **3PR** Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound costumes and make-up. **4PR** Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.	**1RE** Defend the use of a specific style, form or period to express an intended message. **2RE** Evaluate the resources used to mount a specific production to enhance the playwright's intent. **3RE** Compare and contrast traditional and nontraditional interpretations of a dramatic and theatrical work. **4RE** Describe how drama and theatre can affect social change, both globally and locally. **5RE** Use self-evaluation strategies and audience response to improve artistic works and experiences.

5CE Research and report on career opportunities in all aspects of theatre and drama.	**5PR** Integrate other arts forms and academic disciplines in a dramatic or theatrical activity.	**6RE** Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress.

HS III	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/**CREATING (CE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
	1CE Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work. **2CE** Analyze a dramatic and theatrical work in the context of its time period and culture. **3CE** Defend a playwright's body of work and place in theatrical history. **4CE** Compare and contrast motivations and reactions of characters confronting similar situations. **5CE** Investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.	**1PR** Sustain convincing multidimensional characters, while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio. **2PR** Identify and safely apply the appropriate technology to a selected area of technical emphasis. **3PR** Create specific technical designs and select, cast, block and direct a scene for performance. **4PR** Write a play, screenplay or radio play. **5PR** Calculate the cost (e.g. props, scenery, costumes and royalties) of mounting a dramatic and theatrical production. **6PR** Use accurate terminology in dramatic and theatrical activities. **7PR** Use skills learned in other academic disciplines to produce a dramatic and theatrical piece.	**1RE** Evaluate one playwright's presentation of universal themes across different works. **2RE** Explain theatre as a synthesis of all the arts. **3RE** Assess how drama and theatre provide a social voice. **4RE** Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (e.g., music, visual art and dance). **5RE** Compare and contrast personal and professional criticism of a specific dramatic performance. **6RE** Justify personal artistic choices made throughout the artistic process and after self-evaluation. **7RE** Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress and then present the portfolio to peers.

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

HS IV	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/**CREATING (CE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
	1CE Examine and explain the use of various theatrical styles to achieve an intended purpose and meaning. **2CE** Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue. **3CE** Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history. **4CE** Analyze dramatic and theatrical texts on the basis of the physical, social and psychological dimensions of the characters. **5CE** Articulate how the skills learned and used in drama and theatre courses help prepare a student for college- and career-readiness.	**1PR** Analyze and execute the use of various styles to achieve an intended purpose and meaning in a dramatic work. **2PR** Collaborate with others to develop a unified design for a production. **3PR** Work safely and independently to implement designs in all technical aspects of theatrical production. **4PR** Select, cast, block and direct an original or published play for performance. **5PR** Integrate the essential skills from other academic disciplines to support and execute a dramatic or theatrical production.	**1RE** Evaluate variations of universal themes across different dramatic works. **2RE** Evaluate a production's faithfulness to the playwright's intent and the time period and culture. **3RE** Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic and theatrical productions. **4RE** Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts. **5RE** Evaluate a specific production using both personal and group-developed criteria. **6RE** Revise and add to an existing portfolio and resume advancing the development of effective audition and presentation skills. **7RE** Participate in portfolio review (for drama or theatre) involving self, instructor and peers to identify strengths and weaknesses in their works.

High School I – 1CE, 2CE, 3CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1
Content Statement	**1CE** Explain how theatrical artists create meaning to convey a playwright's intent; **2CE** Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created; **3CE** Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures.
	Enduring Understandings: Literacy • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them; • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	What is the purpose of drama and theatre? How does drama and theatre mirror and/or influence the social, educational, political, economic, religious, and technological development and climate of its time and culture?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Literature and performance events serve a variety of purposes, from entertainment to social change; • Cultural, social and political environments as well as technological development are reflected in and promote changes in literature, art, and society.	**Students will demonstrate this learning by …** • Explaining how all theatre is created to achieve a purpose; • Identifying the intent of a playwright in his work; • Comparing and contrasting how a variety of plays and/or performances reflect their culture, time period, and society; • Explaining how a variety of plays and/or performances have influenced a society's culture and societal and political institutions; • Exploring the interrelationship between theatrical production and technology;	**Students will be engaged and supported in learning by …** • Reading/viewing plays; • Researching playwrights; • Researching a variety of cultures and time periods; • Researching theatre technologies; • Class discussion; • Working in small groups; • Constructing timelines.

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Exploring how specific theatrical arts have influenced the theatre of their own time as well as today's theatre.

Assessment
Students will know how well they are learning by …

Standards-Based Rubric Template
Arts Assessment Menu

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Resources LINK to Pearltrees

Lesson Design and Content
Digital Tools
Research and Advocacy
Professional Organizations
Careers
Cross-Disciplinary Fine Arts

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<td colspan="3">Application</td>
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<u>Student Performance Tasks</u>
Students develop a study guide for a play or musical set in a particular culture and/or time period (e.g., King and I, Once on This Island, Diary of Anne Frank, The Guys, or Fiddler on the Roof).

Students explain the role and influence of drama and theatre within its society.
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<u>Career Connections</u>
Pearltrees Careers Link

Screenwriter
Script Writer
Playwright
Dramaturge
Designer
Theatre Historian

<u>Learning Standards Connections</u>

HIGH SCHOOL I English Language Arts
HIGH SCHOOL I Mathematics
HIGH SCHOOL I Science
HIGH SCHOOL I Social Studies

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<u>Diverse Learners</u>
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.

ODE Diverse Learners
VSA Ohio
CAST

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High School I – 4CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School I
Content Statement	**4CE** Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production.
	Enduring Understandings: Authentic Application and Collaboration • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.
Essential Question	What role do theatre and theatre-related industries play in terms of spending, economic and cultural impact and jobs?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Collaborative work often relies upon a variety of individuals with a variety of skills and interests fulfilling diverse roles in order to collectively achieve identified goals; • In most successful endeavors, a leader will emerge and clearly defined work relationships will be developed.	**Students will demonstrate this learning by …** • Outlining the responsibilities of the actor; • Outlining the responsibilities of the director; • Examining and explaining the working relationship between the actor and the director in diverse working environments. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Classroom discussion; • Listening to a guest speaker (actor, director); • Researching the roles of actor and director; • Creating a work/responsibility flow chart for theatre production. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Tasks Students explain the career responsibilities and interactions of actors and directors. Students create a poster that illustrates the relationship between an actor and a director. Students improvise a scene depicting the interaction between an actor and a director such as an audition or rehearsal.	**Career Connections** **Pearltrees Careers Link** • Director, Choreographer, Musical Director • Cinematographer • Performer (actor, singer, dancer, musician, voice-over artist, on-air personality, video journalist). **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School I – 5CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School I
Content Statement	**5CE** Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works.
	Enduring Understandings: Critical and Creative Thinking • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
Essential Question	How is aesthetic sensitivity and understanding of drama and theatre developed? How does theatre mirror and/or influence the social, educational, political, economic, religious and technological development and climate of its time?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Constructive criticism can be used to improve upon any endeavor; • There are often established criteria for judging the effectiveness or worthiness of any given endeavor; • Often personal reasons for creation of any product do not coincide with established criteria; • Acts of creativity are driven by a variety of reasons.	**Students will demonstrate this learning by …** • Identifying and exploring the variety of criteria that may be considered in the creation and evaluation of theatrical work; • Discussing how playwrights, actors, directors, designers, and other theatrical artists apply established criteria to guide their work; • Discussing how playwrights, actors, directors, designers, and other theatrical artists apply personal criteria to guide their work; • Investigating how popular taste and expectations as well as money can affect the creation of theatre pieces.	**Students will be engaged and supported in learning by …** • Building rubrics; • Examining and discussing samples of dramatic criticism; • Reading current reviews; • Listening to a panel of guest artists; • Reading articles or interviews where artists discuss their own work.

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

	Assessment **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students explain the factors that theatre artists consider in the creation of their work.	**Career Connections** **Pearltrees Careers Link** • Director, Choreographer, Musical Director, Cinematographer, Performer (actor, singer, dancer, musician, voice-over artist) • Designer (scenic, lighting, sound, properties, special effects, costume, makeup), Editor (broadcast, video, film, digital) • Dramaturge, Reviewer, Critic **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School II – 1CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School II
Content Statement	**1CE** Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.
	Enduring Understandings: Critical and Creative Thinking; Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways to understand the works produced and performed by others; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How do theatre artists use their analytic and intuitive abilities in a creative process? How is aesthetic sensitivity and understanding of drama/theatre developed? What is the purpose of theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Dramatic works often reflect viewpoints of the playwright; • Playwrights often use their work to make statements about culture, politics and other topics that that inspire thought; • Playwrights make specific choices (use specific words or phrases) to ensure their point is made to the audience.	**Students will demonstrate learning by …** • Identifying a playwright's artistic choices; • Citing evidence in the text that validates a playwright's choices in conveying his message. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Play reading and viewing; • Group discussion about the playwrights' intention and message; • Intentional grouping • Inquiry-based research. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task Students read a thesis play such as Ibsen's *Enemy of the People* or Durrenmott's *The Visit* and discuss the playwright's message and its relevancy to today's world.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screenwriter • Script Writer • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School II – 2CE, 3CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School II
Content Statement	**2CE** Research the historical background of a script as a basis for interpretation and presentation; **3CE** Identify and describe the significant dramatic arts from various periods of theatre history (e.g., Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary).
	Enduring Understandings: • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work; • Compare and contrast the works of two playwrights from two distinct theatre periods; • Research and report on career opportunities in all aspects of theatre and drama.
Essential Question	How is aesthetic sensitivity and understanding of drama/theatre developed? How does dramatic literature and theatre mirror and/or influence the social, educational, political, economic, religious, and technological development and climate of its time?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Historical event inspire playwrights and their work; • Many dramatic works are based around historical events and the reactions of the world to those events; • Different eras of history have produced various styles of dramatic works.	**Students will demonstrate learning by …** • Examining the history of the dramatic arts in order to develop and understanding of current dramatic trends; • Explaining how a work's historical basis creates a deeper understanding of the work; • Illustrating that a historical understanding of a script allows for a more authentic presentation of the work. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Script analysis; • Group discussion of analysis; • Collaborative group work. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task Students read Nelson's *The Guys* and discuss its context and how artists producing this piece can honor the playwright's intent while sufficiently conveying the emotion of the event upon which the piece is centered. Students examine how theatre has often occurred within a religious context. Students study Medieval morality plays, then find examples of modern morality plays.	**Career Connections** **Pearltrees Careers Link** • Director • Choreographer • Musical Director • Cinematographer • Performer (actor, singer, dancer, musician, voice-over artist) • Designer (scenic, lighting, sound, properties, special effects, costume, makeup) • Editor (broadcast, video, film, digital) • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School II – 5CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School II
Content Statement	**5CE** Research and report on career opportunities in all aspects of theatre and drama.
	Enduring Understandings: Personal Choice and Vision • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Progress Points:** • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them; • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	What role do theatre and theatre-related industries play in terms of spending, economic and cultural impact and jobs?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Theatre and dramatic arts can offer a wide variety of career/professional opportunities.	**Students will demonstrate learning by …** • Identifying the marketable skills fostered by participation in theatre; • Investigating career options available to theatre professionals in the industry.	**Students will be engaged and supported in learning by …** • Monitored/assisted research; • Facilitation/organizing information; • Interviews or career days; • Reviewing career guides and career website; • Guest speakers.
	Assessment **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task	**Career Connections**	**Diverse Learners**

Students organize a theatre career day.	**Pearltrees Careers Link**
	• Education
	  ○ Theatre Teacher for K-12
	  ○ Theatre Teacher for College
	  ○ Acting Coach
	  ○ Singing Coach
	  ○ Dialect Coach
	• Educational/Producing Organizations
	  ○ Arts Administrator
	  ○ Development Director
	  ○ Arts Fundraiser
	  ○ Arts Council Director
	  ○ Community Arts Center Director
	  ○ Outreach Coordinator
	  ○ Grants Specialist
	• Business
	  ○ Producer
	  ○ Box Office Manager
	  ○ Press Agent
	  ○ Audience Relations Specialist
	  ○ Artist's Agent
	  ○ Entertainment Lawyer
	  ○ Marketing Director
	  ○ Booking Agent
	  ○ Managing Director
	  ○ Publicist/Public Relations
	  ○ Company Manager
	  ○ Business Manager
	  ○ Usher
	  ○ Personal Manager
	  ○ Literary Agent
	  ○ Labor Control Administrator
	  ○ House Manager
	  ○ Theatre Accountant
	  ○ Rights Analyst
	  ○ Graphic Designer
		Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.
		• ODE Diverse Learners
		• VSA Ohio
		• CAST

	○ Acquisitions ○ Location Scout **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**BACK**

High School III – 1CE, 2CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School III
Content Statement	**1CE** Analyze how cultural, social, and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work; **2CE** Analyze a dramatic and theatrical work in the context of its time period and culture.
	Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration; Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them.
Essential Question	How does theatre mirror and/or influence the social, educational, political, economic, religious and technological development and climate of its time?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Art occurs in context as a reflection of its time period, location, and community; • Audiences can internalize many different aspects of a production; • The collection of individual perspectives shape popular response to a work;	**Students will demonstrate learning by …** • Engaging in pre-viewing/post-viewing dialogues about social themes; • Comparing/contrasting audience perceptions of social issues with perceived attitude toward a specific performance; • Analyzing the context in which a specific work was created; • Analyzing how a specific theme within the work might connect to/influence the audience/ culture of the time period in which it was originally produced;	**Students will be engaged and supported in learning by …** • Group research/discussion of significant social/political/cultural events within a designated time period surrounding a specific work; • Writing; • Surveying; • Charting data; • Audience Anticipation guides; • Completing targeted questionnaires.

• Universal themes in a work connect with audiences and help create sustained appeal.	• Analyzing how a specific theme within the work might connect to/influence the audience/ culture of the time period in which it has been re-mounted. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students read and discuss *Baltimore Waltz* (Vogel), *Angels in America: Millennium Approaches* (Kushner), and *Rent* (Larson) within the context of the AIDS outbreaks in urban centers in the early 1990s. Students discuss the 1968 production *Hair!* as a response to rising anti-war sentiment in regard to the Vietnam War. Students write director's notes pages for a program or a curtain speech to be delivered before a performance. Students survey the audience before/after a performance to assess attitudes of current social issues, then chart data to see if perceptions change or correlate to audience response to production.	**Career Connections** **Pearltrees Careers Link** • Director • Designer • Playwright • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 3CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School III
Content Statement	**3CE** Defend a playwright's body of work and place in theatrical history.
	Enduring Understandings: Critical and Creative Thinking; Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them; • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	In what way does theatre provide unique insight into human experience? What distinguishes ordinary from exceptional theatre? What constitutes a meaningful theatre experience for the actor and the audience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Art occurs in context as a reflection of its time period, location, and community; • The purpose of drama is to Educate, Entertain, and Engage; • Audiences can appreciate/ internalize many different aspects of a production.	**Students will demonstrate learning by …** • Reading plays and identifying strong themes; • Determining universality of identified themes; • Discussing the longevity of themes across the human condition and possible appeal to a wide audience over many generations. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Individual reflection; • Group discussion; • Socratic seminar; • Reading a selection of plays; • Reading a selection of related criticisms; • Reviewing production histories; • Researching engagement length (run) using IBDB.com as applicable.

		Resources **LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students analyze plays and performances that share the same basic text but are different such as *Romeo and Juliet* and *West Side Story*, *The Comedy of Errors* and *The Boys from Syracuse, Twelfth Night* and *All Shook Up,* etc. Students discuss the validity of the themes of select classic texts within the modern context, such as *Lysistrata, Ubu Roi, All My Sons*, etc.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screenwriter • Script Writer • Dramaturge • Theatre Historian • Critic **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 4CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School III
Content Statement	**4CE** Compare and contrast motivations and reactions of characters confronting similar situations.
	Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts; • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Progress Points:** • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	What constitutes a meaningful theatre experience for the actor and the audience? How is aesthetic sensitivity and understanding of drama/theatre developed?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Drama is derived from a character's *want*s (goals/objectives) and the conflict/journey required to obtain them along with the character's circumstances and relationships.	**Students will demonstrate learning by …** • Defining and pinpointing a character's goal, obstacle, tactic, and expectations; • Defining a character's circumstances and relationships; • Comparing and contrasting motivations and reactions of two characters with similar situational conflicts.	**Students will be engaged and supported in learning by …** • Scene work; • Improvisation work; • Individual reflections; • Group discussions; • Reading/watching plays, scripts, scenes, films/videos; • Annotating scripts with appropriate symbols. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers
	Assessment **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	

		• Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students develop a character history or back story. Students write letters between two characters in a play. Students create a character collage. Score the subtext of a scene.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screenwriter • Script Writer • Director • Actor/Performer **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 1CE, 2CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School IV
Content Statement	**1CE** Examine and explain the use of various theatrical styles to achieve an intended purpose and meaning; **2CE** Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue.
	Enduring Understandings: Personal Choice and Vision; Literacy • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Interpret and transform new and traditional dramatic texts for informal and formal productions; • Engage in the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them.
Essential Question	Why study theatre? How do people express themselves through theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Dramatic works are rooted in the context of historical events – both the event itself and the consequences and reactions to those events; • All art forms reflect different eras of history and are presented in various styles; • Specific choices (phrasing, word usage) are made by playwrights to convey their message to the audience;	**Students will demonstrate learning by …** • Explaining how all art forms reflect heritage or current/past events; • Illustrating how a historical understanding facilitates a more authentic presentation of art forms based upon philosophical, ethical and social issues; • Analyzing divergent points of view in dramatic and theatrical works that do not reflect their own; • Contemplating the written intent of the script.	**Students will be engaged and supported in learning by …** • Art analysis (all art disciplines); • Group discussion; • Collaborative group work; • Films/videos; • Art illustrations; • Timeline of all arts presented; • Samples of dramatic and theatrical works that have divergent styles, intent, purpose and meaning; • Response journals.

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

• A playwright's viewpoints are often reflected in his work; • Playwrights use theatrical styles to reflect purpose and meaning.	**Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students read Eugene O'Neill's *The Hairy Ape* and discuss the lure of technology and materialism versus man's spirituality and behavioral values. Students read a teacher-selected passage from *The Heidi Chronicles* identify and discuss its feminist message.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screenwriter • Script Writer • Director • Actor/Performer • Designer (lighting, sound, scenic, costume, makeup, special effects) • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 3CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School IV
Content Statement	**3CE** Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history.
	Enduring Understandings: Critical and Creative Thinking; Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media of the day. **Progress Points:** • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their show; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	Why study theatre? How do people express themselves through theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Playwrights are inspired by historical events when composing their scripts; • Various styles of dramatic works are related to different eras of history; • The basis for dramatic works focuses on historical events and the reaction of the world to those events.	**Students will demonstrate learning by …** • Examining how a more authentic presentation of a dramatic work relates to a proper contextual understanding of historical and world events; • Analyzing a playwright's work based upon a thorough understanding of its historical context; • Justifying a playwright's place or potential place in theatre history. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template	**Students will be engaged and supported in learning by …** • Script analyses; • Collaborative group work; • Group discussion; • Reviewing a large variety of scripts; • Consulting historical reference texts; • Internet usage; • Examining historical materials such as paintings, books, and illustrations. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy

	• Arts Assessment Menu	• Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students read the work of Tennessee Williams and examine the influence of Puritanism on the development of modern American drama.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screenwriter • Script Writer • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 4CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School IV
Content Statement	**4CE** Analyze dramatic and theatrical texts on the basis of the physical, social and psychological dimensions of the characters.
	Enduring Understandings: Critical and Creative Thinking • Students to combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
Essential Question	Why study theatre? How do people express themselves through theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Dramatic and theatrical texts are directly related to the physical, social, and psychological dimensions of character; • Dramatic characters will have common elements (space, time, place, emotions, physical characteristics); • Characters have their own unique traits; • Characters have both internal and external characteristics; • Characters have goals and objectives related to solving the dramatic conflict; • Obstacles prevent the character from achieving the character's objectives;	**Students will demonstrate learning by …** • Identifying distinct and well-defined characterizations and defend your selection. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Reenactment of characters; • Receiving direct instruction; • Group discussion of characters and character traits; • Scene work; • Physical movement exercise; • Improvisation; • Interviewing actors; • Using scripts, costumes and props; • Employing audio and visual elements. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

• Characters should not be limited solely to caricatures and stereotypes.		
Application		
Student Performance Task Students create a character collage. Students write a character analysis. Students create a character profile that includes a character history; analysis of actions, words, and thought; appearance; and prediction.	**Career Connections** **Pearltrees Careers Link** • Director • Actor/Performer **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 5CE

Discipline	Drama/Theatre
Strand/Process	Perceiving/Knowing/Creating
Grade Level	High School IV
Content Statement	**5CE** Articulate how the skills learned and used in drama and theatre courses help prepare a student for college and career readiness.
	Enduring Understandings: Personal Choice and Vision • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Progress Points:** • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Engage in the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them; • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	Why study theatre? How do people express themselves through theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Drama and theatre courses mirror a wide variety of career and professional opportunities in all areas of employment; • Skills used in drama and theatre can be applied to any job requirement or admission to college or a career center.	**Students will demonstrate learning by …** • Articulating how drama and theatre studies apply to real world situations; • Articulating how skills learned through their studies in theatre prepare them for success after school. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Researching career opportunities; • Listening to speakers from higher education and industry; • Practicing job/admission interviews; • Role playing; • Resume presentation; • Reading professional/industry journals and magazines; • Consulting career guides and manuals; • Examining sample resumes, portfolios, headshots.

		Resources LINK to Pearltrees • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students research a modern social issue play such as *The Man Who Turned into a Dog, Next to Normal, Dead Man Walking, Quilt,* etc. Students identify a specific career path in theatre and research it in depth, including needed training, skills and experience; job availability; working conditions; unions and pay.	**Career Connections** **Pearltrees Careers Link** • Theatre or Theatre-related Career of Choice • Professional Organizations • Professional Publications **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School I – 1PR, 2PR, 3PR, 4PR, 5PR, 6PR, 7PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School I
Content Statement	**1PR** Manipulate vocal qualities, posture, movement and language to express variety in characters and situations; **2PR** Use technical elements safely to focus attention; establish mood, locale and time; and to support the plot; **3PR** Write and act out a dramatic or tragic scene; **4PR** Generate a plan for technical production including the safe operation of tools and production equipment; **5PR** Demonstrate improvisation and explain how it benefits character, scene and script development; **6PR** Apply accurate terminology in dramatic and theatrical activities; **7PR** Integrate other art forms into a dramatic presentation.
	Enduring Understandings: Authentic Application and Collaboration • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of the work.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Theatre is an applied art form; • Theatrical production requires a specialized skill set; • Safety must be a constant consideration in theatrical production; • Theatre has a specialized vocabulary;	**Students will demonstrate learning by …** • Using theatre as an applied art form; • Using the specialized skill set needed for theatrical production; • Consistently observing all safety considerations involved in theatrical production; • Using theatre's specialized vocabulary; • Using all of the other arts disciplines in theatrical production.	**Students will be engaged and supported in learning by …** • Small group work; • Scene work; • Designing; • Outlining; • Researching; • Collaboration.

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

• Theatre uses all of the other arts disciplines.	**Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students read a variety of scripts, then collaboratively develop a production structure and concept, rehearse and present a one-act play.	**Career Connections** **Pearltrees Careers Link** • Writers (playwright, script writer, screen writer) • Director • Choreographer • Musical Director • Cinematographer • Performer (actor, singer, dancer, musician, voice-over artist) • Designer (scenic, lighting, sound, properties, special effects, costume, makeup) • Editor (broadcast, video, film, digital) • Dramaturge • Theatre Historian • Technicians (grip, best boy, electrician, engineer, rigger, switcher, carpenter, camera operator, steady-cam operator, Foley artist, boom operator, continuity, special effects) • Business Personnel (agents, casting directors, box office, graphic artist, publicist, business manager, theatre accountant, acquisition expert, producer) • Organizational Leaders (stage manager, assistant stage manager, floor manager, tech director, artistic director) • Personal Assistant	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST

	• Dresser • Hairstylist • Digital Personnel (editor, animator) • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**BACK**

High School II – 1PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School II
Content Statement	**1PR** Develop a complete character using physical, emotional, and vocal techniques in a memorized scene or monologue.
	Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration • Students combine and apply artistic and reasoning skills to imagine, create, relate and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process? What is the actor's relationship to the text?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Character can be built and defined both internally and externally; • Drama is derived from a character's *want* (Goal/ Objective) and the conflict/ journey required to get it along with the character's circumstances and relationships;	**Students will demonstrate learning by …** • Defining and pinpointing character's goal, obstacles, tactics, and expectations; • Defining character's circumstances and relationships; • Practicing a variety of shifting tactics used to achieve objectives; • Altering vocal patterns, physical stance, and gesture appropriately to approximate chosen character.	**Students will be engaged and supported in learning by …** • Improvisation games/activities; • Scene work; • Exploring diverse scripts; • Vocal exercises; • Physical movement exercises; • Watching videos; • Watching actor interviews (Inside Actor's Studio/DVD "extras").

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

• Obstacles prevent characters from getting what they want.	**Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students develop a character history. Students present a monologue. Students discuss the effectiveness of Anne Hathaway's "I Dreamed a Dream" from *Les Miserables.*	**Career Connections** **Pearltrees Careers Link** • Director • Choreographer • Vocal Coach • Performer (actor, singer, dancer, performance artist) **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School II – 3PR, 5PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School II
Content Statement	**3PR** Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes, and make-up; **5PR** Integrate other art forms and academic disciplines in a dramatic or theatrical activity.
	Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts; • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-directions, persistence and focus when working independently in dramatic and theatrical contexts; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of the work; • Interpret and transform new and traditional dramatic texts for informal and formal productions; • Engage in the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them; • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process? What is the actor's relationship to the text? What constitutes a meaningful theatre experience for the actor and for the audience?

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Theatre shop, actor, and audience safety is essential; • Theatre uses discipline-specific elements and jargon; • Every person's execution of his/her responsibilities is integral to the success of any theatrical endeavor; • Theatre is an amalgamation of all disciplines of study.	**Students will demonstrate learning by …** • Focusing on safety, accuracy, and presentational appropriateness for selected text, presentation space, and directorial/design choices; • Incorporating other disciplines (music, dance, art, etc.) specific to artistic decisions and their specific elements and vocabulary. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Designing and creating functional scenery, properties, lighting, sound, costumes, and make-up; • Researching, creating and producing shop safety posters; • Drafting/drawing costume plots, scenic drawings, ground plans and other technical drawings; • Using audio libraries/effects/Foley work; • Model making; • Reviewing safety manual/procedures; • Examining images of art, costume and clothing construction from multiple eras; • Using the Library of Congress www.loc.gov **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task Students create a publicity campaign. Students prepare a prompt book. Students create a ground plan or light plot. Students write a safety manual that is school-specific. Students draw a scenic or costume rendering.	**Career Connections** **Pearltrees Careers Link** • Designer (scenic, lighting, hair/makeup, costume, sound, properties) • Scenic Artist • Theatre Librarian • Coordinator of Hair/Makeup • Costumer • Draper • Management Personnel (stage manager, assistant stage manager, production stage manager, properties manager, wardrobe supervisor, floor manager) • Dresser • Special Effects • Technician (technical director, sound operator, rigger, grip, electrician, carpenter, shop supervisor, stagehand, camera operator, boom operator, set dresser, best boy, tailor) • Production Assistant **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School II – 4PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School II
Content Statement	**4PR** Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.
	Enduring Understandings: • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** Critical and Creative Thinking; Authentic Application and Collaboration • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process? What is the actor's relationship to the text?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Principles of theatre and actor safety including physical limitations of actors; • Roles within a collaborative ensemble; • Goals, circumstances, and relationships of each character in the scene;	**Students will demonstrate learning by …** • Defining useable space within a performance area including positions of power/weakness/ neutrality; • Using blocking terms, sketches, or shorthand to annotate scene; • Communicating effectively with peer actors, respecting roles and physical limitations; • Composing a scene depicting effective physical relationships.	**Students will be engaged and supported in learning by …** • Improvisation games/activities; • Scene work; • Vocal and physical movement exercises; • Ensemble work; • Creating tableaux; • Creating a ground plan for a proposed performance space; • Analyzing text.

• Blocking is specific to performance space (proscenium, thrust, arena, etc.); • Principles of stage composition including stage directions, sight lines, space, line, diagonal, and impact of technical elements, etc.	**Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students compile a director's notebook. Students analyze a scene for subtext. Students plan and direct a scene with peers.	**Career Connections** **Pearltrees Careers Link** • Director • Choreographer • Director of Photography **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 1PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School III
Content Statement	**1PR** Sustain convincing multidimensional characters while developing contrasting pieces and monologues for presentations, auditions and inclusion in a portfolio.
	Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How is aesthetic sensitivity and understanding of drama/theatre developed? How do theatre artists use their analytic and intuitive abilities in the creative process?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Actors develop characters internally or externally; • Status of the selected character and the character's objective within a scene; • Context of selected text (monologue) within the overall structure of a work.	**Students will demonstrate learning by …** • Preparing at least 2 contrasting monologues for audition using vocal patterns, physical stances and gestures to effectively represent diverse characters/styles/time periods; • Performing contrasting memorized audition pieces. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Using text coding (beats, tactics, pauses, stresses); • Vocal and movement exercises; • Improvisational games/activities; • Participating in vocal warm ups; • Watching actor interviews; • Watching videos.

		Resources LINK to Pearltrees • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students research audition requirements for a college program and prepare for them. Students participate in auditions for theatrical productions in the school or the community.	**Career Connections** **Pearltrees Careers Link** • Director • Actor/Performer **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 2PR, 3PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School III
Content Statement	**2PR** Identify and safely apply the appropriate technology to a selected area of technical emphasis; **3PR** Create specific technical designs and select, cast, block, and direct a scene for performance.
	Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts; • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;

	• Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process?

Content Elaborations	**Expectations for Learning**	**Instructional Strategies and Resources**
Students will learn … • There are essential principles of actor and audience safety, including physical limitations of both actors and stage pieces; • Principles of design, staging composition and space enhance the effectiveness of a production; • Selected technical area–specific standards and practices exist.	**Students will demonstrate learning by …** • Safely utilizing appropriate technology to adequately and artistically support a scene or event (dance recital, music concert, guest speaker); • Describing safety procedures along with their implementation process and rationale; • Using blocking terms, sketches or shorthand to annotate a scene; • Using a scaled floor plan/model to depict performance space; • Communicating effectively with peer actors, respecting roles and limitations; • Executing a technical design; • Performing a scene in a designated space. **Assessment**	**Students will be engaged and supported in learning by …** • Improvisational games; • Scene work; • Ensemble work; • Creating tableaux; • Scene annotation; • Design charades; • Hands-on training; • Using well-rehearsed, ingrained safety procedures; • Safety walk-throughs; • Examining well-organized and available MSDS for all products; • Consulting manuals and service history for all equipment; • Studying procedural instruction binders.

	Students will know how well they are learning by … • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students create the appropriate paper documentation for a theatrical production such as ground plan, properties plot, prompt book, etc. Students present a safety lesson on a particular aspect of theatrical production. Students hang, focus and run the lighting for a school or community	**Career Connections** **Pearltrees Careers Link** • Director • Cinematographer • Designer (scenic, lighting, sound, costume, makeup, special effects) • Technical Director • Technician (camera operator, electrician, audio technician, etc.) **Learning Standards Connections**	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST

event.	• HIGH SCHOOL II English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	BACK

High School III – 4PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School III
Content Statement	**4PR** Write a play, screenplay, or radio play.
	Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts; • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Interpret and transform new and traditional dramatic texts for informal and formal productions; • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	What constitutes a meaningful theatre experience for the actor and the audience? How do theatre artists use their analytic and intuitive abilities in the creative process? How is aesthetic sensitivity and understanding of drama/theatre developed?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Drama is derived from a character's *want* (goal/objective), the conflict/ journey required to get it, and the character's circumstances and relationships;	**Students will demonstrate learning by …** • Composing a play, screenplay, or radio play adhering to the standards and formatting for that specific genre; • Using stage directions, location descriptions, or sound effect notes as appropriate for text, format, and genre.	**Students will be engaged and supported in learning by …** • Employing table readings; • Participating in writer's seminars; • Stage readings; • Creating and using story boards;

• Character is depicted both directly and indirectly; • Forms of expression (play, screenplay, radio play) each have their own specific language yet all share common dramatic elements and verbiage.	**Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	• Listening to recorded examples of radio plays (e.g., War of the Worlds); • Creating and using story boards; • Watching "Making of" features on DVDs; • Journaling. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students use teacher-selected photos to use as a basis for a two-to-three minute original monologue. Students choose a solo song from a musical and write it as a monologue. Students write a ten-minute play based upon a personal experience or journal entry.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screenwriter • Script Writer **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 5PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School III
Content Statement	**5PR** Calculate the cost (e.g. props, scenery, costumes, royalties) of mounting a dramatic and theatrical production.
	Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and

	events in the world around them.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Royalties are paid to compensate writers/musicians for their creative contribution; • Producers control finances within a production company; • Budgets impact available resources and design/ performance considerations; • Each individual piece designed or selected for a production incurs a cost.	**Students will demonstrate learning by …** • Creating a component list (prop/set/costume) for a work to be produced; • Finding/pricing each element and its origin (stock, make, borrow, rent, buy); • Generating comprehensive spreadsheet of potential expenditures. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Perusing catalogs of plays (Samuel French, Dramatists Play Service, etc.); • Consulting Costume House collection price lists; • Examining scenery rentals catalog; • Consulting lists of local vendors/patrons to acquire elements of props, scenery or costumes, including raw materials. **Resources LINK to Pearltrees**

		• Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students read a play and discuss design considerations with varying budget constraints.	**Career Connections** Pearltrees Careers Link • Artistic Director • Producer • Business Manager • Technical Director • Stage Manager • Designer (scenic, lighting, sound, costume, makeup, special effects)	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST

	Learning Standards Connections • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**BACK**

High School III – 6PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School III
Content Statement	**6PR** Use accurate terminology in dramatic and theatrical activities.
	Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

<table>
<tr>
<td>Students will learn …

• Each facet of theatrical emphasis has its own set of conventions and lexicon;
• Appropriate use of conventions and vocabulary aide in effective communication;
• Effective communication helps increase accuracy and efficiency when executing a collaborative vision.</td>
<td>Students will demonstrate learning by …

• Using accurate terminology in dramatic and theatrical activities.

Assessment

Students will know how well they are learning by …

• Standards-Based Rubric Template
• Arts Assessment Menu</td>
<td>Students will be engaged and supported in learning by …

• Studying consistent implementation of industry vocabulary across each facet of theatrical emphasis (acting, directing, design, tech);
• Vocabulary reinforcement posters/ signage;
• Using industry standard terms, symbols.

Resources LINK to Pearltrees

• Lesson Design and Content
• Digital Tools
• Research and Advocacy
• Professional Organizations
• Careers
• Cross-Disciplinary Fine Arts</td>
</tr>
<tr>
<td colspan="3">Application</td>
</tr>
<tr>
<td><u>Student Performance Task</u>

Students label stage maps/ground</td>
<td><u>Career Connections</u></td>
<td><u>Diverse Learners</u>

Strategies for meeting the needs of learners</td>
</tr>
</table>

plans. Students create a Backstage Terminology Cheat Sheet.	**Pearltrees Careers Link** Student-selected theatre and theatre-related industries, careers and opportunities. **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 7PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School III
Content Statement	7PR Use skills learned in other academic disciplines to produce a dramatic and theatrical piece.
	Enduring Understandings: Critical and Creative Thinking; Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. Progress Points: • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Interpret and transform new and traditional dramatic texts for informal and formal productions; • Engage with the dramatic and theatrical arts to help them connect with other disciplines, people and

	events in the world around them.
Essential Question	How is aesthetic sensitivity and understanding of drama/theatre developed? How can knowledge and principles in one discipline be used to solve problems in another?

<table>
<tr><th>Content Elaborations</th><th>Expectations for Learning</th><th>Instructional Strategies and Resources</th></tr>
<tr><td rowspan="2">Students will learn …

• Drama is based on conflict;
• Conflict can exist against an array of backdrops, historical contexts, or industries;
• Knowledge of these contexts aides in depicting these dramatic conflicts with verisimilitude.</td><td>Students will demonstrate learning by …

• Incorporating knowledge including but not limited to historical/contextual knowledge, graphic design or other digital literacies, and language, as well as speaking and listening;
• Incorporating application skills to produce a work, such as physically constructing, rigging, programing, writing, speaking and listening or applied mathematics skills such as those required to design, build and calculate load.</td><td rowspan="2">Students will be engaged and supported in learning by …

• Consulting design books from different eras/styles;
• Studying period magazine/newspaper ads (for furnishings and fashion);
• Inquiry-based research;
• Using CAD or other graphic software.

Resources LINK to Pearltrees

• Lesson Design and Content</td></tr>
<tr><td>Assessment

Students will know how well they are learning by …</td></tr>
</table>

	• Standards-Based Rubric Template • Arts Assessment Menu	• Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students research the context of a work including but not limited to setting, character's social strata and environment. Students research unfamiliar textual references considering time, place, and social standing and relate their findings to artistic choices and design decisions.	Career Connections Pearltrees Careers Link • Student-selected theatre and theatre-related industries, careers and opportunities. Learning Standards Connections • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics	Diverse Learners Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST

	• HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**BACK**

High School IV – 1PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School Level IV
Content Statement	**1PR** Analyze and execute the use of various styles to achieve an intended purpose and meaning in a dramatic work. **Enduring Understandings:** Authentic Application and Collaboration • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How do theatre artists develop professional proficiencies in analysis, technique, collaboration, and creativity? How is theatre a collective endeavor requiring individual achievement?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • A variety of styles are evident in all art forms; • Purpose and meaning in dramatic/theatrical work is directly related to style; • Analysis guides production decisions.	**Students will demonstrate learning by …** • Identifying and defining various styles of specific dramatic works; • Analyzing the purpose and meaning in various styles of dramatic and theatrical works. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Standards-Based Rubric Sample • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Analyzing scripts; • Improvisation; • Scene work; • Studying scripts in a wide variety of styles; • Viewing DVDs; • Working with an Artist in Residence. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task Students identify examples of presentational style and representational style. Students compare and contrast the stylistic conventions of Noh and Kabuki theatre. Students present a Dr. Seuss story in a Greek choral format.	**Career Connections** **PearlTrees Careers Link** • Director • Actor/Performer • Designer (scenic, lighting, sound, costume, makeup, special effects) • Cinematographer • Musical director • Choreographer • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 2PR, 5PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School Level IV
Content Statement	**2PR** Collaborate with others to develop a unified design for a production; **5PR** Integrate the essential skills from other academic, disciplines to support and execute a dramatic or theatrical.
	Enduring Understandings: Critical and Creative Thinking; Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How do theatre artists develop professional proficiencies in analysis, technique, collaboration, and creativity? How is theatre a collective endeavor requiring individual achievement?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Production requires a vast resource of staff (e.g., technical, vocal, choreographic, directorial, business, marketing, performance); • In a performance group, participants fulfill a variety of jobs and responsibilities; • All academic disciplines can be integrated to support production work.	**Students will demonstrate learning by …** • Collaborating to produce a successful production of an original or published script; • Adapting ideas and skills from non-theatre disciplines to be used in a production and explain their contribution to the production. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborative group work; • Discussion of playwright's intent; • Storyboarding; • Group work; • Production progress monitoring; • Storyboarding; • Using scripts; • Using musical scores/libretto.

		Resources LINK to Pearltrees • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students interview peers about their memories of September 11, 2001 and use those memories to craft, produce and perform a one-act play.	**Career Connections** **Pearltrees Careers Link** Student-selected theatre and theatre-related industries, careers and opportunities. **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 3PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School Level IV
Content Statement	**3PR** Work safely and independently to implement designs in all technical aspects of theatrical production.
	Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts; • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs; • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of the work; • Interpret and transform new and traditional dramatic texts for informal and formal productions; • Engage in the dramatic and theatrical arts to help them connect with other disciplines, people and events in the world around them; • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	How do theatre artists develop professional proficiencies in analysis, technique, collaboration, and creativity? How is theatre a collective endeavor requiring individual achievement?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Theatrical work involves following safety procedures in all aspects of production	**Students will demonstrate learning by …** • Following all safety procedures; • Executing a technical design for a theatrical presentation.	**Students will be engaged and supported in learning by …** • Designing technical elements for a play; • Walking through technical facilities;

including shop, stage, performance, and audience; • Collaboration is essential in the execution of the technical elements of production; • Discipline-specific skills, vocabulary and conceptual understandings are essential to successful production.	**Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	• Documenting an emergency plan; • Creating a design (scenic, lighting, costume, sound, special effects, make-up) using standard theatrical procedures such as models, renderings, lighting plots, etc.; • Using safety manuals; • Using equipment manuals; • Reviewing and following emergency plans; • Reviewing text and video on safety procedures; • Analyzing samples of theatrical designs. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students create a publicity campaign for a production. Students create a business plan for a production. Students serve as designers (light, sound, scenic, costume, makeup, special effects).	**Career Connections** **Pearltrees Careers Link** • Carpenter • Shop Foreman • Scenic Artist • Properties Master • Electrician • Graphic Artist • Marketing Director • Business Manager • House Manager	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST

Students produce all documentation for the chosen department and follow the design through to completion in performance. Students serve as department heads for a production (props master, technical director, master electrician, etc.), coordinate all the work for the chosen department and follow the work through to completion in performance.	• Designer (scenic, lighting, sound, costume, makeup, special effects) • Grip • Technician (audio, lighting) • Camera Operator • Boom Operator • Switcher • Management (production stage manager, stage manager, assistant stage manager, floor manager) • Technical Director • Dresser • Costumer • Editor (video, film, broadcast) • Musician • Musical Director • Conductor **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	BACK

High School IV – 4PR

Discipline	Drama/Theatre
Strand/Process	Producing/Performing (PR)
Grade Level	High School Level IV
Content Statement	**4PR** Select, cast, block and direct an original or published play for performance.
	Enduring Understandings: Critical and Creative Thinking; Authentic Application and Collaboration • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others; • Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful; • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts; • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of the work; • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How do theatre artists develop professional proficiencies in analysis, technique, collaboration, and creativity? How is theatre a collective endeavor requiring individual achievement?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Production work in theatre follows a basic work flow sequence (script writing/reading, analysis, audition, casting, blocking, design, construction, direction, performance); • Each member of the collaborative ensemble has specific responsibilities to fulfill;	**Students will demonstrate learning by …** • Integrating all areas of drama/theatre to create a successful production; • Utilizing appropriate and accurate terminology in all areas of production; • Communicating effectively with peers in order to create a unified production concept and polished performance.	**Students will be engaged and supported in learning by …** • Reading through scripts; • Ensemble work; • Character analysis; • Vocal and diction exercise; • Physical exercise; • Participating in production meetings; • Using scripts; • Analyzing dramatic/theatrical texts;

• Producing a play incorporates the principals of composition (including sight lines, stage directions, space, line and technical elements).	**Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	• Using blueprints of proposed performance sites; • Maximizing use of performance site; • Using production materials. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
Application		
Student Performance Task Students select, rehearse and present a one-act play.	**Career Connections** **Pearltrees Careers Link** • Director • Production Assistant • Stage Manager • Musical Director • Choreographer **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Ohio Department of Education

High School I – 1RE, 3RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School I
Standard Content Statement & Code	**1RE: Explain how a performance style communicates a message or story narrative.** **3RE: Distinguish and describe various genres such as comedy, tragedy and fantasy when engaging in dramatic work and performance.**
	Enduring Understandings: Literacy • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
Essential Question	In what way does theatre provide unique insight into human experience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Theatre communicates a message or story method in a variety of ways and forms.	**Students will demonstrate learning by…** • Identifying performance styles and genres; • Explaining how a select performance style communicates a message and/or a story narrative; • Identifying and describing examples of various genres, such as comedy, tragedy and fantasy.	**Students will be engaged and supported in learning by…** • Viewing live and recorded performances; • Discussion; • Response journaling: • Using T-charts; • Inquiry-based research.
	Assessment **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers

		• Cross Disciplinary Fine Arts
Application		
Student Performance Task Students compare and contrast *Romeo and Juliet*, *The Tempest,* and *A Midsummer Night's Dream*. Students investigate Commedia dell 'arte and look for modern examples of drama/theatre of its use.	**Career Connections** **Pearltrees Careers Link** • Director • Choreographer • Musical Director • Cinematographer • Performer (actor, singer, musician, dancer, voice-over artist) • Designer (scenic, lighting, sound, properties, special effects, costume, makeup) • Editor (broadcast, video, film, digital) • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

High School I – 2RE, 4RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School I
Standard Content Statement & Code	• **2RE: Evaluate variations of universal themes and characters across different time periods and cultures and explain how they were used in selected dramatic works.** • **4RE: Discuss the importance of drama and theatre in a community and provide examples.**
	Enduring Understandings: Literacy • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Interpret and transform new and traditional dramatic texts for informal and formal production. • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	In what way does theatre provide unique insight into human experience? What constitutes a meaningful theatre experience for the actor and the audience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • All art is created with in historical and cultural contexts; • There are similar topics in all art across time and cultures; • The arts are an integral part of human civilization.	**Students will demonstrate learning by…** • Identifying universal themes and characters; • Explaining universal themes and characters in their historical and cultural context; • Examining how difference playwrights use universal themes and characters; • Exploring where and how theatre has occurred across history and cultures; • Analyzing where theatre occurs and how it is used in their community.	**Students will be engaged and supported in learning by…** • Discussion; • Reading dramatic literature; • Participating in panel discussions; • Response journaling; • Making posters and bulletin boards; • Inquiry-based research. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers
	Assessment **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	

		• Cross Disciplinary Fine Arts
Application		
Student Performance Task Students compare and contrast *RENT* and *La Boheme*. Students trace feminism over history through play reading – ex. *Lysistrata, A Doll's House, The Heidi Chronicles.*	**Career Connections** **Pearltrees Careers Link** • Director • Choreographer • Performer (actor, singer, dancer, musician, voice-over artist) • Designer (scenic, lighting, sound, properties, special effects, costume, makeup) • Editor (broadcast, video, film, digital) • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Ohio Department of Education

High School I – 5RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School I
Standard Content Statement & Code	**5RE: Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances.**
	Enduring Understandings: Literacy • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	What distinguishes ordinary from exceptional dramatic literature and theatre? What constitutes a meaningful theatre experience for the actor and the audience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Opinions about the quality or value of an artwork can be based upon established criteria, personal criteria or both.	**Students will demonstrate learning by…** • Identifying established criteria used in dramatic/theatrical criticism; • Developing personal criteria; • Applying appropriate criteria in dramatic/theatrical contexts.	**Students will be engaged and supported in learning by…** • Reading criticism; • Creating rubrics; • Analysis; • Writing criticism. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
	Assessment **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task Students create rubrics for evaluating dramatic literature and theatre using both personal and established criteria. Students view a theatrical production and discuss its effectiveness and value in a panel discussion.	**Career Connections** **PearItrees Careers Link** • Director • Choreographer • Musical Director • Cinematographer • Performer (actor, singer, dancer, musician, voice-over artist) • Designer (scenic, lighting, sound, properties, special effects, costume, makeup) • Editor (broadcast, video, film, digital) • Dramaturge • Theatre Historian • Consumer **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School I – 6RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School I
Standard Content Statement & Code	**6RE: Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.**
	Enduring Understandings: Personal Choice and Vision • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Progress Points:** • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
Essential Question	What role do theatre and theatre-related industries play in terms of spending, economic and cultural impact and jobs? How do theatre artists use their analytic and intuitive abilities in a creative process?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Artists use resumes and portfolios to promote their works and advance their careers.	**Students will demonstrate learning by…** • Identifying what should be in an effective resume; • Outlining the components of an effective portfolio; • Explaining how a resume and portfolio are used.	**Students will be engaged and supported in learning by…** • Resume writing; • Creating portfolios; • Practicing interviews; • Inquiry-based research; • Using the Internet; • Journaling. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
	Assessment **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task Students gather work samples. Depending on the purpose of the portfolio, these may be final products as well as drafts, early versions, or rehearsals. Sketches, ground plans, plots, photos of work, renderings, etc. should be included. Students write reflectively about their process as well as their product. Students gather samples demonstrating content knowledge, perhaps an analysis of the historical and cultural context of a design or an explanation of a production concept.	**Career Connections** **Pearltrees Careers Link** • Theatre/Broadcast/Media Artist • Agent • Casting Director • Theatre Educator **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Ohio Department of Education

High School II – 1RE, 3RE, 4RE	
Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School II
Standard Content Statement & Code	**1RE: Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.** **3RE: Compare and contrast traditional and non-traditional interpretations of a dramatic and theatrical work.** **4RE: Describe what a playwright does.**
	Enduring Understandings: Authentic Application and Collaboration & Critical and Creative Thinking • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of the work. • Interpret and transform new and traditional dramatic texts for informal and formal productions.
Essential Question	How is aesthetic sensitivity and understanding of drama/theatre developed? What constitutes a meaningful theatre experience for the actor and for the audience? In what way does theatre provide unique insight into the human experience? How does theatre mirror and/or influence the social, educational, political, economic, religious and technological development and climate of its time?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • All art occurs in context; it is a reflection of its time period, location and community; • The interpretation of art begins with a clear understanding of its roots and of the artist's intent; • Art can inform and transform both an individual's and a	**Students will demonstrate learning by…** • Analyzing both the playwright's intent and the social, historical and cultural context when interpreting a producing a play; • Recognizing that the production concept for a script may vary from director to director, but must remain true to the script in order to be effective; • Recognizing that theatrical production may	**Students will be engaged and supported in learning by…** • Large and small group discussion; • Analyzing scripts; • Independent reading; • Listening/Viewing lectures and videos; • Attending theatrical events;

community's understanding of the world around him/them; • The purpose of art and its creation range from sheer entertainment to an urgent call for social change.	range from sheer entertainment to social protest; • Recommending whether a theatrical work should be presented exactly as it was originally produced or may be presented in an alternative style/form (i.e., traditional versus non-traditional); • Discussing how theatre reflects, informs, and transforms both an individual's and a community's understanding of the world around him/them. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	• Response journaling; • Participating in panel discussions. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students compare and contrast scene(s) or the full film versions of Branagh's *Hamlet* featuring Kenneth Branagh (1996), Zeffirelli's *Hamlet* featuring Mel Gibson (1990), and Almereyda's *Hamlet* featuring Ethan Hawke (2000). Students compare and contrast Shakespeare's *MacBeth* with Morrisette's film version *Scotland, PA* (2001). Students study *Sarafina, Runaways, Laramie Project, Dead Man Walking* or other scripts that center around a social issue and examine why it is significant.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screen Writer • Script Writer • Director • Dramaturge • Theatre Historian • Reviewer • Critic **Learning Standards Connections** • HIGH SCHOOL I English Language Arts • HIGH SCHOOL I Mathematics • HIGH SCHOOL I Science • HIGH SCHOOL I Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School II – 2RE, 5RE	
Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School II
Standard Content Statement & Code	**2RE: Evaluate the resources used to mount a specific production to enhance the playwright's intent.** **5RE: Use self-evaluation strategies and audience response to improve artistic works and experiences.**
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration & Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	How is aesthetic sensitivity and understanding of drama/theatre developed? What distinguishes ordinary from exceptional theatre? What constitutes a meaningful theatre experience for the actor and the audience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • In analyzing and interpreting an artist's work, one must understand the artist's intent; • There are a variety of ways create and to judge the effectiveness of a work of art; • Art may be judged by a variety of criteria; • Artists use viewers' responses to their artwork in order to improve it.	**Students will demonstrate learning by…** • Demonstrating a clear understanding of the playwright's intent; • Explaining how all elements of a production (direction, acting, lighting, wound, scenic, special effects, costuming, makeup, properties, dance/movement, music) must work together in order to effectively convey the story of a theatrical work and the intent of the playwright; • Comparing/contrasting established criteria and by personal criteria for judging theatrical	**Students will be engaged and supported in learning by…** • Play viewing; • Discussion; • Using leading questions; • Rubric building; • Examine dramatic criticism, both prescriptive and descriptive; • Journaling.

	work; • Examining how audience response is essential to both the effectiveness of theatrical performances and to the improvement of skills of the theatrical artist.	**Resources** **LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
	Assessment **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	
Application		
Student Performance Task Students view and study a scene/play and critique all aspects of the production ranging from faithfulness to the author's intent to technical elements to acting using personal and established criteria.	**Career Connections** **Pearltrees Careers Link** • Director • Choreographer • Producer • Musical Director • Technical Director • Business Manager • Stage Manager • Review • Critic **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School II – 6RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School II
Standard Content Statement & Code	**6RE: Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress.**
	Enduring Understandings: Personal Choice and Vision • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Progress Points:** • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	What role do theatre and theatre-related industries play in terms of spending, economic and cultural impact and jobs?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Artists are often self-employed and must employ strategies to promote their own work; • Artists need to possess the traditional skills used in securing work, but must also possess additional skills unique to the arts.	**Students will demonstrate learning by…** • Recognizing how theatre resumes are similar to traditional job resumes in some ways, but different in others; • Presenting a portfolio of their completed work and their works-in-progress that illustrates the range and depth of their theatrical skills. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Examining sample resumes and portfolio; • Small group work; • Discussion; • Reviewing theatrical trade journals such as *Variety, Backstage, American Theatre*, and *EDI.* **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Application		
Student Performance Task Students participate in a portfolio review.	**Career Connections** **PearItrees Careers Link** • Performer (actor, singer, dancer, musician, on-air personality, voice-over artisit) • Agent • Casting director • Designer (scenic, lighting, sound, properties, costume, makeup, special effects) • Cinematographer • Stage manager • Director • Choreographer • Musical director • Artist (graphic, scenic) • Editor (broadcast, video, film, digital, print) • Writer **Learning Standards Connections** • HIGH SCHOOL II English Language Arts • HIGH SCHOOL II Mathematics • HIGH SCHOOL II Science • HIGH SCHOOL II Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Ohio Department of Education

High School III – 1RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School III
Standard Content Statement & Code	**RE1: Evaluate one playwright's presentation of universal themes across different works.**
	Enduring Understandings: Authentic Application and Collaboration & Literacy • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
Essential Question	How does theatre mirror and/or influence the social, educational, political, economic, religious and technological development and climate of its time? How is aesthetic sensitivity and understanding of drama/theatre developed? In what way does theatre provide unique insight into human experience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • The purpose of drama is to entertain, educate, and engage; • A playwright's effort to educate and engage is conveyed through treatment of universal themes; • Some playwrights use situations, characters, and conflicts to attempt to impart a moral or message.	**Students will demonstrate learning by…** • Identifying similar themes across a playwright's works; • Recognizing the playwright's intended message relative to the identified theme; • Assessing the effectiveness, social relevance and timeliness of the message. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Reading and discussing multiple plays by the same playwright with similar themes; • Discussion; • Small group work; • T-charts. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy

		• Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students compare themes across a single playwright's works. Students discuss depiction of theme and clarity of message in small groups.	**Career Connections** **Pearltrees Careers Link** • Playwright • Screen Writer • Script Writer **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

High School III – 2RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School III
Standard Content Statement & Code	**2RE: Explain theatre as a synthesis of all arts.**
	Enduring Understandings: Critical and Creative Thinking & Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Interpret and transform new and traditional dramatic texts for informal and formal productions. • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
Essential Question	How is aesthetic sensitivity and understanding of drama/theatre developed? What constitutes a meaningful theatre experience for the actor and the audience? How can knowledge and principles in one discipline be used to solve problems in another?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Theatrical presentation can incorporate a wide array of artistic elements and influences; • Diverse concepts and styles can be artistically combined into a coherent whole.	**Students will demonstrate learning by…** • Conceptualizing and designing a scene for production in different ways (in different eras, styles, or using different collaborative incorporations) using sketches, notes, or a director's notebook; • Attending and reviewing various artistic events, then reflecting on how those events were possibly influences by or incorporated diverse elements.	**Students will be engaged and supported in learning by…** • Designing charades; • Writing reflections; • Participating in purposeful collaborations organized by faculty; • Participating in purposeful collaborations organized by students; • Examining examples of multimedia,

	Assessment **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	puppetry, music, dance, poetry, technical effects, etc. being incorporated into theatrical works; • Investigating examples of identical texts being produced differently (i.e. *Romeo and Juliet* by Zeffirelli and Luhrmann); • Viewing a Cirque du Soleil performance. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students design multiple versions of a costume for Elmire in *Moliere*: one for a comedy, one for a musical comedy, and one for an opera. Students compare a stage version of *Dracula* with the ballet *Dracula.* Students analyze the incorporation of film and video in a theatrical production such as *Chess* or *Tommy.*	**Career Connections** **Pearltrees Careers Link** • Student-selected theatre and theatre-related industries, careers and opportunities. **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 3RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School III
Standard Content Statement & Code	**3RE: Assess how drama and theatre provide a social voice.**
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration & Literacy • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work. • Interpret and transform new and traditional dramatic texts for informal and formal productions. • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	How does theatre mirror and/or influence the social, educational, political, economic, religious and technological development and climate of its time? In what way does theatre provide unique insight into human experience? What constitutes a meaningful theatre experience for the actor and the audience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • The purpose of drama is to entertain, educate and engage; • Some playwrights attempt to use situations, characters, and conflict to impart a moral or	**Students will demonstrate learning by…** • Identifying relevant social themes within a theatrical work; • Recognizing playwright's intended message; • Assessing the effectiveness, social relevance, and timeliness of the message.	**Students will be engaged and supported in learning by…** • Improvisation exercises; • Discussion; • Writing exercises;

message.	**Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	• Reading plays addressing social inequalities; • Reviewing current events articles; • Inquiry based research of social justice/issues drama. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students discuss how relevant social theme(s) could be incorporated into a production design and how an audience might receive it. Students investigate the Theatre of the Oppressed (Boal), El Teatro Campisino, or other non-traditional theatre. Students analyze a thesis play such as Ibsen's *Enemy of the People.*	**Career Connections** **Pearltrees Careers Link** • Dramaturge • Arts Advocate • Arts Administrator • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 4RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School III
Standard Content Statement & Code	**4RE: Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (e.g., music, visual art, and dance).**
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration & Literacy • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	How is aesthetic sensitivity and understanding of drama/theatre developed? In what way does theatre provide unique insight into human experience? What is the purpose of theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Theatrical presentation can incorporate a wide array of artistic elements and influences; • Diverse concepts and styles can be artistically combined into a coherent whole; • An artist's background and experiences help define his/her artistic voice.	**Students will demonstrate learning by…** • Conceptualizing and designing a scene for production individually with sketches, notes, director/designer notebook; • Collaborating with a peer to meld two visions into one coherent adaptation; • Brainstorming possible venues and opportunities for production. **Assessment** **Students will know how well they are learning by…** • Standards Based Rubric Template	**Students will be engaged and supported in learning by…** • Sketching; • Taking notes; • Creating a director/designer notebook; • Reading and analyzing scenes/plays; • Discussion; • Brainstorming; • Collaborating with peers. **Resources LINK to Pearltrees**

	• Standards Based Rubric Sample • Arts Assessment Menu	• Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students plan and produce a multi-faceted production for the community.	**Career Connections** **Pearltrees Careers Link** • Publicist • Arts Administrator • Arts Advocate • Dramaturge • Designer (scenic, lighting, sound, properties, special effects, costumes, makeup) • Graphic artist **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Ohio | Department of Education

High School III – 5RE	
Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School III
Standard Content Statement & Code	**5RE: Compare and contrast personal and professional criticism of a specific dramatic performance.**
	Enduring Understandings: Critical and Creative Thinking & Literacy • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Interpret and transform new and traditional dramatic texts for informal and formal productions. • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
Essential Question	What is the purpose of theatre? What constitutes a meaningful theatre experience for the actor and the audience? How is aesthetic sensitivity and understanding of drama/theatre developed? What distinguishes ordinary from exceptional theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • The place and difference between personal bias and objectivity in criticism; • In analyzing and interpreting an artist's work, a reviewer must try to understand the artist's intent and audience; • Art may be judged by a variety of criteria.	**Students will demonstrate learning by…** • Objectively viewing a performance; • Writing their own criticism of the performance; • Reading published, professional critiques of the same production; • Comparing individual response with that of a more seasoned viewer, noting how interpretations and perceptions of similar aspects align and differ. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Reading published reviews; • Writing notes in a viewer's notebook; • Viewing local performances; • Watching video performances; • Listing of aspects to analyze with various categories(acting, staging, design); • Reading professional reviews for comparison. **Resources LINK to Pearltrees** • Lesson Design & Content

		• Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students read published reviews and note how the reviewer expresses point of view with supporting evidence. Students view a performance, take notes and assess the performance.	**Career Connections** **Pearltrees Careers Link** • Critic • Review • Dramaturge • Theatre Historian • Consumer **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 6RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School III
Standard Content Statement & Code	**6RE: Justify personal artistic choices made throughout the artistic process and after self-evaluation**.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration & Literacy • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.
Essential Question	How do theatre artists use their analytic and intuitive abilities in the creative process? What constitutes a meaningful theatre experience for the theatre artist and the audience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Art may be judged by a variety of criteria; • Artists use responses to their work to improve it; • An artist can build on the myriad of voices that have	**Students will demonstrate learning by…** • Keeping a running reflective journal of inspirations, influences, options, choices, and rationalizations for artistic decisions with entries throughout the creative process and following performance.	**Students will be engaged and supported in learning by…** • Reading scripts; • Creating image libraries; • Response journaling; • Reflection;

come before; • Inspiration can take many forms.	**Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	• Peer evaluation; • Discussion; • Reviewing rating sheets. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students participate in a series of reflective conversations throughout the creative/artistic process. Students write a defense of their interpretations of ideas, concepts or scenes.	**Career Connections** **Pearltrees Careers Link** • Director • Cinematographer • Musical Director • Choreographer • Designer (scenic, lighting, sound, properties, costume, makeup, special effects) • Actor/Performer **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School III – 7RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School III
Standard Content Statement & Code	**7RE: Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress and then present the portfolio to peers.**
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking & Authentic Application and Collaboration • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. • Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others. • Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs. **Progress Points:** • Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts. • Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
Essential Question	What role do theatre and theatre-related industries play in terms of spending, economic and cultural impact and jobs?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Artists are often self-employed and must utilize strategies to promote their own work; • Artists need to possess traditional skills used in securing work, but must also possess additional skills unique to the arts; • Professional networks are crucial for ongoing freelance employment; • Fundamentals of photography (lighting / framing / resolution)	**Students will demonstrate learning by…** • Creating a resume with completed works, in-progress works, and roles; • Creating portfolios using high quality wide and close shots to showcase skills; • Creating online portfolios for networking/marketing that reflect professionalism and attention to detail; • Presenting their portfolios to their peers. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template	**Students will be engaged and supported in learning by…** • Inquiry based research about professional organizations, possible jobs, internships, etc.; • Group discussion/presentations on importance of networking, salesmanship, reputation in self-promotion; • Perusing professional journals such as *Variety*, *Backstage*, *American Theatre;* • Examining sample resumes and portfolios;

are essential skills for headshots and professional portfolios; • Fundamentals of digital manipulation and design are useful skills in the creation of headshots and professional portfolios.	• Arts Assessment Menu	• Exploring online resources; • Attending trade conferences (SETC, NETC, AATE, USITT, etc.). **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Stuents research professional organizations such as Equity, SAG, IA, IATSE, USITT, SSDC. Students explore the process of finding work (casting calls, auditions, agents, interviews) Students identify available mentorships and apprentice opportunities. Students locate assistantships Performance students create headshots/resumes. Students create or update their theatre portfolio. Students participate in auditions and interviews for local theatre companies, the All-Ohio Thespian production, post-secondary opportunities, etc.	**Career Connections** **Pearltrees Careers Link** • Student-selected theatre and theatre-related industries, careers and opportunities. **Learning Standards Connections** • HIGH SCHOOL III English Language Arts • HIGH SCHOOL III Mathematics • HIGH SCHOOL III Science • HIGH SCHOOL III Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Ohio Department of Education

High School IV – 2RE, 3RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School IV
Standard Content Statement & Code	**RE 2: Evaluate a production's faithfulness to the playwright's intent and the time period and culture.** **RE 3: Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic and theatrical productions.**
	Enduring Understandings: Literacy • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other text produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
Essential Question	What happens when theatre artists allow an awareness of themselves, theatre and the world around them to inform their process and their work? How does theatre connect humanity across time, place and culture?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Analysis of an artist's work begins with an understanding of the artist's intent; • There are a variety of ways to evaluate the faithfulness to the playwright's intent; • Art is a reflection on its time period, location and community.	**Students will demonstrate learning by…** • Presenting a theatrical work in traditional or non-traditional form; • Analyzing the playwright's intent including a review of social, historical and cultural context. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Viewing of plays from all eras; • Group discussion; • Rubric analysis; • Independent research; • Grouping; • Studying of period acting techniques/presentations. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations

		• Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students compare/contrast *RENT* with *La Boheme* or *The Tempest* with *Return to the Forbidden Planet* or *Damn Yankees* and *Faust.*	**Career Connections** **Pearltrees Careers Link** • Dramaturge • Theatre Historian • Reviewer • Critic **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 4RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School IV
Standard Content Statement & Code	**4RE: Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.**
	Enduring Understandings: Personal Choice and Vision • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Progress Points:** • Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	What happens when theatre artists allow an awareness of themselves, theatre and the world around them to inform their process and their work? How does theatre connect humanity across time, place and culture? How can aspiring theatre artists maximize their chances of working in the theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • The arts are a lifelong endeavor incorporating past, present and future artistic developments; • The arts fulfill our lives with wants and opportunities for expression; • The arts enrich our lives and bring the community together.	**Students will demonstrate learning by…** • Communicating an understanding of the opportunities and rewards provided by a lifelong involvement in the arts; • Identifying and exploring professional opportunities in drama, theatre and theatre-related industries; • Advocating for the arts and arts education in your community. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Researching drama/theatre occupations/jobs; • Shadowing of arts personnel; • Participating in summer theatre opportunities; • Interacting with Artists in Residence; • Using the Internet; • Exploring fundraising avenues; • Examining job listings and industry journals such as *Backstage.* **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy

		• Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students write a position paper involving arts advocacy. Students create an advocacy campaign for arts education. Students speak with local public officials and other stakeholders about the importance of a vibrant arts culture in your community.	**Career Connections** **Pearltrees Careers Link** • Arts Administrator • Arts Advocate • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Fine Arts Model Curriculum: DRAMA/THEATRE –HS

Ohio Department of Education

High School IV – 5RE	
Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School IV
Standard Content Statement & Code	**5RE: Evaluate a specific production using both personal and group-developed criteria.**
	Enduring Understandings: Personal Choice and Vision • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful. • Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.
Essential Question	What happens when theatre artists allow an awareness of themselves, theatre and the world around them to inform their process and their work? How does theatre connect humanity across time, place and culture?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • The interpretation of an artist's work and understanding of his artist's intent is the basis for the evaluation of that work; • Each audience member has a specific interpretation of the artist's work that is unique to him; • A variety of criteria may be used to respond and reflect upon art.	**Students will demonstrate learning by…** • Utilizing established and personal criteria to evaluate theatrical works. **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Group discussion; • Attending plays; • Answering leading questions; • Using rubrics; • Analyzing dramatic criticism; • Reading scripts; • Reviewing samples of dramatic criticism; • Using the Internet. **Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations

		• Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students record their own work and self-critique. Students peer evaluate production work. Students attend a live performance and write a review. Students use self-evaluation, peer evaluation and other critiques to improve a performance.	**Career Connections** **Pearltrees Careers Link** • Critic • Review • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 6RE, 7RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School IV
Standard Content Statement & Code	**6RE: Revise and add to an existing portfolio and resume advancing the development of effective audition and presentation skills.** **7RE: Participate in portfolio review (for drama and theatre) involving self, instructor and peers to identify strengths and weaknesses in their works.**
	Enduring Understandings: Personal Choice and Vision • Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts. **Progress Points:** • Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them. • Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.
Essential Question	How can aspiring theatre artists maximize their chances of working in the theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Most artists are self-employed; • Employment in the arts requires a unique skill set combined with traditional skills; • Artists secure employment through resumes, portfolios, interviews, auditions, personal representation and personal networking.	**Students will demonstrate learning by…** • Creating an effective theatre resume; • Presenting a portfolio of their work; • Participating in a portfolio review and interview (for technicians and designers); • Participating in a live audition (performers). **Assessment** **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Examining headshots and resumes; • Discussion; • Reading theatrical journals and trade magazines; • Listening to guest speakers from trade organizations such as Screen Actors Guild, Actors' Equity, USITT, etc.; • Listening to guest speakers from college theatre departments; • Watching video of audition samples; • Reading theatrical journals and trade magazines such as *Variety, Backstage, EDI, Lighting Dimensions, American Theatre*, etc.; • Using the Internet; • Consulting a theatrical agent contact

		list. **Resources** **LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers • Cross Disciplinary Fine Arts
Application		
Student Performance Task Students participate in college auditions/interviews. Students read industry journals and inquire about job listings. Students create a theatre portfolio.	**Career Connections** **Pearltrees Careers Link** • Student-selected theatre and theatre-related industries, careers and opportunities. **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**

High School IV – 1RE

Discipline	Drama/Theatre
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School IV
Standard Content Statement & Code	**1RE: Evaluate variations of universal themes across different dramatic works.**
	Enduring Understandings: Literacy • As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day. **Progress Points:** • Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
Essential Question	What happens when theatre artists allow an awareness of themselves, theatre and the world around them to inform their process and their work? How does theatre connect humanity across time, place and culture?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Dramatic works are a reflection of their time period, locale, and community occurring in context; • Entertainment as well as social issues can be the basis for artistic creation; • Universal themes are present across dramatic works.	**Students will demonstrate learning by…** • Analyzing differing production concepts from director to director; • Analyzing the interpretation of dramatic works and their style including an analysis of both the playwright's intent in combination with the social, historical and cultural context of the play; • Debating how theatre can reflect, inform and transform a community's, as well as an individual's, understanding of the world around them.	**Students will be engaged and supported in learning by…** • Analyzing scripts; • Watching video; • Attending theatrical performance; • Independent reading; • Studying wide variety of scripts with multiple themes; • Consulting history of theatre text books; • Using the Internet; • Attending local theatre performances/productions.
	Assessment **Students will know how well they are learning by…** • Standards-Based Rubric Template • Arts Assessment Menu	**Resources LINK to Pearltrees** • Lesson Design & Content • Digital Tools • Research & Advocacy • Professional Organizations • Careers

		• Cross Disciplinary Fine Arts
Application		
Student Performance Task Students compare/contrast Sophocles' *Oedpidus Rex* with Shepard's *Buried Child* and O'Neill's *Desire Under the Elms.*	**Career Connections** **Pearltrees Careers Link** • Director • Screen Writer • Script Writer • Playwright • Dramaturge • Theatre Historian **Learning Standards Connections** • HIGH SCHOOL IV English Language Arts • HIGH SCHOOL IV Mathematics • HIGH SCHOOL IV Science • HIGH SCHOOL IV Social Studies	**Diverse Learners** Strategies for meeting the needs of learners with special needs and talents in the arts can be found below. • ODE Diverse Learners • VSA Ohio • CAST **BACK**