

Delaware Recommended Curriculum



Theatre

Grade-Level Expectations & Proficiency-Level Expectations

Theatre

Grade-Level Expectation (GLE) & Proficiency-Level Expectation (PLE) Descriptors

Definitions for the terms Introduce, Develop, Demonstrate Proficiency, and Extend used on the developmental matrix are adapted from the Revised Blooms Taxonomy (2001). These definitions represent a hierarchy of objectives that stratify artistic and cognitive student expectations into learning that scaffolds from the simplest artistic behaviors to the most complex.

INTRODUCE (I)

Expose students to artistic concepts and skills for the first time.

- Students move from unfamiliarity with artistic concepts and skills to the Remembering/Knowledge level
- Learning descriptors: describe, recognize, identify, retrieve, name, recall, list

DEVELOP (D)

Facilitate continued growth of students' artistic capabilities.

- Students proceed from the Remembering/Knowledge level of learning to the Understanding/Comprehension level
- Learning descriptors: interpret, summarize, outline, paraphrase, explain, compare, contrast

PROFICIENT (P)

Students demonstrate evidence of artistic attainment.

- Students progress from the Understanding/Comprehension level of learning to the Analyzing/Evaluating/Creating level through the transfer of knowledge, skills and understanding into another familiar situation
- Learning descriptors: implement, carry out, use, solve, examine, classify

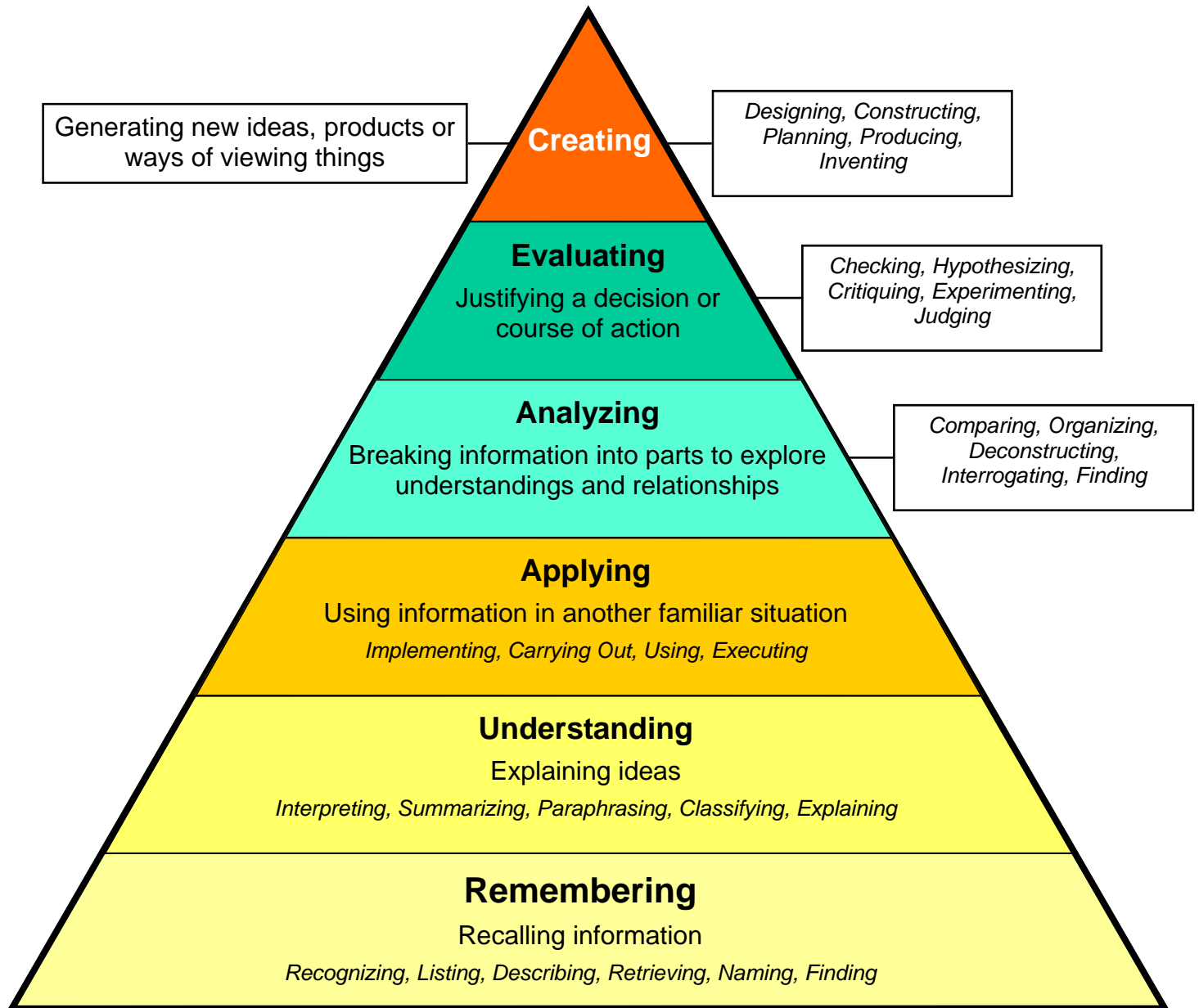
EXTEND (E)

Provide students with opportunities for heightened artistic engagement.

- Students advance to the Analyzing/Evaluating/Creating level of learning through the creation and the generation of new products, ideas and ways of viewing things in unfamiliar contexts
- Learning descriptors: generalize, infer, organize, investigate, construct, invent, elaborate, justify, predict, critique, plan, perform, create

¹Anderson, L.W., & Krathwohl, D.R. (Eds). (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Bloom's Revised Taxonomy



Theatre

Grade Level Expectation (GLE) & Proficiency Level Expectation (PLE) Descriptors

Overarching Essential Questions:

- In what ways is the theatre about what is true and in what ways is it about what is untrue?
- To what extent are the masks we wear and the roles we play a form of theatre?
- How much of a difference does it make if others know we are acting?

Standard 1: Improvising and writing scenes, scenarios and plays

Enduring Understandings:

Following instruction students will understand that:

- A theatrical piece has a beginning (exposition), middle (rising conflict) and end (resolution).
- Material (content) for a dramatic piece can be derived from a variety of sources.

Essential Questions:

- What elements are necessary in a play?
- Must there be a script? Characters? Props? A message or theme? Tragedy or comedy?
- What distinguishes ordinary from exceptional theatre?

Grade-Level Expectations (GLEs)		Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced													
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.1	Identify the foundation of playmaking in real life and fantasy	I	D		P				E						
1.2	Identify the basic elements of a play (e.g., characters, setting, plot)	I	D			P			E						
1.3	Develop an improvisation utilizing characters and setting that creates tension and suspense, with a subsequent resolution		I	D					P	E					
1.4	Record the improvised movement and/or dialogue of a play through writing, taping or other means			I	D				P	E					
1.5	Adapt a piece of literature into a theatrical piece				I	D				P	E				

I - Introduce

D - Develop

P - Proficient

E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.6	Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form				I	D				P	E				
1.7	Write an original one-act play with clearly developed characters, setting, conflict and resolution					I			D		P	E			

I - Introduce

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Standard 2: Acting in improvised and structured presentations

Enduring Understandings:

Following instruction students will understand that:

- There is a variety of techniques and skills that can be employed to create characters.
- Each actor brings her/his own life experiences to the role, making the portrayal unique.

Essential Questions:

- What qualities make an individual's performance great?
- How time- and culture-bound is the evaluation of an individual's performance?
- To what extent do the character and context affect an actor's choices and vice versa?
- To what extent should/does an actor's real-life experiences and observations affect the characters they develop on stage?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced									
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+		
2.1	Employ variations in movement, gesture and vocal expression (pitch, tempo, tone) to create characters	I	D			P			E								
2.2	Recall and recite assigned lines for a theatre piece		I	D		P			E								
2.3	Identify character motivations through research and analysis and be able to articulate how they affect the character's actions		I	D			P			E							
2.4	Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structured presentations		I	D			P			E							
2.5	Apply various acting and performance methodologies to appropriate theatrical styles (DelSarte, Kabuki, Noh, Viewpoints, Theatre of the Oppressed, Theatre-in-Education, Restoration, etc.)					I	D			P	E						

I - Introduce

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Standard 3: Designing and building environments for informal and formal presentations

Enduring Understandings:

Following instruction students will understand that:

- Environment (set, lights, costumes, sound) contributes to the tone and meaning of a theatrical production.
- Theatrical works determine the nature and/or complexity of the environment to be created.

Essential Questions:

- What qualities are common to the best scenery and props?
- To what extent do costume and makeup design influence (or get influenced by) the structure of a theatrical production?
- In what ways are line, color, space, shape and texture used to make a set communicate the locale and mood of a theatrical production?
- How must lighting and sound designs integrate with the setting, mood and action of a theatrical production?
- How do you determine how detailed a setting should be?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
3.1	Develop and implement costume and makeup designs for a structured theatrical production	I	D			I	P	E	E						
3.2	Apply design concepts (line, color, space, shape, texture) to design a set that communicates locale and mood for a theatrical production					I	D	I	P	E					
3.3	Construct scenery and props appropriate to the setting of a theatrical production					I	D	I	P	E					
3.4	Develop and implement lighting and sound designs appropriate to the setting, mood and action of a theatrical production							I	D		P	E			

I - Introduce

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
3.5	Utilize software components (vector, AutoCAD, wysiwig, audio real-time) in order to develop set designs (elevations, ground plans, cross-sections) lighting designs (plot, sectional, paperwork) and sound designs (burning, downloading, streaming, pod casting, eves) appropriate for theatrical production							I	D			P	E		

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Standard 4: Directing by envisioning and realizing improvised or scripted scenes

Enduring Understandings:

Following instruction students will understand that:

- Every production of the same theatrical piece is unique, based upon the director's vision and concept.
- Every production has certain "rules of participation," agreed upon by the director and actors, to present a unified vision.

Essential Questions:

- What is a director's/producer's responsibility to honoring a playwright's creation?
- Is there an appropriate balance between casting for type and casting for talent?
- How does a director maintain her/his vision for a production while still allowing for individual actors' "artistic license"?
- Can theatre create real-life situations or only recreate them?
- In what way does theatre provide unique insight into us and our experience?
- How does theatre change our perception of reality?
- How essential is the "willingness to suspend disbelief" to the theatrical experience?
- What constitutes a meaningful theatre experience for actor and audience?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
4.1	Analyze the meaning of improvised or scripted scenes, scenarios and/or plays			I	D			P	E							
4.2	Create a concept that conveys meaning for a scripted scene (be it linear, episodic, abstract) through the use of metaphor, mood or theme				I	D			D		P	E				
4.3	Develop an audition/casting process with criteria for casting a vignette and/or theatrical piece								I	D		P	E			
4.4	Analyze the rehearsal process (time frame, scene breakdown, blocking, tech week, script deadlines, cue assignments, stage management responsibilities) and develop a production calendar for a specific theatrical piece								I	D		P	E			

I - Introduce

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E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
4.5	Design a scene that effectively communicates to actors and audience the director's vision of the characters, setting and plot							I	D				P	E	

I - Introduce

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Standard 5: Managing and producing informal and formal presentations

Enduring Understandings:

Following instruction students will understand that:

- The audience's and actor's theatre experience is impacted by the physical and logistical elements of a production.
- Acknowledging the target audience and providing adequate information is essential to a successful marketing campaign.
- An artistically successful production does not guarantee a financial success.

Essential Questions:

- How do you determine what to include in a playbill?
- How do I distinguish between "need to know" and "nice to know," when marketing a theatrical production?
- How important is the logistical planning of backstage activity to what happens onstage during a performance?
- What is the relationship between the business elements of a production and its artistic elements?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
5.1	Analyze and understand the importance of backstage needs and communicate a plan for managing backstage traffic, props and prop tables; dressing areas and costume changes; the use of wing space/backstage area and set units				I	D			P	E					
5.2	Create an environment for the public and communicate a plan for front of house spaces and activities							I	D		P	E			
5.3	Arrange for movement patterns and communication plans for front-of-house spaces and activities (e.g., audience traffic and seating, ticket operations, usher needs, lobby/restroom needs)							I	D		P	E			

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
5.4	Understand the components of a prompt book and construct a prompt book for a specific theatrical production								I	D	P	E			
5.5	Formulate and implement a marketing campaign for a theatrical production								I	D	P	E			

I - Introduce

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Standard 6: Comparing and integrating art forms

Enduring Understandings:

Following instruction students will understand that:

- Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).
- Theatre performance skills are transferable to real-life situations (public speaking, interviews...).
- Technology and its application continually transform the capabilities of live theatre.

Essential Questions:

- Are the masks we wear, or the roles we play, a form of theatre?
- Why do people record theatre on film? What is gained? What is lost?
- What real-life skills can be learned through theatre?
- What makes a form of communication effective?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
6.1	Observe examples of role playing in life and analyze how those roles could be used by theatre artists	I	D		P	E		E							
6.2	Observe different forms of communication and transfer them into usage in performance (verbal, non-verbal, ASL, written, iconic, etc.)	I	D		P	E		E							
6.3	Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes	I	D		P	E		E							
6.4	Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music)				I	D		P	E						
6.5	Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes)				I	D		E	P	E					

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
6.6	Determine how learning in the arts helps develop essential skills for the workplace							I	D		P	E			
6.7	Compare and contrast the dramatic art forms of theatre, film and television							I	D			P	E		
6.8	Create a plan for adapting a live performance to electronic media								I	D		P	E		

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Standard 7: Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances

Enduring Understandings:

Following instruction students will understand that:

- Behavioral expectations for the audience differ with each theatrical production and venue.
- The interaction between the audience and the performers makes each show unique.
- Evaluation of a theatrical piece is based on both cognitive reflection and emotional response.

Essential Questions:

- To what extent does a live audience affect a performance for good and for ill?
- How should we interpret the difference between the actor's perception and the audience's reception of a performance?
- Under what conditions do the design components (set, costumes, lights, makeup) contribute to, or detract from, the overall production?

Grade-Level Expectations (GLEs)		Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced													
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
7.1	Identify and employ techniques for active listening and viewing of theatrical productions	I	D		P			E							
7.2	Relate the elements of a dramatic production and the impact they have on the viewer	I	D			P			E						
7.3	Assess how an audience's response can impact a theatrical presentation		I	D		P			E						
7.4	Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole			I	D		P	E							
7.5	Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions			I	D		P	E							

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Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
7.6	Evaluate the artistic quality of a production based on established criteria				I	D			P	E					
7.7	Examine audience evaluation tools and their effectiveness in critiquing a performance								I	D		P	E		

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Standard 8: Understanding theatre works in relation to cultures, times and places

Enduring Understandings:

Following instruction students will understand that:

- Theatre consists of a multitude of styles and traditions that are reflective of, and affected by, culture, time and place.
- Theatre can have a transformative power over culture and traditions.
- Theatre can challenge the audience to examine self and society.

Essential Questions:

- To what extent are theatre genres different from each other, and what elements do they have in common?
- To what extent do the culture, time and place of a dramatic work influence it?
- How does theatre (the discipline) or theatre (the structure) change according to their time and place?
- To what extent do societal, cultural and economic factors influence the theatre arts?
- Under what conditions do theatre arts professionals have an influence in society? How is this significant?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
	Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
8.1	Compare and contrast different genres of theatre (e.g., drama, comedy, musical theatre, opera)			I	D			P	E						
8.2	Analyze dramatic works in the context of the culture, time and place in which they originated			I	D			P	E						
8.3	Analyze and explain the function of theatre across cultures, times and places					I		D		P	E				
8.4	Assess the social, cultural and economic impact of theatre art on society					I		D		P	E				
8.5	Examine theatre art careers and the roles of drama professionals in society						I	D			P	E			

I - Introduce

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