

**ADVANCED THEATRE ARTS  
AND  
ACTING ENSEMBLE  
HIGH SCHOOL ACCOMPLISHED/ADVANCED  
ACADEMIC STANDARDS**



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on June 27, 2017



## HIGH SCHOOL STANDARDS FOR THEATRE ADVANCED THEATRE ARTS AND ACTING ENSEMBLE ACCOMPLISHED / ADVANCED

Advanced Theatre Arts builds upon the skills and techniques taught in Intermediate Theatre Arts. Students will continue to expand their understanding of acting and performance skills and techniques. Units of study may include advanced acting, advanced directing, film, dialects, devising, advanced improvisation, and advanced stage combat. Students will present a showcase of their work at the end of the first semester, and will participate in preparing and performing one-act plays during the second semester. It is expected that students will attend after school rehearsals as scheduled. Advanced Theatre Arts and Advanced Theatre Arts: Acting Ensemble will participate in joint units of study as well as course specific units and projects.

The focus of Acting Ensemble is *performance*. Students will practice and apply new acting concepts in an in-depth, hands-on approach. Students will audition for placement based on roles and jobs available and continue their acting and directing work in a fully produced theatre work. Advanced Theatre Arts and Advanced Theatre Arts: Acting Ensemble will participate in joint units of study as well as course specific units and projects.

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### **CREATING (Envision – Conceptualize)** **Conceiving and developing new artistic ideas and work**

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TH.Cr1.1.HS2-3 Synthesize knowledge from a variety of dramatic forms (dance, improvisation, pantomime, mask work, storytelling, etc.), theatrical conventions (fourth wall, narration, stylized movement, monologue, chorus, “theatre magic”) and technologies (lighting, projection, sound, etc.) to create the visual composition of a drama/theatre work.

TH.Cr1.2.HS2-3 Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

TH.Cr1.3.HS2-3 Communicate creative, design, and director choices to ensemble members using leadership skills, aesthetic judgment, or problem solving skills. (AE)

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### **CREATING (Develop)** **Conceiving and developing new artistic ideas and work**

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TH.Cr2.1.HS2-3 Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

TH.Cr2.2.HS2-3 Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

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### **CREATING (Rehearse)** **Conceiving and developing new artistic ideas and work**

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TH.Cr3.1.HS2-3 Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work. (AE)

TH.Cr3.2.HS2-3 Synthesize ideas from research, script analysis, and context to create and refine a performance that is believable, authentic, and relevant in a drama/theatre work.

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**PERFORMING (Select)****Realizing artistic ideas and work through interpretation and presentation**

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TH.Pr1.1.HS2-3 Apply reliable research of directors' styles (for example: observing rehearsals, analyzing their work, interviews, etc.) to form unique choices for a directorial concept in a drama/theatre work. (AE)

TH.Pr1.2.HS2-3 Apply a variety of researched acting techniques (for example: journaling, rasa boxes, improvisation, interviews, etc.) as an approach to character choices in a drama/theatre work.

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**PERFORMING (Prepare)****Realizing artistic ideas and work through interpretation and presentation**

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TH.Pr2.1.HS2-3 Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

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**PERFORMING (Share – Present)****Realizing artistic ideas and work through interpretation and presentation**

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TH.Pr3.1.HS2-3 Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, and designers.

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**RESPONDING (Reflect – Interpret)****Understanding and evaluating how the arts convey meaning**

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TH.Re1.1.HS2-3 Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

TH.Re2.1.HS2-3 Use detailed supporting evidence and appropriate criteria to revise personal work when participating in drama/theatre work.

TH.Re2.2.HS2-3 Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

TH.Re2.3.HS2-3 Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

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**RESPONDING (Evaluate)****Understanding and evaluating how the arts convey meaning**

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TH.Re3.1.HS2-3 Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

TH.Re3.2.HS2-3 Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

TH.Re3.3.HS2-3 Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

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**CONNECTING (Empathize – Interrelate – Research)**

**Relating artistic ideas and work with personal meaning and external context.**

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TH.Cn1.1.HS2-3 Develop a drama/theatre work that identifies and questions cultural, global, or historic belief systems.

TH.Cn2.1.HS2-3 Justify the creative choices made in a devised or scripted drama/theatre work, based on theatre research (for example: observing live performances, analysis of scripts, etc.).

TH.Cn2.2.HS2-3 Present and support an opinion about the social, cultural, and/or historical understandings (for example: *Clybourne Park*'s relevance to the racial divide of America, etc.) of a drama/theatre work.

