



**San Diego City Schools – Visual and Performing Arts Department**  
**California State Content Standards – Theatre**  
**Core Learnings – Theatre – Grades 9 – 12**

<b>1.0 Artistic Perception</b>		
<b>Processing, analyzing, and responding to sensory information through the language and skills unique to theatre.</b>		
<i>Students observe their environment and respond, using elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</i>		
	Proficient	Advanced
<b>1.1</b>	<p><b>Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and utilize the vocabulary of vocal (quality, pitch, projection, diction) and movement mechanics (blocking, subtext analysis, characterization).</li> <li><input type="checkbox"/> Identify universal themes (religion, power, love, and nature) in the following theatre styles and genres: comedy, tragedy and drama within their historical and cultural sub-genres: Greco-Roman and Early Indian theatre; Medieval/European and Asian Theatre, African and Latin American storytelling and ritualistic theatre, European and Japanese Renaissance, Neo-classical and Restoration, and Modern Theatre, Chinese Opera, Naturalism, Realism and Absurdism.</li> <li><input type="checkbox"/> Identify and utilize the elements of design: rendering, floor plans, period, research, and style.</li> </ul>	<p><b>Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a portfolio that demonstrates an ongoing understanding and use of contextual vocabulary as it applies to class work, rehearsal, performance, reflective writing, and play reviews.</li> </ul>
<b>1.2</b>	<p><b>Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe documentation techniques (logbook, journal, note taking), and discuss sensory observations of natural and theatrical environments (e.g., physical realities, human relationships, architectural elements, clothing and hair style, sights, sounds and smells, etc.), as they would apply to theatrical study in the classroom.</li> </ul>	<p><b>Research, analyze, or serve as the dramaturge for a play in collaboration with the director, designer, or playwright.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the significance of the position of dramaturg in context of the production of a play.</li> <li><input type="checkbox"/> Read and evaluate a play being considered for production through the lens of a dramaturg.</li> <li><input type="checkbox"/> Research literary, historical and sociological elements of a play and anticipate questions that may come from director, cast, and/or production crew.</li> <li><input type="checkbox"/> Provide background information and feedback to the director from a literary perspective.</li> </ul>
<b>1.3</b>		<p><b>Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and use blocking as a means of expression that is directly or indirectly stated in the dialogue.</li> <li><input type="checkbox"/> Analyze subtext to reveal implied character development within the overall context of the script.</li> <li><input type="checkbox"/> Recognize and articulate how images, symbols and language are interpreted in theatrical productions.</li> </ul>

<b>2.0 Creative Expression</b>		
<b>Creating, Performing, and Participating in Theatre</b>		
<i>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</i>		
	<b>Proficient</b>	<b>Advanced</b>
<b>2.1</b>	<p><b>Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Question character’s behavior, relationship, responses, using improvisation, scenes, and monologues.</li> <li><input type="checkbox"/> Explore, experiment, define, and create alternatives within subtext.</li> <li><input type="checkbox"/> Journal ongoing reflection of character motivation and production elements (pacing, voice, movement, blocking) from page to stage.</li> <li><input type="checkbox"/> Log revisions throughout rehearsal noting adaptations, changes, amendments, augmentations and reductions in preparation for performance.</li> </ul>	<p><b>Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore and question character behavior, relationship, and responses through scene study using improvisation, scenes, and monologues from contrasting dramatic texts including classical, contemporary, realistic and nonrealistic texts.</li> <li><input type="checkbox"/> Explore, experiment, define, and create alternatives within subtext and defend artistic choices.</li> <li><input type="checkbox"/> Make decisions as a director and revise choices in rehearsal (e.g., adaptation, change, amendment, augmentation, and reduction) from collaboration, discussion and reflection with the dramaturg, other actors, and crew of a production.</li> </ul>
<b>2.2</b>	<p><b>Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create detailed descriptions showing how character, setting, mood, and theme support dramatic structure.</li> <li><input type="checkbox"/> Write monologues and/or simple scenes using typical characters, storyline or plot in real time.</li> </ul>	<p><b>Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates action.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write scenes incorporating monologues and dialogue with realistic characters dealing with real-life issues across time (create storylines in which characters must solve complex and/or multiple problems, not just in real time).</li> <li><input type="checkbox"/> Perform improvisations that demonstrate complete storylines from exposition to resolution.</li> <li><input type="checkbox"/> Create detailed descriptions of complex characters and situations that support the dramatic structure.</li> </ul>
<b>2.3</b>	<p><b>Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research and design costumes, makeup, lighting, props and sets through sketching, collage, and model building for a variety of theatre styles.</li> <li><input type="checkbox"/> Research, collect, and/or create basic scenic elements, props, set pieces, costumes and basic lighting.</li> <li><input type="checkbox"/> Research and perform scenes or short plays using appropriate indication of period, representational costumes, props, and set pieces.</li> <li><input type="checkbox"/> Use appropriate cultural or historical interpretation through voice and movement.</li> </ul>	<p><b>Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate as a cast and/or production crewmember in class workshops and productions in one or more plays from different genres (comedy, drama, tragedy, musical) and different time periods.</li> <li><input type="checkbox"/> Create a cost analysis, budget, and marketing plan, for a production.</li> </ul>

<b>3.0 Historical and Cultural Context</b> <b>Understanding the Historical Contributions and Cultural Dimensions of Theatre</b> <i>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting human diversity as it relates to theatre.</i>		
<i>Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i>		
	Proficient	Advanced
<b>3.1</b>	<b>Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify both positively and negatively, ways that film, theatre, television, and electronic media has influenced our values and behaviors throughout the historical genres considering the cultural impact of storytelling, cultural teaching (e.g., miracle, morality plays, liturgical drama, and propaganda), and how it was used to affect cultural behavior and values.</li> <li><input type="checkbox"/> Describe how technology has effected and influenced language, observation and perception, and social interaction.</li> <li><input type="checkbox"/> Compare and contrast plays from a variety of historical genres to modern films and other electronic media.</li> <li><input type="checkbox"/> Compare how different sources of media were used to expose and explore human issues such as health, racism, civil rights, and war, etc.</li> </ul>	<b>Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze inflection and the movement variations of characters within their historical and cultural context, and prepare and apply to a workshop performance.</li> <li><input type="checkbox"/> View and discuss regional dialects and mannerisms from a variety of historical and cultural representations.</li> </ul>
<b>3.2</b>	<b>Describe the ways in which playwrights reflect and influence their culture in such works as Raisin in the Sun, Antigone, and the Mahabarata.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research, write and discuss the ways playwrights influence and are influenced by their culture by investigating universal themes to expose timely issues to their audience.</li> </ul>	<b>Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast works to determine how social, political and economic values were portrayed and influenced their audiences.</li> <li><input type="checkbox"/> Explore the relationship between choice of media and impact on the target audience.</li> <li><input type="checkbox"/> Write and discuss how characters and works depict and set trends.</li> </ul>
<b>3.3</b>	<b>Identify key figures, works, and trends in world theatrical history from various cultures and time periods.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and provide significant key figures, works, and trends for at least five different cultures and time periods.</li> </ul>	<b>Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research and design costumes, make-up, lighting, props and sets through sketching, collage and model building, demonstrating playwright's intent and appropriate period and style for four selections from ancient to modern theatre.</li> <li><input type="checkbox"/> Research and perform scenes and plays using appropriate indication of period through voice, movement, and acting/directorial choices for four selections from ancient to modern theatre.</li> </ul>

3.4		<p><b>Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate and distinguish between styles of playwrights and production values from at least five different cultures and time periods.</li> </ul>
<p><b>4.0 Aesthetic Valuing</b>  <b>Responding to, Analyzing, and Critiquing Theatrical Experiences</b>  <i>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</i></p>		
Proficient		Advanced
4.1	<p><b>Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write or discuss the similarities between contrasting theatrical and/or filmed versions of a play (one traditional and one non-traditional) considering thematic focus, production values, costume, setting, and acting styles that support the director’s interpretation using theatrical vocabulary.</li> <li><input type="checkbox"/> Identify and discuss current relevancy and changes in language in modern adaptations of classic works using theatrical vocabulary.</li> </ul>	<p><b>Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and use a rubric that evaluates multiple theatre elements in a single viewing, including character analysis/portrayal, theme enactment, plot development and design possibilities/choices.</li> </ul>
4.2	<p><b>Report on how a specific actor used drama to convey meaning in his or her performances.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate and discuss the effectiveness of an actor’s performance based on character development, physical and vocal character.</li> <li><input type="checkbox"/> In a film or a theatrical performance, select one actor and evaluate his/her performance using theatrical vocabulary and knowledge.</li> </ul>	<p><b>Draw conclusions about the effectiveness of informal and formal productions, film/videos, or electronic media on the basis of intent, structure, and quality of work.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critique and evaluate strengths and weaknesses of workshop style and staged performances/productions.</li> <li><input type="checkbox"/> Record and review details of a production forming opinions based on previous knowledge and practice and offer suggestions for improvement.</li> <li><input type="checkbox"/> Determine if the playwright and/or director’s intent was accomplished in a theatrical work using knowledge of metaphor, imagery and subtext.</li> <li><input type="checkbox"/> Write a review using appropriate theatre vocabulary and persuasive writing skills.</li> </ul>
4.3		<p><b>Develop a thesis based on research as to why people create theatre.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research and compile evidence on a variety of theatre pieces to determine their purpose(s): communication, entertainment, education, cultural traditions, to define a message or moral code, and present findings through written papers, collages, or other visuals.</li> </ul>

## 5.0 Connections, Relationships, Applications

### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms and Subject Areas and to Careers

*Students observe their environment and respond, using elements of theatre. They also observe formal and informal works of theatre, film, video, and electronic media and respond, using the vocabulary of theatre.*

	Proficient	Advanced
<b>5.1</b>	<b>Describe how skills acquired in theatre may be applied to other content areas and careers.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Identify careers where skills in communication and public speaking, group cooperation and teamwork, reading, writing, and organizational, physical and emotional awareness, empathy, creative choice making, imagination, and point of view are necessary.</li><li><input type="checkbox"/> Discuss how theatrical skills and cooperation are used in all content areas.</li></ul>	<b>Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/video, and electronic media.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Identify and describe how theatrical tools and techniques are used in other school courses or careers: create multiple solutions to problems, critical thinking, effective use of voice and gesture, communication skills, derive meaning from what is read, heard and seen, organize thoughts in a logical order, prioritize, cooperate and collaborate, and understand a variety of viewpoints.</li><li><input type="checkbox"/> Design a project that might be used in another academic or employment setting using theatrical skills.</li></ul>
<b>5.2</b>	<b>Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Create and implement a rehearsal schedule for a performance from page to stage.</li><li><input type="checkbox"/> Develop and implement a scene production timeline from page to stage.</li><li><input type="checkbox"/> Keep a production notebook while making modifications as needed to complete deadlines.</li><li><input type="checkbox"/> Assign appropriate tasks to individuals in the theatrical production: design sketches, costume, props, set pieces, and blocking, and advertising and marketing.</li></ul>	<b>Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Create a specific, detailed timeline from auditions to strike, including but not limited to rehearsal times and duration, lighting and sound needs, set construction, costumes and wardrobe, publicity and marketing, and house-related activities.</li><li><input type="checkbox"/> Discern producer and director priorities (e.g., additional staffing such as musical director, stage manager, house manager, etc.).</li><li><input type="checkbox"/> Budget and order supplies and materials for production needs (e.g., costumes, props, set materials, etc.).</li></ul>
<b>5.3</b>	<b>Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Research the requirements of union membership (Screen Actor's Guild).</li><li><input type="checkbox"/> Write a one-page resume, prepare an audition monologue, and take at least one headshot.</li><li><input type="checkbox"/> Job shadow at least one professional theatre artist (director, scriptwriter, or technician) and write about the experience.</li></ul>	<b>Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Assume responsibility through directing a scene and communicate character portrayal and design choices to cast members.</li></ul>

<b>5.4</b>		<b>Develop advanced or entry level competencies for a career in an artistic or technical field in the theatrical arts.</b> <ul style="list-style-type: none"><li data-bbox="1096 289 2003 412">□ Refine skills, knowledge, roles and various career opportunities in theatre through participating in productions in an ongoing manner throughout the school year (stagehands, designer, producer, director, marketing, publicity and ticket sales, house manager, usher, etc.).</li></ul>
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