

# NATIONAL THEATRE STANDARDS

## **THEATRE**

In theatre, the artists create an imagined world about human beings; it is the role of the actor to lead the audience into this visual, aural, and oral world. To help students in grades 5-8 develop theatre literacy, it is important that they learn to see the created world of theatre through the eyes of the playwright, actor, designer, and director. Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. Students should, at this point, play a larger role in the planning and evaluation of their work. They should continue to use drama as a means of confidently expressing their world view, thus developing their "personal voice." The drama should also introduce students to plays that reach beyond their communities to national, international, and historically representative themes.

In grades 9-12, students view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding of personal issues and a broader worldview that includes global issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances and the place of that work and those events in history. Classroom work becomes more formalized with the advanced students participating in theatre, film, television, and electronic media productions.

## **PLAYWRITING**

**Content Standard #1:** Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history

## **PERFORMANCE**

**Content Standard #2:** Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

## **DESIGN & PRODUCTION**

**Content Standard #3:** Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions

## **DIRECTING**

**Content Standard #4:** Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions

## **DRAMATURGY**

**Content Standard #5:** Researching by evaluating and synthesizing cultural and historical information to support artistic choices

## **INTERDISCIPLINARY PROCESS**

**Content Standard #6:** Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms

## **CRITIQUE**

**Content Standard #7:** Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

## **THEATRE HISTORY**

**Content Standard #8:** Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present