

**Bangor School Department  
Grades 9-Diploma Theater Arts Standards**

**A. Disciplinary Literacy – Theater: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

**A1. Terminology**

<b>Performance Indicators &amp; Descriptions</b>				
	<b>Theater Arts I</b>	<b>Assessment Tools</b>	<b>BHS School Expectations</b>	<b>NOTES</b>
	Students identify and define the <i>parts of the stage</i> , and identify and describe the crisis, resolution, and theme of the play.			
	<p>Theater Arts I students take a tour of Peakes Auditorium and Stage. They have a map and a list of identifiable spaces and items on the stage. They work in teams to complete this quest.</p> <p>Theater Arts I students are introduced to a variety of playwrights and their work from the past and present. Students read a number of play scripts from different eras of time and styles. The thematic elements, cultural, historical, and social elements are discussed; Aristotelian elements of drama are discussed. Some playwrights are Shakespeare, Neil Simon, Sam Shepard, Christopher Durang, Jane Martin, etc.</p>	<p>Students are given a variety of paper and pencil assessments that are graded as well as playing a “Theater Parts Green Light” game where the teacher calls out a stage area or space on stage and the students have three seconds to respond. It is a practice for the pencil and paper test.</p> <p>Students are tested over the specific plays using short answer and essay formats.</p>	<p>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</p> <p>1.2 Student will read critically and creatively for a variety of purposes.</p>	

**A2. Production**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Art I</b>	<b>Assessment Tools</b>	<b>BHS School Expectations</b>	<b>NOTES</b>
<b>Students fulfill at least one technical role from pre-show through <i>strike</i>.</b>			
<b>a. Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces.</b>			
<p>Theater Arts I students assist in the creation of either set pieces, props, costumes, or make up for the fall play for no less than 5 hours of “theater tech lab” time per semester.</p> <p>Students are taught the elements of design for the stage – mass, weight, scale, texture, metaphor, and creative license. They are taught scaled drawing techniques and complete a scaled design as assigned by the instructor.</p>	<p>Students are taught a variety of hands on skills for creating props, costume pieces, set painting techniques, and make up art for the musical or plays that happen on the main stage at Peakes auditorium. The instructor guides them and monitors their progress.</p> <p>Students use the principles of design to create their own “to scale” apartment ground plan. They have a number of required elements to incorporate, i.e. at least one bedroom, clothing storage, kitchen, living space, and one bathroom, as well as two visible means of egress.</p>	<p>3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills.</p> <p>1.1 The student will improve computation skills.</p>	
<b>b. Direct or stage-manage a scene or full production.</b>			
<p>Theater Art I students learn about the elements of directing and staging a scene by participating in a variety of scenes with the students taking turns adding blocking (movement for meaning).</p>	<p>Students practice evaluating their work and the work of others in oral and written form. Students will complete a written critique of one scene as a common assessment.</p>	<p>2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.</p> <p>2.2 The student will be able to listen accurately and critically.</p>	
<b>c. Develop specific light and sound cues and use them in scene development.</b>			
<p>Theater Arts I students are shown the principals of stage lighting and sound enhancement for theater through a number of techniques. Students attend an outside performance or touring company performance and are asked</p>	<p>Students write a critical essay reviewing a performance of either an outside performance, a touring company, and/or a BHS theater performance. Included in this essay is the determination of whether there</p>	<p>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</p>	

This curriculum alignment was developed by and is the property of the Bangor School Department  
 No part of this material may be used or reproduced without express written permission of the Superintendent of Schools

	<p>to evaluate the use of lighting and sound in the performance as it attempts to establish mood, tone, texture, place, and time.</p> <p>Students choose a piece of music that best enhances a scene that they are performing as background music.</p>	<p>was present and if so, the quality of execution of the use of light and sound as it pertains to establishing mood, tone, texture, place, and time.</p> <p>Students practice evaluating their work and the work of others in oral and written form.</p>		
d.	<b>Participate in the audition process.</b>			
	<p>Theater Art I students are required to participate in the audition process for a major play at BHS or for the student directed one act plays in the spring – whether they wish to actively pursue acting or not. They are taught the principles of auditioning and work on monologue reading in the classroom.</p>	<p>Students that wish to truly audition for a production may use their classroom audition as their audition or they may repeat the process.</p>	<p>2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.</p> <p>2.2 The student will be able to listen accurately and critically.</p>	

**Bangor School Department  
Grades 9-Diploma Visual Arts Standards**

***B. Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.***

***B1. Movement***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>NOTES</b>
<b>Students refine gesture and <i>stage business</i> in the portrayal of a role.</b>			
<p>Students are assigned a scene performance to memorize, portray, and perform for their classmates. These assignments are intended to encourage students to practice skills learned in class.</p> <p>Students create their original characters in class using a variety of techniques and processes, depending on the students they are working with. For example, students working with special needs students may use their script for their first performance.</p>	<p>Students are evaluated based on a rubric for believability, movement range for their character, and gesture reality and cohesion.</p>	<p>5.1 The student will work independently and cooperatively, depending on the classroom activity.</p>	

***B2. Character***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>NOTES</b>
<b>Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and <i>physicality</i> to communicate ideas, moods, intentions, and/or feelings.</b>			
<p>Students are encouraged to develop a character that incorporates their personal style. As skills are developed, student scene work shows individual differences that become more apparent as the project progresses. The students are graded individually for their character work: using voice timing, voice tone/level, and <i>physicality</i> to communicate ideas, moods, intentions, and/or feelings, as well as a group.</p>	<p>Individual rubrics are designed that are given to the student prior to the assignment onset. The student has a variety of ways to carry out the development of character such as building a physicality first, using a standard set of physical moves to communicate meaning and feeling; or from a mentally intrinsic perspective that searches the character's motivations and desires first. The student fills out a personality</p>	<p>2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.</p>	

This curriculum alignment was developed by and is the property of the Bangor School Department  
No part of this material may be used or reproduced without express written permission of the Superintendent of Schools

		questionnaire on their character as a guideline to later write a character analysis.		
--	--	--	--	--

***B3. Improvisation***

<b>Performance Indicators &amp; Descriptions</b>				
	<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
	<b>Students improvise through theatre games or productions to address unforeseen circumstances.</b>			
	<b>At the onset of the class students in Theater Arts I are introduced and participate in a number of improvisational games that are utilized for a number of reasons: to break the ice, to teach a specific technique (such as thinking quickly on your feet, or instant memorization), or to confront and passively deal with conflict.</b>	<b>Students are assessed on their positive and proactive participation.</b>	<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials.</b>	

**Bangor School Department  
Grades 9-Diploma Visual Arts Standards**

**C. *Creative Problem Solving:* Students approach artistic problem solving using multiple solutions and the creative process.**

**CI. *Application of Creative Process***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
<b>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.</b>			
<b>Students apply and analyze problem solving and creative thinking skills in all class assignments. All Theater Arts I students have the opportunity to create a three-dimensional work in class. Many diverse skills are needed to work with this complicated media. This work becomes part of the character exploration work.</b>	<b>Students are evaluated in two ways for this assignment. First the student writes a one-page paper describing the motivations behind the design of the project; second, the student presents their project to the class and entertains questions regarding the character nature of their creation.</b>	<b>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.  3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills.</b>	

**Bangor School Department  
Grades 9-Diploma Visual Arts Standards**

**D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music theatre, and visual arts).**

**DI. Aesthetics and Criticism**

<b>Performance Indicators &amp; Descriptions</b>				
	<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
	Students analyze and evaluate art forms..			
a.	Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy.</u>			
	Theater Arts students practice describing, analyzing, interpreting and making informed opinions about dramatic performances throughout the year. Students write no less than two written critiques of live performances.	The students' written work is evaluated based on completeness of the critique criteria and cohesiveness	<p>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</p> <p>3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills.</p>	
b.	Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print resources.			
	Students are introduced to dramatic arts through in class reading of scripts, live performances, videos, DVDs, etc. They are encouraged to think about the meaning, content, and quality of the performances and to be able to communicate ideas and opinions about it in oral and written form.	The students' written work is evaluated based on completeness of the critique criteria and cohesiveness	<p>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</p> <p>2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.</p>	

c.	<b>Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</b>			
	<b>Students learn the difference between personal opinion and informed judgment during lessons on constructive criticism for theater.</b>	<b>This is assessed during a round of constructive criticism following any performance in the classroom. The student is assessed on their input to the evaluative process.</b>	<b>2.1 The student will demonstrate effective communication (speaking) skills when presented with ideas and information.</b>	
d.	<b>Research and explain how art and artists reflect and shape their time and culture.</b>			
	<b>Theater Arts students are assigned a group research project, which must be presented to the class. The students are assigned a time period for which they must research the social, political, and theatrical significance of the time. Students are assessed a number of ways – rubric for presentation, individual participation grade, and group presentation grade.</b>	<b>Students have a guideline to follow, are given instruction on the research process by the BHS librarian according to the BIG 6 guidelines and are graded in three fashions. They are graded by rubric for the content, they are graded by presentation of material, and they are graded for individual participation.</b>	<b>1.2 Student will read critically and creatively for a variety of purposes.</b> <b>1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics.</b> <b>3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills.</b> <b>4.1 the student will be able to research, gather, and appropriately apply information in a wide variety of learning situations.</b> <b>5.1 The student will work independently and cooperatively, depending on the classroom activity.</b>	

**Bangor School Department  
Grades 9-Diploma Visual Arts Standards**

***E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make Connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.***

***E1. The Arts and History and World Cultures***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
<b>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</b>			
Theater Arts I students have been exposed to a number of historically relevant cultures through a series of script readings designed to help students better understand the development of theater throughout the ages and appreciate other cultures and other ways of thinking about historical and cultural preservation. The theater art research project also exposes students to times in history and other cultures.	Students are assessed a number of ways for multiple projects including the theatre history project and presentation.	1.3 The student will demonstrate effective writing skills in presenting information, concepts, and ideas on a variety of topics. 3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills. 4.1 the student will be able to research, gather, and appropriately apply information in a wide variety of learning situations. 5.1 The student will work independently and cooperatively, depending on the classroom activity.	

***E2. The Arts and Other Disciplines***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
<b>Students analyze skills and concepts that are similar across disciplines.</b>			
Students will utilize other disciplines to create the “apartment layout of their dreams”. Then they must choose a location where they would place that apartment and research the costs. Other interdisciplinary connections can be found to written English (constructed response, etc), math	Students use “to scale” drawing that is used in all design projects. They will be graded by rubric on technical skills. Additionally, the student must present a monthly budget for the apartment including: rent, utilities, food, and miscellaneous expenses.	1.1 The student will improve computation skills.  <i>SEE A2.a.</i>	

This curriculum alignment was developed by and is the property of the Bangor School Department  
No part of this material may be used or reproduced without express written permission of the Superintendent of Schools

	(measurement and estimating), physics (set construction), and history (art from the past and present from this and other cultures).			
--	---	--	--	--

**E3. Goal Setting**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.			
Theater Art students define goals and evaluate their personal skills as part of their scene direction and presentation exercise. Each student “contracts” with the instructor, a specific set of goals that need to be met in order to accomplish this task.	Time management and skill development is evaluated by the cooperatively designed rubric: read through, blocking, working rehearsal, dress rehearsal, and performance.	3.1 The student demonstrates solid problem-solving abilities by developing and demonstrating critical and creative thinking skills. 5.1 The student will work independently and cooperatively, depending on the classroom activity.	

**E4. Impact of the Arts on Lifestyle and Career**

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.			
Each student must research and orally report on one professional actor’s life and struggle to build their career. In this way, each student able to make the connection that the actor had to make life and career choices as anyone else does.	The students evaluate the presentation based on rubric criteria and effectiveness of the presentation.	6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials	

***E5. Interpersonal Skills***

<b>Performance Indicators &amp; Descriptions</b>			
<b>Theater Arts I</b>	<b>Assessment Tool</b>	<b>BHS School Expectations</b>	<b>Notes</b>
<b>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</b>			
a.	Getting along with others		
This is evaluated as part of the classroom participation grade.		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>	
b.	Respecting differences		
This is evaluated as part of the classroom participation grade.		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>	
c.	Working as a team/ensemble		
This is evaluated as part of the classroom participation grade.		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>	
d.	Managing conflict		
This is evaluated as part of the classroom participation grade.		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>	
e.	Accepting/giving/using constructive feedback		
This is evaluated as part of the classroom participation grade.		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>	

This curriculum alignment was developed by and is the property of the Bangor School Department  
No part of this material may be used or reproduced without express written permission of the Superintendent of Schools

f.	Accepting responsibility for personal behavior		
	<b>This is evaluated as part of the classroom participation grade.</b>		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>
g.	Demonstrating ethical behavior		
	<b>This is evaluated as part of the classroom participation grade.</b>		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>
h.	Following established rules/etiquette for observing/listening to art		
	<b>This is evaluated as part of the classroom participation grade.</b>		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>
i.	Demonstrating safe behavior		
	<b>This is evaluated as part of the classroom participation grade.</b>		<b>6.1 The student will participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and materials</b>

Respectfully submitted: Carlene J. Hirsch, 8/09