Florida Fine Arts

Theater: Grades 6, 7, 8

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Devise an original work based on a community issue that explores various solutions to a problem. TH.68.C.1.1
2. Develop a character analysis to support artistic portrayal. TH.68.C.1.2
3. Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards. TH.68.C.1.3
4. Create and present a design, production concept, or performance and defend artistic choices. TH.68.C.1.4
5. Describe how a theatrical activity can entertain or instruct an audience. TH.68.C.1.5
6. Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. TH.68.C.1.6

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create a performance piece based on an age-appropriate theme or social issue relevant to the school climate. TH.68.C.1.IN.A

b. Select specific criteria in the creation of a character that will fulfill anticipated audience response. TH.68.C.1.IN.B

c. Identify elements necessary to portray reality in a theatrical performance. TH.68.C.1.IN.C

d. Describe preferences chosen in creating a performance. TH.68.C.1.IN.D

e. Examine the purpose, elements, and meaning of a theatrical work to determine its value. TH.68.C.1.IN.E

f. Use defined criteria to analyze the development of drama over time. TH.68.C.1.IN.F

Supported

a. Contribute to the creation of a performance piece based on an age-appropriate theme or social issue relevant to the school climate. TH.68.C.1.SU.A

b. Select specific criteria in the creation of a character. TH.68.C.1.SU.B

c. Recognize selected elements necessary to portray reality in a theatrical performance. TH.68.C.1.SU.C

d. Identify the choices made in creating a performance. TH.68.C.1.SU.D

f. Use specific criteria to explain the development of drama over time. TH.68.C.1.SU.F

Participatory

a. Participate in a performance piece based on an age-appropriate theme or social issue relevant to the school climate. TH.68.C.1.PA.A

b. Contribute to selection of characteristics in the creation of a character. TH.68.C.1.PA.B

c. Recognize a selected element to portray reality in a theatrical performance. TH.68.C.1.PA.C

d. Identify a choice made to create a performance. TH.68.C.1.PA.D

e. Recognize the purpose of a theatrical work. TH.68.C.1.PA.E

f. Identify specific selections of drama in the development of drama over time. TH.68.C.1.PA.F

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1 Use group-generated criteria to critique others and help strengthen each other's performance. TH.68.C.2.1

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2. Keep a rehearsal journal to document individual performance progress. TH.68.C.2.2
3. Ask questions to understand a peer's artistic choices for a performance or design. TH.68.C.2.3
4. Defend personal responses to a theatre production. TH.68.C.2.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to evaluate and revise personal theatrical performances. TH.68.C.2.IN.A
b. Keep a journal to document activities at rehearsals. TH.68.C.2.IN.B
c. Ask a question about a peer's artistic choices for a performance. TH.68.C.2.IN.C
d. Use selected criteria to defend personal response to a theatre production. TH.68.C.2.IN.D

Supported

a. Use a selected criterion to evaluate and revise personal theatrical performances. TH.68.C.2.SU.A
b. Indicate entries to insert into a rehearsal journal. TH.68.C.2.SU.B
c. Describe a peer's artistic choices for a performance. TH.68.C.2.SU.C
d. State a personal response to a theatre production. TH.68.C.2.SU.D

Participatory

a. Use a selected criterion to judge theatrical performances. TH.68.C.2.PA.A
b. Follow a schedule in a journal. TH.68.C.2.PA.B
c. Identify a peer's artistic choices for a performance. TH.68.C.2.PA.C
d. Repeat a personal response to a theatrical production. TH.68.C.2.PA.D

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. TH.68.C.3.1
2. Compare a film version of a story to its original play form. TH.68.C.3.2
3. Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio. TH.68.C.3.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Describe elements necessary to portray artistic intent in a theatrical performance. TH.68.C.3.IN.A

b. Compare the telling of a story in two different media. TH.68.C.3.IN.B

c. Use defined criteria to select examples of their best theatrical performances. TH.68.C.3.IN.C

Supported

a. Identify selected elements necessary to portray artistic intent in a theatrical performance. TH.68.C.3.SU.A

b. Identify similarities and differences between the telling of a story in two different media. TH.68.C.3.SU.B

c. Use a selected criterion to select examples of their best theatrical performances. TH.68.C.3.SU.C

Participatory

a. Select an element in a theatrical performance. TH.68.C.3.PA.A

b. Recognize a similarity or difference between the telling of a story in two different media. TH.68.C.3.PA.B

c. Use a teacher-selected criterion to judge theatrical performances. TH.68.C.3.PA.C

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior. TH.68.S.1.1
2. Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters. TH.68.S.1.2
3. Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements. TH.68.S.1.3
4. Discuss the ways in which theatre experiences involve empathy and aesthetic distance. TH.68.S.1.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Describe the proper audience etiquette at live and recorded performances. TH.68.S.1.IN.A

b. Create and refine selected theatrical performances. TH.68.S.1.IN.B

c. Use defined criteria to evaluate theatrical performances of self and others. TH.68.S.1.IN.C

Supported

a. Demonstrate proper audience etiquette at live and recorded performances. TH.68.S.1.SU.A

b. Re-create and refine selected theatrical performances. TH.68.S.1.SU.B

c. Use a selected criterion to evaluate theatrical performances of self and others. TH.68.S.1.SU.C

Participatory

a. Recognize a characteristic of proper audience etiquette at live and recorded performances. TH.68.S.1.PA.A

b. Contribute to creating or responding to theatrical performances. TH.68.S.1.PA.B

c. Use a teacher-selected criterion to judge theatrical performances of self and others. TH.68.S.1.PA.C

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Discuss the value of collaboration in theatre and work together to create a theatrical production. TH.68.S.2.1
2. Discuss and apply the theatrical production process to create a live performance. TH.68.S.2.2
3. Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood. TH.68.S.2.3
4. Memorize and present a character's lines from a monologue or scene. TH.68.S.2.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify each individual's role in a collaborative project. TH.68.S.2.IN.A

b. Re-create and refine selected theatrical processes. TH.68.S.2.IN.B

c. Memorize lines or actions from a monologue or scene. TH.68.S.2.IN.C

Supported

a. Identify the role of self in a collaborative project. TH.68.S.2.SU.A

b. Contribute to re-creating selected theatrical processes. TH.68.S.2.SU.B

c. Memorize selected lines or actions from a monologue or scene. TH.68.S.2.SU.C

Participatory

a. Recognize that a performance is a collection of parts. TH.68.S.2.PA.A

b. Contribute to creating or responding to theatrical performances. TH.68.S.2.PA.B

c. Contribute selected lines or actions to scenes. TH.68.S.2.PA.C

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Develop characterizations, using basic acting skills, appropriate for selected dramatizations. TH.68.S.3.1
2. Use the elements of dramatic form to stage a play. TH.68.S.3.2
3. Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments. TH.68.S.3.3
4. Lead small groups to safely select and create elements of technical theatre to signify a character or setting. TH.68.S.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate theatrical skills and techniques appropriate for selected dramatizations. TH.68.S.3.IN.A

Supported

a. Re-create basic theatrical skills and techniques appropriate for selected dramatizations. TH.68.S.3.SU.A

Participatory

a. Contribute to creating or re-creating theatrical performances. TH.68.S.3.PA.A

Or nderstanding the organizational structure of an art form provides a foundation r appreciation of artistic works and respect for the creative process.

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1. Compare different processes an actor uses to prepare for a performance. TH.68.O.1.1
2. Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. TH.68.O.1.2
3. Explain the impact of choices made by directors, designers, and actors on audience understanding. TH.68.O.1.3
4. Discuss how the whole of a theatre performance is greater than the sum of its parts. TH.68.O.1.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate processes an actor uses to prepare for a performance. TH.68.O.1.IN.A
   b. Identify the impact of alternative production choices on a performance. TH.68.O.1.IN.B
   c. Name the major parts of a play. TH.68.O.1.IN.C

   Supported

   a. Identify processes an actor uses to prepare for a performance. TH.68.O.1.SU.A
   b. Recognize the impact of alternative production choices on a performance. TH.68.O.1.SU.B
   c. Recognize selected parts of a play. TH.68.O.1.SU.C

   Participatory

   a. Recognize a process an actor uses to prepare for a performance. TH.68.O.1.PA.A
   b. Recognize the effect of an alternative production choice on a performance. TH.68.O.1.PA.B
   c. Distinguish between a play and other theatrical media. TH.68.O.1.PA.C

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Diagram the major parts of a play and their relationships to each other. TH.68.O.2.1
2. Explain how a performance would change if depicted in a different location, time, or culture. TH.68.O.2.2
3. Write alternate endings for a specified play. TH.68.O.2.3
4. Perform a scene or pantomime to demonstrate understanding of blocking and stage movement. TH.68.O.2.4
5. Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre. TH.68.O.2.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture. TH.68.O.2.IN.A

b. Suggest alternate story endings for a specified theatrical production. TH.68.O.2.IN.B

c. Demonstrate theatrical skills and techniques appropriate for selected dramatizations. TH.68.O.2.IN.C

d. Identify significant playwrights and performers from various cultures and historical periods. TH.68.O.2.IN.D

Supported

a. Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture. TH.68.O.2.SU.A

b. Identify alternate story endings for a specified theatrical production. TH.68.O.2.SU.B

c. Re-create basic theatrical skills and techniques appropriate for selected dramatizations. TH.68.O.2.SU.C

d. Recognize selected playwrights and performers from various cultures and historical periods. TH.68.O.2.SU.D

Participatory

a. Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture. TH.68.O.2.PA.A

b. Recognize a story ending in a specified theatrical production. TH.68.O.2.PA.B

c. Contribute to creating or re-creating theatrical performances. TH.68.O.2.PA.C

d. Recognize the role of playwrights and performers. TH.68.O.2.PA.D

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Compare theatre and its elements and vocabulary to other art forms. TH.68.O.3.1
2. Explore how theatre and theatrical works have influenced various cultures. TH.68.O.3.2
3. Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences. TH.68.O.3.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities and differences between theatre and other art forms. TH.68.O.3.IN.A

b. Explore how theatre has influenced various cultures. TH.68.O.3.IN.B

c. Identify each individual's role in a collaborative project. TH.68.O.3.IN.C

Supported

a. Recognize similarities and differences between theatre and other art forms. TH.68.O.3.SU.A

b. Identify the influence of theatre in various cultures. TH.68.O.3.SU.B

c. Identify a role in a collaborative project. TH.68.O.3.SU.C

Participatory

a. Recognize a similarity and difference between theatre and other art forms. TH.68.O.3.PA.A

b. Recognize the influence of theatre in various cultures. TH.68.O.3.PA.B

c. Recognize a performance as a collection of parts. TH.68.O.3.PA.C

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Explore potential differences when performing works set in a variety of historical and cultural contexts. TH.68.H.1.1
2. Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play. TH.68.H.1.2
3. Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage. TH.68.H.1.3
4. Create a monologue or story that reflects one's understanding of an event in a culture different from one's own. TH.68.H.1.4
5. Describe one's own personal responses to a theatrical work and show respect for the responses of others. TH.68.H.1.5
6. Discuss how a performer responds to different audiences. TH.68.H.1.6

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Connect cultural and historical beliefs and values to the related theatrical period. TH.68.H.1.IN.A

b. Describe physical and emotional qualities that define one or more major characters in a theatrical production. TH.68.H.1.IN.B

c. Create lines for a monologue or scene. TH.68.H.1.IN.C

d. Identify similarities and differences among audiences. TH.68.H.1.IN.D

Supported

a. Recognize cultural or historical influences on theatrical works. TH.68.H.1.SU.A

b. Identify physical and emotional qualities that define one or more major characters in a theatrical production. TH.68.H.1.SU.B

c. Re-create lines from a monologue or scene. TH.68.H.1.SU.C

d. Recognize characteristics of various types of audiences. TH.68.H.1.SU.D

Participatory

a. Associate theatre with cultures or times. TH.68.H.1.PA.A

b. Recognize a physical or emotional quality that defines one or more major characters in a theatrical production. TH.68.H.1.PA.B

c. Contribute selected lines for a monologue or scene. TH.68.H.1.PA.C

d. Recognize a characteristic of an audience. TH.68.H.1.PA.D

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Compare western theatre traditions with those of other cultures. TH.68.H.2.1
2. Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. TH.68.H.2.2
3. Analyze theatre history and dramatic literature in the context of societal and cultural history. TH.68.H.2.3
4. Discuss the differences between presentational and representational theatre styles. TH.68.H.2.4
5. Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices. TH.68.H.2.5
6. Describe historical and cultural influences leading to changes in theatre performance spaces and technology. TH.68.H.2.6
7. Define theatre genres from different periods in history, giving examples of each. TH.68.H.2.7

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8. Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials. TH.68.H.2.8

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify societal and cultural influences on theatrical productions. TH.68.H.2.IN.A
b. Identify similarities and differences among audiences. TH.68.H.2.IN.B
c. Identify theatrical resources in the community. TH.68.H.2.IN.C
d. Identify a variety of theatre genres. TH.68.H.2.IN.D

Supported

a. Recognize societal and cultural influences on theatrical productions. TH.68.H.2.SU.A
b. Recognize characteristics of various types of audiences. TH.68.H.2.SU.B
c. Recognize theatrical resources in the community. TH.68.H.2.SU.C
d. Recognize a variety of theatre genres. TH.68.H.2.SU.D

Participatory

a. Explore socially and culturally significant theatre. TH.68.H.2.PA.A
b. Recognize a characteristic of an audience. TH.68.H.2.PA.B
c. Recognize a theatrical resource in the community. TH.68.H.2.PA.C
d. Recognize a theatre genre. TH.68.H.2.PA.D

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. Identify principles and techniques that are shared between the arts and other content areas. TH.68.H.3.1
2. Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms. TH.68.H.3.2
3. Use brainstorming as a method to discover multiple solutions for an acting or technical challenge. TH.68.H.3.3
4. Describe the importance of wellness and care for the actor's physical being as a performance instrument. TH.68.H.3.4
5. Describe how social skills learned through play participation are used in other classroom and extracurricular activities. TH.68.H.3.5
6. Discuss ways in which dance, music, and the visual arts enhance theatrical presentations. TH.68.H.3.6

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities in principles and skills used in theatre and other fields. TH.68.H.3.IN.A

b. Suggest multiple solutions for a performance. TH.68.H.3.IN.B

c. Demonstrate maintenance of a health-enhancing level of personal fitness. TH.68.H.3.IN.C

Supported

a. Recognize similarities in selected principles and skills used in theatre and other fields. TH.68.H.3.SU.A

b. Explore multiple solutions for a performance. TH.68.H.3.SU.B

c. Participate in the maintenance of a health-enhancing level of personal fitness. TH.68.H.3.SU.C

d. Recognize and practice cooperative, interpersonal social skills in a variety of classroom and extracurricular activities. TH.68.H.3.SU.D

Participatory

a. Recognize a similarity in a selected principle or skill used in theatre and other fields. TH.68.H.3.PA.A

b. Explore a solution for a performance. TH.68.H.3.PA.B

c. Select a health-enhancing activity to promote personal fitness. TH.68.H.3.PA.C

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Manipulate various design components to imagine the world of the character. TH.68.F.1.1
2. Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue. TH.68.F.1.2
3. Demonstrate creative risk-taking by incorporating personal experiences in an improvisation. TH.68.F.1.3
4. Survey an aspect of theatre to understand the ways in which technology has affected it over time. TH.68.F.1.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, and respond to theatre that uses improvised storytelling. TH.68.F.1.IN.A

b. Describe ways in which technology is used in theatre. TH.68.F.1.IN.B

Supported

a. Create, interpret, or respond to theatre that uses improvised storytelling. TH.68.F.1.SU.A

b. Identify ways in which technology is used in theatre. TH.68.F.1.SU.B

Participatory

a. Create, interpret, or respond to props, costumes, or dialogue that support a story. TH.68.F.1.PA.A

b. Identify a way in which technology is used in theatre. TH.68.F.1.PA.B

Careers in and related to the arts significantly and positively impact local and global economies.

1. Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts. TH.68.F.2.1
2. Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success. TH.68.F.2.2
3. Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. TH.68.F.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify two or more employment and leisure opportunities in or relating to theatre and pair with the necessary skills and training. TH.68.F.2.IN.A

b. Recognize a positive economic impact, individual or communal, of employment opportunities in or related to theatre. TH.68.F.2.IN.B

Supported

a. Recognize two or more employment and leisure opportunities in or relating to theatre and pair with a prerequisite. TH.68.F.2.SU.A

b. Recognize a positive economic impact, individual or communal of employment opportunities in or related to theatre. TH.68.F.2.SU.B

Participatory

a. Distinguish employment or leisure opportunities that are theatre-related vs. non-theatre-related. TH.68.F.2.PA.A

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The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. TH.68.F.3.1
2. Develop a list of line items that would typically be found in a production budget for a performance. TH.68.F.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the concept of intellectual property and the use of copyright. TH.68.F.3.IN.A
b. Describe the cost of production for a hypothetical performance and the cost of a ticket for a hypothetical audience. TH.68.F.3.IN.B

Supported

a. Show respect for the ideas and property of others. TH.68.F.3.SU.A
b. Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience. TH.68.F.3.SU.B

Participatory

a. Recognize and respect the property of others. TH.68.F.3.PA.A
b. Recognize that theatrical performances have costs to produce and attend. TH.68.F.3.PA.B