Theatre: High School Theatre Level III

Adopted 2013

High School Theatre Level III

1. **The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:** HS.III.1
   - A. apply theatre preparation and warm-up techniques effectively; HS.III.1.A
   - B. experiment with stage movement; HS.III.1.B
   - C. distinguish the proper techniques such as diction, inflection, and projection in the use of voice; HS.III.1.C
   - D. analyze and evaluate dramatic structure and genre; HS.III.1.D
   - E. distinguish between the theatrical conventions of theatre, film, television, and other media; HS.III.1.E
   - F. evaluate the interdependence of all theatrical elements; and HS.III.1.F
   - G. develop and practice memorization skills. HS.III.1.G

2. **The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:** HS.III.2
   - A. employ safe, appropriate techniques to allow for physical, vocal, and emotional expression; HS.III.2.A
   - B. analyze creativity as it relates to self and ensemble and its effect on audience; HS.III.2.B
   - C. analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; HS.III.2.C
   - D. experiment with improvisation and scripted scenes of various styles to portray believable characters; HS.III.2.D
   - E. write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme; and HS.III.2.E
   - F. integrate two or more art or media forms in a performance. HS.III.2.F

3. **The student applies design, directing, and theatre production concepts and skills. The student is expected to:** HS.III.3
   - A. experiment with technical elements of theatre safely and effectively in improvisation or scripted scenes or plays; HS.III.3.A

Skip to main content

B. analyze and evaluate dramatic texts as a basis for technical discussions, considering themes, settings, times, literary styles, genres, and characters; HS.III.3.B

C. cast and direct duet scenes; HS.III.3.C

D. perform a role such as actor, director, designer, technician, or editor in production decision making and collaborate with others to tell a story through live theatre or media performance; and HS.III.3.D

E. perform the role of actor, director, or technician, demonstrating responsibility, artistic discipline, and creative problem solving. HS.III.3.E

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4. **The student relates theatre to history, society, and culture. The student is expected to:** HS.III.4

A. evaluate historical and cultural influences on theatre; HS.III.4.A

B. analyze ways in which theatre, television, and film play a role in our daily lives and influence our values and behaviors; HS.III.4.B

C. employ and evaluate the impact of live theatre, film, television, and other media in contemporary society; HS.III.4.C

D. research the influences of world drama and theatre and identify key figures, works, and trends in dramatic literature; HS.III.4.D

E. research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature; and HS.III.4.E

F. identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media. HS.III.4.F

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5. **The student responds to and evaluates theatre and theatrical performances. The student is expected to:** HS.III.5

A. compare behavior at various types of performances and practice appropriate audience etiquette; HS.III.5.A

B. recognize theatre as an art form and evaluate self as a creative being; HS.III.5.B

C. apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary; HS.III.5.C

D. compare communication methods of theatre with those of art, music, dance, and other media; HS.III.5.D

E. make judgments about selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities; HS.III.5.E

Skip to main content

F. use technology such as portfolios, research projects, and journals to document and present information in a clear and coherent manner; HS.III.5.F

G. relate theatre skills and experiences to higher education and careers outside of the theatre; and HS.III.5.G

H. create a personal resume or portfolio of theatrical experience. HS.III.5.H