Texas Fine Arts

Theatre: High School Theatre Level IV

Adopted 2013

High School Theatre Level IV

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.IV.1
   - A. create and demonstrate theatre preparation and warm-up techniques; HS.IV.1.A
   - B. devise and model stage movement; HS.IV.1.B
   - C. model proper techniques such as diction, inflection, and projection in the use of effective voice; HS.IV.1.C
   - D. compare the structure of theatre to that of film, television, and other media; HS.IV.1.D
   - E. evaluate theatrical conventions of various cultural and historical periods; HS.IV.1.E
   - F. evaluate the interdependence of all theatrical elements; and HS.IV.1.F
   - G. develop and model memorization skills. HS.IV.1.G

2. **The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:** HS.IV.2
   - A. model safe, appropriate techniques to allow for physical, vocal, and emotional expression; HS.IV.2.A
   - B. demonstrate creativity as it relates to self and ensemble and its effect on audience; HS.IV.2.B
   - C. analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions; HS.IV.2.C
   - D. interpret scripted scenes of various styles to portray believable characters; and HS.IV.2.D
   - E. create individually or devise collaboratively imaginative scripts and scenarios. HS.IV.2.E

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

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B. analyze and evaluate dramatic texts and direct brief scenes; HS.IV.3.B

C. demonstrate understanding of a director's responsibility to the author's intent, script, actors, designers, technicians, and audience; HS.IV.3.C

D. analyze production plans that include research, rehearsal plans, technical designs, and blocking; HS.IV.3.D

E. demonstrate leadership by casting and directing a long scene or a short play, producing a unified theatrical production; and HS.IV.3.E

F. apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving. HS.IV.3.F

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

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

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

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

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

A. evaluate and practice appropriate audience behavior at various types of performances; HS.IV.5.A

B. defend theatre as an art form and value self as a creative being; HS.IV.5.B

C. apply evaluation concepts to performances, and compare and contrast literary and dramatic criticism of theatre, film, television, or other media; HS.IV.5.C

D. compare and contrast the elements and communication methods of theatre, film, music, art, dance, or other media in a specific culture or historical period; HS.IV.5.D

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

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F. employ technology such as portfolios, research projects, and journals to communicate and present findings in a clear and coherent manner; HS.IV.5.F

G. appraise personal theatre skills and experiences to opportunities in higher education and careers outside of the theatre; and HS.IV.5.G

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