

# Drama & Theater

## Colorado Sample Graduation Competencies and Evidence Outcomes

### Drama & Theater Graduation Competency 1

Create drama and theatre by applying a variety of methods, media, research, and technology to interpret and appreciate theatrical works, culture, and experience.

Elementary School	Middle School	High School	High School Extensions
<ul style="list-style-type: none"><li>a. Show improvisation skills through the appropriate participation in improvisation games with established rules (DOK 2-3).</li><li>b. Make and accept offers in improvisation and contribute ideas in improvised scenes (DOK 2-3).</li><li>c. Improvise and play build through group-devised processes (DOK 1-3).</li><li>d. Use the placement of the audience to affect the actors' entrances and exits (DOK 1-3).</li><li>e. Use the placement of set pieces in the space to affect the actors' use of pieces (DOK 1-2).</li><li>f. Test the effects of lighting and sound through an inventive process (DOK 1- 2).</li></ul>	<ul style="list-style-type: none"><li>a. Create new, original, and unique roles or characters of one's own imagining by experimenting with plot and narrative structures such as realistic and abstract, dialectics such as presenting conflicting or contrasting ideas, and dramatic metaphors (DOK 2- 4).</li><li>b. Make, accept, and extend offers in improvisation, and contribute ideas in spontaneous and rehearsed scenes with a focus on the development and resolution of dramatic conflicts (DOK 1-3).</li></ul>	<ul style="list-style-type: none"><li>a. Create a publicity campaign for a given production (DOK 1-3).</li><li>b. Understand and use technology to enhance activities and dramatizations.</li><li>c. Create scenes and narrative structures to convey a dramatic intention (DOK 1-3).</li><li>d. Select a scene from literature, original, or scripted material, and contribute to the direction of a scene as a member of an ensemble (DOK 3-4)</li><li>e. Articulate the rationale for all artistic choices concerning historical periods, genres, and relevant playwrights (DOK 3-4).</li></ul>	<ul style="list-style-type: none"><li>a. Analyze, research, and design scenery, lighting, makeup, costumes, stage properties, sound, film, and cinema or electronic media (DOK 3-4).</li><li>b. Employ a publicity campaign for a given production (DOK 3-4).</li><li>c. Describe and demonstrate artistic choices in the use of technology pertaining to technical elements of production (DOK 3-4).</li><li>d. Develop theatrical production concepts through collaboration with directors, designers, and actors (DOK 3-4).</li></ul>



## Elementary School

## Middle School

## High School

## High School Extensions

- c. Use and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and scripts (DOK 2-4).
  - d. Conceptualize, hypothesize, and analyze ideas from a scripted or improvised work in to design elements (DOK 2-4).
  - e. Make and justify choices on the selection, and use design elements to support scripted and unscripted material (DOK 2-3).
  - f. Identify and analyze the application of design elements to scripted and unscripted material (DOK 1-3).
- e. Employ a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning (DOK 3-4).



## Drama & Theater Graduation Competency 2

Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Elementary School	Middle School	High School	High School Extensions
<ul style="list-style-type: none"><li>a. Use a variety of vocal tones and breath control to create a character's feelings and mood (DOK 1-2).</li><li>b. Create a variety of human or animal characters through developmentally appropriate physical actions (DOK 1-2).</li><li>c. Utilize realistic, authentic gesture and movement to create and clearly present a believable character (DOK 1-2).</li><li>d. Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively (DOK 1-2).</li><li>e. Apply facial expression to communicate motivation and mood (DOK 1-2).</li></ul>	<ul style="list-style-type: none"><li>a. Develop and use previously acquired movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop roles or characters with commitment (DOK 1-2).</li><li>b. Develop and use previously acquired vocal and physical techniques appropriate to conveying a variety of roles or characters (DOK 1-2).</li><li>c. Generate, formulate, and apply character ideas to improvisation or scripted material (DOK 1-2).</li><li>d. Discover a character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and translate these into voice, language, and movement that are unique to a role or character (DOK 2-3).</li></ul>	<ul style="list-style-type: none"><li>a. Apply these vocal techniques: breath control, diction, projection, inflection, rhythm, and pace (DOK 1-2).</li><li>b. Employ these movement techniques: body alignment, control of isolated body parts, and rhythms (DOK 1-2).</li><li>c. Demonstrate knowledge of motivation (what the character wants) through the recall of emotional experience, blocking, and observations of the external world (DOK 2-3).</li><li>d. Demonstrate the ability to utilize the conventions of the following styles: Realism, mime, vaudeville, puppetry, clowning, comedy, tragedy, improvisation, and melodrama (DOK 1-3).</li></ul>	<ul style="list-style-type: none"><li>a. Master fundamental vocal techniques, and demonstrate knowledge of dialects and accents, International Phonetic Alphabet, increased range and control, intonation, and connotation (DOK 3-4).</li><li>b. Master fundamental movement techniques, and show increased poise and flexibility (DOK 3-4).</li><li>c. Demonstrate fundamental motivation knowledge, and employ several strategies to discover what the character wants (DOK 3).</li><li>d. Portray a believable character in situations from scripted and improvised plots (DOK 3-4).</li></ul>



## Elementary School

## Middle School

## High School

## High School Extensions

- e. Use the recall of sensory and personal experiences and the observation of the external world to motivate character behavior (DOK 2-3).
- f. Use improvisation techniques to explore the dramatic structures of scripts (DOK 1-3).
- g. Develop a sense of timing in performance (DOK 1-3).

- e. Demonstrate the ability to utilize the fundamental conventions and the following styles: Non-realism, commedia dell arte, Shakespeare, absurdism, mask work, improvisation, environmental drama, and theatre arts (DOK 4).
- f. Use correct form and structure independently to write a one-act play that includes fully developed characters, believable dialogue, and logical plot outcomes (DOK 4).
- g. Determine through problem spotting if another actor's or one's own performance is believable and truthful (DOK 3-4).



## Drama & Theater Graduation Competency 3

Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer, including the evolution of rehearsal and product through performance and/or production teamwork.

Elementary School	Middle School	High School	High School Extensions
<ul style="list-style-type: none"> <li>a. Demonstrate the balance between individual and group needs (DOK 1-2).</li> <li>b. Communicate artistic choices, and suggest alternatives to solve problems and build consensus (DOK 2-3).</li> <li>c. Meet deadlines, and follow through with group and individual commitments (DOK 1-2).</li> </ul>	<ul style="list-style-type: none"> <li>a. Read, analyze, and evaluate a theatrical work, and name necessary technical elements.</li> <li>b. Present renderings and floor plans, build models of sets for dramatic work, and explain choices in using visual elements such as line, shape or form, texture, color, and space.</li> <li>c. Share sound choices for a production that reflect the realistic and emotional needs of theatrical work.</li> <li>d. Show appropriate respect for the safety and maintenance of the work space, tools, and equipment.</li> <li>e. Research the contribution of historical and contemporary drama and theatre practitioners and groups (DOK 1-2).</li> </ul>	<ul style="list-style-type: none"> <li>a. Participate as a member of a technical crew and management team for a production (DOK 1-3).</li> <li>b. Exhibit an understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences (DOK 1-3).</li> <li>c. Apply technical knowledge of safety procedures and practices in the theatre environment (DOK 1-2).</li> <li>d. Select and use performance spaces, drama and theatre conventions, and production elements appropriate to an audience (DOK 1-3).</li> <li>e. Demonstrate respect for copyright laws (DOK 2-4)</li> <li>f. Address the importance of timelines and personal responsibility as a member of a production ensemble (DOK 1-2).</li> </ul>	<ul style="list-style-type: none"> <li>a. Lead a technical crew in a production (DOK 3-4).</li> <li>b. Implement a major design element, scenic light, sound, or makeup while using complex technologies to enhance theatrical productions (DOK 3-4).</li> <li>c. Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event (DOK 3-4).</li> <li>d. Apply technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials (DOK 3-4).</li> <li>e. Direct a theatrical text, including interpretation of the text and facilitation of acting coaching (DOK 4)</li> <li>f. Arrange the performance space, and coordinate the technical elements of the</li> </ul>

Kenneth Templeton 7/20/2016 9:56 AM

**Comment [1]:** It seems like a student might do 1-2 of these leadership pieces (tech crew, director, stage management) but not necessarily all of them. I wonder if it would make sense to have one general statement about the skills/knowledge required to lead others and to bring about the director's vision and then have sub-bullets that are specific to the different aspects of theater that the students would demonstrate.



production (DOK 4).

### Elementary School

### Middle School

### High School

### High School Extensions

- f. Perform in rehearsals performances as a productive and responsible member of an acting ensemble, and demonstrate personal responsibility and commitment to a collaborative process (DOK 1-2).

- g. Manage the rehearsal process while creating a productive ensemble (DOK 4).
- h. Investigate and explain the knowledge, skills, training, and self-discipline needed to pursue careers and vocational opportunities in theatre (DOK 3-4).
- i. Document and reflect on one's own work created over several years, and identify successful approaches that could be applied in the development of future work (DOK 3-4).
- j. Demonstrate awareness of professional ethics as an audience, cast, or crew member (DOK 4).
- k. Demonstrate how to secure rights and royalties for a production (DOK 4).



## Drama & Theater Graduation Competency 4

Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Elementary School	Middle School	High School	High School Extensions
<ul style="list-style-type: none"> <li>a. Describe the different roles of theatre practitioners (DOK 1).</li> <li>b. Recognize dramatizations from different perspectives such as those of the playwright, actor, director, and designer, and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations (DOK 2).</li> <li>c. Identify costume, set, performance space, and use of audience throughout history.</li> <li>d. Identify cultural themes in dramatic literature that suggest season, time, and period or era.</li> <li>e. Read to understand the relationships of characters.</li> <li>f. Classify and explain dramatic structure such as conflict, characters, and plot.</li> </ul>	<ul style="list-style-type: none"> <li>a. Evaluate the elements of drama in a variety of dramatic forms and performance styles (DOK 1-2).</li> <li>b. Evaluate the nature of different dramatic forms and performance styles (DOK 2-3).</li> <li>c. Recognize and investigate societal and cultural themes in dramatic forms (DOK 1-3).</li> <li>d. Recognize the ways dramatic forms have reflected or facilitated change in various societies (DOK 1-2).</li> <li>e. Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal processes (DOK 1-3).</li> <li>f. Research, use, and adapt issue-specific themes found in history, culture, dramatic literature, and personal</li> </ul>	<ul style="list-style-type: none"> <li>a. Research the ways in which other artists have used self reflection to document and refine their work (DOK 1-2).</li> <li>b. Identify and describe orally and in writing the influence of other artists on the development of their own artistic work (DOK 1-2).</li> <li>c. Demonstrate knowledge of conventional theatre vocabulary (DOK 1).</li> <li>d. Research the cultural and historical background of a specific play (DOK 1- 2).</li> <li>e. Communicate individual research to a collaborative team (DOK 1-2).</li> </ul>	<ul style="list-style-type: none"> <li>a. Select an area of production process for independent study (DOK 3-4).</li> <li>b. Research, evaluate, and synthesize cultural and historical information to support artistic choices (DOK 3-4).</li> <li>c. Demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, and historical periods (DOK 3-4).</li> </ul>

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**Comment [2]:** Rephrase? Maybe: "Design a question about the production process and pursue it through independent research, presenting findings and implications."



experience to write and create scenes and scripts (DOK 2-4).

## Drama & Theater Graduation Competency 5

Demonstrate theatre etiquette as an audience member and make informed, critical evaluations of theatrical performance from an audience member and a participant point of view.

Elementary School	Middle School	High School	High School Extensions
<ul style="list-style-type: none"><li>a. Describe appropriate audience etiquette (DOK 1).</li><li>b. Develop selected criteria to critique what is seen, heard, and understood in a performance or dramatization (DOK 1-2).</li><li>c. Apply constructive feedback in scene creation and character development (DOK 2-3).</li><li>d. Evaluate and critique through reflection and analysis one's own individual work and the work of others in a productive and respectful way (DOK 2-3).</li></ul>	<ul style="list-style-type: none"><li>a. Demonstrate appropriate audience etiquette (DOK 1).</li><li>b. Describe and analyze in written and oral form a character's wants, needs, objectives, and personality characteristics (DOK 1-3).</li><li>c. Receive and act on coaching, feedback, and constructive criticism (DOK 2-3).</li><li>d. Develop critical questioning to appreciate and understand the role of drama and theatre, (DOK 2-3).</li><li>e. Recognize dramatic problems, and solve them individually and in a group (DOK 1-3).</li></ul>	<ul style="list-style-type: none"><li>a. Attend live performances of extended length and complexity, and demonstrate an understanding of the protocol of audience behavior appropriate to the style of the performance (DOK 1-2).</li><li>b. Critique and evaluate artistic choices and personal reactions to dramatic presentations using guidelines for evaluating a theatrical production (DOK 2-4).</li><li>c. Investigate and compare common themes among theatre, various art forms, and content areas (DOK 1-3).</li><li>d. Compare and contrast practices and methods of performance with the practices and methods of film, cinema, television, and</li></ul>	<ul style="list-style-type: none"><li>a. Create a personal code of theatre etiquette and ethics (DOK 3-4).</li><li>b. Identify and compare the lives, works, and influences of representative theatre artists from various cultures and historical periods (DOK 3-4).</li><li>c. Compare and contrast plays of several different dramatic forms (DOK 4).</li><li>d. Reflect and revise critical choices pertaining to dramatic texts and performances while articulating, justifying, and applying personal criteria (DOK 4).</li><li>e. Describe the functions, meanings, contributions, and significance of</li></ul>





electronic media (DOK 2-3).

theatrical works within various cultures throughout history (DOK 3-4).

