

Theatre Standards – Introduction and Rationale

- Theatre is an art of synthesis.
- Theatre allows students in a collaborative and individual manner to explore varied cultural experiences and universal themes of humankind within a safe context.
- Students develop theatre literacy in learning to see the created world of theatre through the eyes of the actor, playwright, designer, and director.
- Students develop skills to understand dramatic structure, which is fundamental to the literacy of all great world literature.
- Students develop a deeper understanding of personal issues and a broader worldview that includes global concerns by using the dramatic process (creating, performing, analyzing) and critiquing the various stages of dramatic works.
- Theatre provides for a student's self-discovery, self-definition, and self-esteem.

The goal of the committee was to restructure the original standards so that they were organized in such a way as to accommodate the varied entry points of students into the discipline. Hence, the standards are not organized by grade level. District curriculums will provide an opportunity for students to fulfill Beginning through Advanced Performance Objectives by the twelfth grade. The committee structured the standards in a way so that any grade level/content area could

pursue a goal of proficiency for their students. The idea being that students in the fourth grade could reach a level of proficiency in acting appropriate to their grade level, while students in the ninth grade could reach proficiency in acting appropriate to their grade level. Additionally, theatre standards are written and organized in a way that both theatre and non-theatre educators can access, integrate, and utilize them in a variety of instructional settings.

These are standards and not curriculum. For example, **this is a standard:**

Strand 1: Create

Concept 2: Acting

Level: Intermediate

PO 204. Communicate sensory images through movement, vocal, visual, or written expression.

This is curriculum that your district might create to attend to the standard:

Collaborate to create a scene using mime techniques.

The understanding of the Theatre Standards by the committee looks like this:

Beginning = Foundation Skills

Intermediate = Essential Skills

Advanced = Proficiency

Distinction = Honors

Bolded words in the Performance Objectives are defined in the Glossary of Terms.

Arizona Theatre Standards

Theatre Strands and Concepts

	<p>Strand 1 – Create The processes and experiences developed related to theatre.</p>	<p>Strand 2 – Relate How the human experience influences and is influenced by theatre.</p>	<p>Strand 3 – Evaluate The informal and formal reflection and critical analysis to address and assess the qualities of theatre.</p>
<p>Concept 1: Collaboration</p>	<p>Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus that forms theatrical art.</p>		
<p>Concept 2: Acting</p>	<p>Acting is the process and art of representing a character in the classroom, on stage, or in other media.</p>		
<p>Concept 3: Theatre Technology and Design</p>	<p>Theatre technology uses craft skills, knowledge of design, equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the script and the action.</p>		
<p>Concept 4: Playwriting</p>	<p>Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the stage and other media.</p>		
<p>Concept 5: Directing</p>	<p>Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of performance.</p>		

Arizona Theatre Standards

Theatre

Strand 1: Create

Concept 1: Collaboration

Concept Definition: Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus that forms theatrical art.

Beginning	Intermediate	Advanced	Distinction
PO 101. Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.	PO 201. Collaborate to create a scenario/ script as a team.	PO 301. Collaborate to create a documented script .	PO 401. Originate a collaborative theatrical project.
PO 102. Cooperate in the dramatic process.	PO 202. Collaborate to design and choose the environmental elements for a scenario/ script .	PO 302. Collaborate to design and choose the environmental elements for a scenario/ script .	
PO 103. Demonstrate the ability to collaborate while coming to consensus in the dramatic process.	PO 203. Collaborate and communicate in the rehearsal process.	PO 303. Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance .	
PO 104. Follow established theatre safety rules.	PO 204. Collaborate in informal performances .	PO 304. Collaborate in formal performances .	

Arizona Theatre Standards

Theatre

Strand 1: Create

Concept 2: Acting

Concept Definition: **Acting** is the process and art of representing a **character** in the classroom, on **stage**, or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Imagine and describe characters , their relationships, what they want and why (e.g., through variations of movement and gesture , vocal pitch , volume , and tempo).	PO 201. Work individually to create characters for theatre and/or other media productions (e.g., for classical , contemporary, realistic, and non-realistic improvisations and scripted plays).	PO 301. Work individually and in an ensemble to create characters for theatre and/or other media productions (e.g., for classical , contemporary, realistic, and non-realistic improvisations and scripted plays).	PO 401. Develop a repertory of audition selections from classical and contemporary plays .
PO 102. Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues (e.g., from literature or students' personal experiences).	PO 202. As a character , play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature, and history).	PO 302. Demonstrate the use of observation from nature, society, or research as a means to enhance a performance .	
	PO 203. Demonstrate mental and physical attributes required to communicate characters different from themselves (e.g., concentration, sense recall, ability to remember lines and cues, breath and vocal control, body alignment, flexibility, and coordination).	PO 303. Compare and demonstrate various acting techniques and methods (e.g., stage , on-camera, film), individually or in an ensemble , to create and sustain characters that communicate with audiences in formal and informal theatre, television, film/video, and other electronic media productions.	PO 403. Compare and demonstrate various acting techniques and methods (e.g., stage , on-camera, film), individually or in an ensemble , to create and sustain characters that communicate with audiences in formal and informal theatre, television, film/video, and other electronic media productions.

Arizona Theatre Standards

Theatre
Strand 1: Create
Concept 2: Acting (page 2)

Concept Definition: **Acting** is the process and art of representing a **character** in the classroom, on **stage**, or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 104. Describe or illustrate recalled sensory experiences.	PO 204. Communicate sensory images through movement , vocal, visual, or written expression	PO 304. Use sensory recall as an actor to portray a production concept in a unified production.	
PO 105. Work cooperatively and follow established safety rules.	PO 205. Implement theatre etiquette in rehearsal and production settings.	PO 305. Develop and maintain a portfolio of best personal works that exhibit and reflect growth and knowledge as an actor (e.g., DVD of performances , photographs, resume).	

Arizona Theatre Standards

Theatre

Strand 1: Create

Concept 3: Theatre Technology and Design

Concept Definition: Theatre **technology** uses craft skills, knowledge of **design**, equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the **script** and the **action**.

Beginning	Intermediate	Advanced	Distinction
PO 101. Describe and/or document the setting/environment of a story to be dramatized (e.g., through words, drawings, technical elements).	PO 201. Develop designs that use visual and aural elements to convey environments that clearly support the text .	PO 301. Demonstrate the use of observation from nature, society or research as a means to enhance the script, performance or design .	
PO 102. Establish a playing space and an audience space .	PO 202. Implement technical theatre etiquette in rehearsal and production settings.		
PO 103. Illustrate the use of line, shape, texture, color, space , and balance to represent the environment of a story.	PO 203. Use available art materials, tools, and/or stock scenery (e.g., rehearsal blocks, puppets, curtains, backdrops) to create and convey props and/or setting .	PO 303. Design original ground plans and set designs for a variety of dramatic works.	PO 403. Implement and build from original ground plans the set designs for a dramatic work.
PO 104. Select/document/arrange materials (e.g., props , furniture, costumes , sound) to create the setting/environment of the story to be dramatized.	PO 204. Create floor plans and props .		
	PO 205. Construct or locate appropriate props to enhance a scene or production.		

Arizona Theatre Standards

Theatre

Strand 1: Create

Concept 3: Theatre Technology and Design (page 2)

Concept Definition: Theatre **technology** uses craft skills, knowledge of **design**, equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the **script** and the **action**.

Beginning	Intermediate	Advanced	Distinction
	PO 206. Use available lighting sources to enhance formal and informal theatre, film/video, and electronic media productions to create design elements.	PO 306. Design an original lighting plot for a variety of dramatic works.	PO 406. Implement lighting designs for a dramatic work in a formal theatre setting.
	PO 207. Create sound effects and select music to enhance a scene or production.	PO 307. Design an original sound plot for a variety of dramatic works.	PO 407. Implement sound designs for a dramatic work in a formal setting.
PO 108. Use available art materials, tools, and resources to convey the characters through costumes , accessories, and make-up designs for a scene or production.	PO 208. Create costume drawings and/or make-up charts.	PO 308. Design original costume renderings and make-up charts for a variety of dramatic works.	PO 408. Implement costume and make-up designs for a dramatic work in a formal setting
	PO 209. Use standard procedures to efficiently and safely operate tools and equipment for technical aspects of formal and informal theatre, film/video, and electronic media productions.	PO 309. Execute the duties and responsibilities of a crew head and/or crew member to stage a variety of dramatic works.	PO 409. Design and implement coherent stage management, promotion, and business plans.

Arizona Theatre Standards

<h1 style="margin: 0;">Theatre</h1> <h2 style="margin: 0;">Strand 1: Create</h2> <h3 style="margin: 0;">Concept 3: Theatre Technology and Design (page 3)</h3>			
Concept Definition: Theatre technology uses craft skills, knowledge of design , equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the script and the action .			
Beginning	Intermediate	Advanced	Distinction
	PO 210. Develop technical designs based on design concepts (musical and visual art principles) that meet the requirements of the dramatic work, film/video, and electronic media production.	PO 310. Design and/or implement technical elements for theatre, film/video, and electronic media productions based on designs from a concept and collaboration with a director.	PO 410. Collaborate with directors to develop concepts that convey the metaphorical nature of the drama for theatre, film/video, and electronic media productions.
		PO 311. Create and reliably implement production schedules, stage management plans, promotional ideas, and business/ front-of-house procedures for theatre, film/video, and electronic media productions.	
		PO 312. Incorporate the use of technological advances in theatre and other disciplines in creating formal and informal theatre, film/video, and electronic media productions.	
		PO 313. Develop and sustain a portfolio of best works that illuminate and reflect growth, knowledge, and skills as a theatrical technician/ designer .	

Arizona Theatre Standards

Theatre

Strand 1: Create

Concept 4: Playwriting

Concept Definition: Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Identify various sources (e.g., books, family stories, nature, imagination, paintings, poetry) for theatrical work.	PO 201. Adapt a short, non-dramatic literary selection (e.g., folktale, poem, life story) into a scripted dramatic format.	PO 301. Demonstrate the use of observation from nature, society, or research as a means to enhance an original script .	
PO 102. Retell a story including its theme, setting, storyline, plot, physical descriptions of the characters, and theme.	PO 202. Dramatize and document scenes using a variety of characters to develop monologues and/or dialogue .	PO 302. Write and revise a script based on real life characters and situations that demonstrate an understanding of play structure.	PO 402. Write and revise a full-length script .
PO 103. Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters, setting, and storyline.	PO 203. Dramatize and document scenes based on life experiences using a variety of conflicts to create resolution to the story.	PO 303. Create a script through improvisation and devised scenes based on personal experience, heritage, imagination, literature, and/or history.	
PO 104. Create original, brief stories through improvisation that include a storyline and characters.	PO 204. Dramatize and document, both individually and in groups, scenarios that develop theme, plot, conflict, and dialogue.	PO 304. Collaborate as a playwright with a director, actors, and designers to develop original scripts for formal and informal theatre and electronic media productions.	PO 404. Compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and other art forms.
PO 105. Describe or illustrate recalled sensory experiences to create characters and plot.		PO 305. Demonstrate an understanding of the duties and responsibilities of a dramaturg.	PO 405. Execute the duties and responsibilities of a dramaturg.

Arizona Theatre Standards

Theatre Strand 1: Create Concept 4: Playwriting (page 2)

Concept Definition: Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the **stage** and other media.

		PO 306. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a playwright.	
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Arizona Theatre Standards

Theatre Strand 1: Create Concept 5: Directing			
Concept Definition: Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of performance .			
Beginning	Intermediate	Advanced	Distinction
PO 101. Lead peers in warm-ups and theatre games.	PO 201. Analyze dramatic text (e.g., folktale, myth, poetry, narrative, monologue, scene, play , etc.) to develop an informal performance describing character motivations , structure of the story, and the role of the environment in the story.	PO 301. Analyze dramatic text to develop a directorial concept.	
PO 102. Demonstrate leadership skills in small group work.	PO 202. Develop an understanding of how actors' qualities and skills are considered when casting various characters or roles .	PO 302. Conduct auditions , cast actors, discuss theme , and rehearse dramatic text for presentation/ performance .	PO 402. Problem-solve independently and collaboratively during the rehearsal and production processes.
PO 103. Lead small groups in planning a scene and rehearsing the scene for in-class performance .	PO 203. Make directorial decisions about group work and informal dramatic presentations (including movement, voice , etc.).	PO 303. Collaborate, as a director, with designers and actors to develop aesthetically unified production concepts for informal productions .	PO 403. Develop multiple interpretations and production choices and choose those that are most interesting and feasible.
		PO 304. Conduct rehearsals demonstrating a variety of directorial methods.	PO 404. Conduct rehearsals demonstrating a variety of directorial methods leading to a public or filmed performance .
		PO 305. Demonstrate the use of observation from nature, society, or research as a means to enhance the script, performance, or design .	

Arizona Theatre Standards

Theatre

Strand 1: Create

Concept 5: Directing (page 2)

Concept Definition: Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
PO 106. Conduct exercises for actors in sensory recall.	PO 206. Provide actor warm-ups that help them develop sensory recall, as needed, or as a means of accessing their characters .	PO 306. Use sensory recall as a director to create a production concept.	
PO 107. Develop an understanding and discuss the role of the director in the production process.	PO 207. Implement theatre etiquette as a director in rehearsal and production settings.		PO 307. Develop and direct a final theatre production.
		PO 308. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a director.	

Arizona Theatre Standards

Theatre

Strand 2: Relate

Concept 1: Collaboration

Concept Definition: Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus that forms theatrical art.

Beginning	Intermediate	Advanced	Distinction
PO 101. Describe, illustrate and/or implement how the use of collaboration affects daily life and different environments .	PO 201. Identify social issues and individual attitudes that promote or impede the collaborative process.		
	PO 202. Discuss and implement the skills that address social issues in the collaborative process (e.g., accept leader/follower roles, how to negotiate differences of ideas) in an informal production and other school-related projects.	PO 302. Apply the skills that address social issues in the collaborative process (e.g., accept leader/follower roles, negotiate differences of concepts) in formal productions , and relate to the skills needed in the professional world.	PO 402. Show exceptional leadership skills in the collaborative process.
	PO 203. Discuss how participation in theatre benefits other life skills and other content areas.		

Arizona Theatre Standards

Theatre

Strand 2: Relate

Concept 2: Acting

Concept Definition: **Acting** is the process and art of representing a **character** in the classroom, on **stage**, or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Describe how the characters in a situation might be similar to or different from a real life experience.	PO 201. Using self-evaluation and reflection, determine the influences of creative work on the individual and his/her community.		
PO 102. Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.	PO 202. Analyze the emotional and social impact (e.g., historical and contemporary) of performances in their lives and the lives of others.	PO 302. Analyze the effects of theatre and media on the mores and politics of current and past cultures.	
PO 103. Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	PO 203. Analyze the historical, cultural effects on the characters and story of a dramatic concept, class improvisation, and theatre or other media production.	PO 303. Interpret characters representing various historical periods and cultures revealing similar needs and motivations, and apply the conditions of their time and place.	
PO 104. Demonstrate how interrelated conditions (time, place, other characters, and the situation) influence the characters and stories in informal productions of theatre, film/video, and electronic media.	PO 204. Demonstrate how interrelated conditions (time, place, other characters, and the situation) influence the characters and stories in formal productions of theatre, film/video, and electronic media.	PO 304. Analyze the influential effects of theatre and media on contemporary, historic, social, and political life.	PO 404. Analyze context by understanding the role of theatre, film, television, and electronic media in the community and in other cultures.

Arizona Theatre Standards

**Theatre
Strand 2: Relate
Concept 2: Acting (page 2)**

Concept Definition: **Acting** is the process and art of representing a **character** in the classroom, on **stage**, or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 105. Infer a character 's motivations and emotions and predict future action .	PO 205. Analyze the effects of their own cultural experiences on their dramatic work.	PO 305. Research, analyze and present acting career options in theatre, film, and/or other media.	
	PO 206. Explain how one's own behavior might change in response to a performance (e.g., drug or alcohol abuse, criminal behavior, friendship, or family relationships).		

Arizona Theatre Standards

Theatre

Strand 2: Relate

Concept 3: Theatre Technology and Design

Concept Definition: Theatre **technology** uses craft skills, knowledge of **design**, equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the **script** and the **action**.

Beginning	Intermediate	Advanced	Distinction
PO 101. Compare and contrast the historic setting, culture, and geography of a story, and how they influence and affect the visual/aural representation of it in a classroom, on stage , or in media.	PO 201. Research historical and cultural influences from a variety of resources (e.g., text , library, artifact, internet) to implement with credible design choices.	PO 301. Research and describe appropriate historical and contemporary production designs from a variety of dramatic works for formal and informal theatre, film/video, and electronic media productions.	
PO 102. Identify and explain the historical and cultural influences on the visual/aural elements from a variety of works (e.g., fairy tales, books, plays) for dramatizations.	PO 202. Compare and contrast how nature, social life, and visual art practices and products influence and affect design choices for theatre, film/television, and electronic media productions in the past and the present.	PO 302. Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.	
	PO 203. Analyze a variety of dramatic works for artistic (e.g., color, style , line, texture) and technical requirements influenced by history and culture.	PO 303. Research, justify, and illustrate historical, cultural, and symbolic image/sound choices to interpret a variety of dramatic works for productions.	PO 403. Analyze the effects of technical theatre and media on the mores and politics of current and past cultures.
		PO 304. Research, analyze, and present technical career options in theatre, film/video, and electronic media productions.	

Arizona Theatre Standards

Theatre Strand 2: Relate Concept 3: Theatre Technology and Design (page 2)			
Concept Definition: Theatre technology uses craft skills, knowledge of design , equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the script and the action .			
Beginning	Intermediate	Advanced	Distinction
		PO 305. Identify and explain the effects technological and scientific advances have had on design and production in theatre, film/video, and electronic media productions	PO 405. Assess available theatre technology and design careers, and evaluate and reflect on the probability of personal choices and success as a theatre, film, or other media professional.

Arizona Theatre Standards

Theatre Strand 2: Relate Concept 4: Playwriting

Concept Definition: Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Read and analyze stories and short plays from a variety of cultures and historical periods to identify their essential playwriting elements (e.g., storyline, conflict , characters , theme).	PO 201. Demonstrate and identify a character 's wants and needs, and physical, emotional, and social qualities based on historical and cultural influences.	PO 301. Compare how similar ideas and dramatic elements (e.g., the protagonist, monologue) are treated in dramas and styles from various cultural and historic periods.	PO 401. Justify a script 's content by researching, evaluating, and utilizing cultural and historical information to support artistic choices .
PO 102. Determine how place, time, and social and cultural conditions affect characters and the storyline in class improvisations , scripts , and productions of theatre and/or other media.		PO 302. Research a variety of sources to enrich the understanding and development of original characters , and analyze how a playwright's cultural background influences his/her character choices.	
PO 103. Describe how a character 's motivation and emotions can predict future action or the resolution to a conflict in the story.	PO 203. Research and identify contemporary social issues that can be explored through classroom improvisation .	PO 303. Demonstrate and understand the duties and responsibilities of a dramaturge .	PO 403. Execute the duties and responsibilities of a dramaturge .
PO 104. Discuss story themes , plot , characters , dialogue , and actions and how they compare/contrast to real life situations.	PO 204. Discuss a class improvisation or performance 's storylines, characters , dialogue , and actions , and how they relate to real life situations.	PO 304. Analyze the effect of theatre and media on the mores and politics of current and past cultures.	

Arizona Theatre Standards

Theatre

Strand 2: Relate

Concept 4: Playwriting (page 2)

Concept Definition: Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 105. Identify current and historical periods and cultures (e.g. western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.	PO 205. Compare how similar themes are treated in dramas of different genres and styles from various cultural and historical periods.	PO 305. Read and analyze classic works and a variety of play scripts to develop an organized written or oral presentation.	
PO 106. Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.	PO 206. Analyze the historical and cultural effects on the characters and story of a dramatic concept, class improvisation, and theatre or other media production.	PO 306. Compare and contrast the style, structure, and impact of various playwrights.	

Arizona Theatre Standards

Theatre

Strand 2: Relate

Concept 5: Directing

Concept Definition: Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
PO 101. Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.	PO 201. Research and use cultural, historical, and symbolic clues to develop an interpretation for visual and aural production choices.	PO 301. Research the playwright, past performances , and current issues to develop a concept for informal and formal presentations.	PO 401. Analyze the effects of theatre and media on the values and politics of current and past cultures.
PO 102. Use a variety of sources (e.g., pictures, music, poetry, texts , library, artifacts) to research the characters , story, and environment for a dramatization.	PO 202. Present selected information from research to the ensemble to support the production process.	PO 302. Identify and compare the lives, works, and influences of representative theatre artists in several cultures and historical periods (e.g., multicultural/multiethnic, classical , modern, contemporary).	PO 402. Incorporate other art forms into a production by comparing their usefulness as elements of presentation for theatre.
PO 103. Evaluate research materials for appropriateness and usefulness to support character , story development, and design .	PO 203. Analyze the effects of personal and cultural experiences on the dramatic work.	PO 303. Identify and compare various directorial philosophies, methods, and processes.	
PO 104. Identify and explain the roles of the different artists in theatre (actor, designer /technician, playwright, director).	PO 204. Analyze the historical and cultural effects on the characters and story of a dramatic concept, class improvisation , and theatre or other media production.	PO 304. Explain the roles and interrelated responsibilities of the various personnel involved in theatre, film/video, television, and electronic media .	PO 404. Research, analyze and present career options for directors in theatre, film/video, and electronic media productions.

Arizona Theatre Standards

Theatre

Strand 2: Relate

Concept 5: Directing (page 2)

Concept Definition: Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
PO 105. Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts , and informal and formal productions .		PO 306. Identify and examine the role and duties of the Dramaturge .	

Arizona Theatre Standards

Theatre Strand 3: Evaluate Concept 1: Collaboration

Concept Definition: Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus that forms theatrical art.

Beginning	Intermediate	Advanced	Distinction
PO 101. Describe the ways in which the group participated in the collaborative process.	PO 201. Model and use appropriate ways to give, take, and use praise and constructive criticism .	PO 301. Evaluate the results of implemented suggestions, ideas, and concepts generated in the collaborative process.	PO 401. Demonstrate exceptional skills in evaluating the collaborative process.
		PO 302. Critique positive and negative outcomes of the collaborative process in a constructive manner.	

Arizona Theatre Standards

Theatre

Strand 3: Evaluate

Concept 2: Acting

Concept Definition: **Acting** is the process and art of representing a **character** in the classroom, on **stage**, or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Demonstrate respectful audience behavior.	PO 201. Describe physical and vocal attributes appropriate to the characters in the play in class and professional performances .	PO 301. Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.	
PO 102. Describe the believable actions and dialogue of improvised characters in classroom scenes .	PO 202. Describe physical concentration and character interaction that advance the plot in class and professional performances .		
PO 103. Identify and describe the characters , environment , and story elements in a variety of written and performed events .	PO 203. Evaluate a role by responding and deconstructing deeper meanings of the text and character .	PO 303. Analyze the development of dramatic forms and theatrical traditions across cultures and historical periods (e.g., theatre history).	PO 403. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national, and international issues, and report in an organized oral or written presentation.
PO 104. Justify the perception of a performance and critique its production elements.	PO 204. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.	PO 304. Develop criteria for evaluating formal and informal theatre, film/video, and electronic media productions.	

Arizona Theatre Standards

**Theatre
Strand 3: Evaluate
Concept 2: Acting (page 2)**

Concept Definition: **Acting** is the process and art of representing a **character** in the classroom, on **stage**, or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 105. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.	PO 205. Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.	PO 305. Using developed criteria, evaluate formal and informal theatre, film/video, and electronic media productions.	PO 405. Analyze the development of dramatic forms and production practices of theatre, film/video, and electronic media productions, and report in an organized oral or written presentation.
		PO 306. Assess available acting careers, and evaluate and reflect on the probability of personal choices and success as a theatre, film, or other media professional.	PO 406. Evaluate their own and their peers' portfolios of best works that illuminate and reflect growth, knowledge and skills as an actor.

Arizona Theatre Standards

Theatre

Strand 3: Evaluate

Concept 3: Theatre Technology and Design

Concept Definition: Theatre **technology** uses craft skills, knowledge of **design**, equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the **script** and the **action**.

Beginning	Intermediate	Advanced	Distinction
PO 101. Evaluate the playing space and setting used for a variety of dramatic works, classroom scenes , and informal or formal productions .	PO 201. Evaluate how the historical and cultural influences of technical elements affect a variety of performed dramatic works.		
	PO 202. Develop criteria to evaluate technical elements for formal and informal theatre, film/video, and electronic media productions.	PO 302. Evaluate their own and their peers' use of theatre etiquette as a technician.	
PO 103. Evaluate how line, shape, texture, color, space , balance , and/or pattern help illustrate the environment of a story.			
PO 104. Evaluate the environment , setting , lights , sound , costumes and props in a variety of performed dramatic works to determine the mood and meaning of the story.	PO 204. Evaluate and interpret technical elements in a variety of performed dramatic works including theatre, film/video, and electronic media productions.	PO 304. Evaluate the implementation of production schedules, stage management plans, promotional ideas, and business/ front-of-house procedures for theatre, film/video, and/or electronic media productions.	PO 404. Construct social meanings from technical elements from a variety of productions of cultural and historical periods, and relate to current personal, national, and international issues, and report in an organized oral or written presentation.
PO 105. Evaluate the environment for safety issues that may effect the production.	PO 205. Evaluate their own and their peers' execution of duties and responsibilities on a technical crew.	PO 305. Evaluate their own and their peers' efficiency and effectiveness of safety issues, execution of duties, and responsibilities on a technical crew.	

Arizona Theatre Standards

**Theatre
Strand 3: Evaluate**

Concept 3: Theatre Technology and Design (page 2)

Concept Definition: Theatre **technology** uses craft skills, knowledge of **design**, equipment, and materials to construct the elements necessary for the visual and aural aspects of production that serve the **script** and the **action**.

Beginning	Intermediate	Advanced	Distinction
			PO 406. Evaluate the collaboration process with directors to develop concepts that convey the metaphorical nature of the drama for theatre, film/video, and electronic media productions.
		PO 307. Evaluate the technical design elements for formal and informal theatre, film/video, and electronic media productions based on concept and collaboration with the director.	PO 407. Evaluate and revise personal design choices based on feedback from a director.
		PO 308. Assess available theatre technology and design careers, and evaluate and reflect on the probability of personal choices and success as a theatre, film, or other media professional.	PO 408. Evaluate their own and their peers' portfolios of best works that illuminate and reflect growth, knowledge and skills as a theatrical technician/ designer .

Arizona Theatre Standards

Theatre

Strand 3: Evaluate

Concept 4: Playwriting

Concept Definition: Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Recall and evaluate the storyline of a class improvisation or performance .	PO 201. Develop criteria to analyze, interpret, and evaluate a play script (e.g., structure, language, characters).	PO 301. Evaluate the overall artistic merit of written dramatic work by oneself and others.	
PO 102. Recall and evaluate the character's actions in a class improvisation or performance .	PO 202. Describe how the setting , storyline, and characters are interrelated in scenarios and scripts .	PO 302. Analyze and evaluate constructive criticism about personal work, explaining which points are appropriate for further development of the work.	PO 402. Evaluate their own and their peers' portfolios of best works that illuminate and reflect growth, knowledge and skills as a playwright.
PO 103. Describe how plot , character , and environment in plays , film/video, and electronic media are related to personal life.	PO 203. Use developed criteria to analyze a variety of dramatic works (e.g., formal and informal theatre, film/video, and electronic media productions) according to style , genre , dramatic elements, and characters .	PO 303. Analyze and evaluate constructive criticism about a script , identifying playwriting elements employed by the writer.	PO 403. Analyze and create a written critique of a contemporary scripted play or production focusing on the qualities of the script .
PO 104. Identify by genre a dramatic concept, script , classroom, or formal production .	PO 204. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.	PO 304. Identify and explain symbols and deconstruct social and literary allusions in text and productions, and report in an organized oral or written presentation.	PO 404. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national, and international issues, and report in an organized oral or written presentation.

Arizona Theatre Standards

Theatre

Strand 3: Evaluate

Concept 4: Playwriting (page 2)

Concept Definition: Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for the **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 105. Identify and describe the characters, environment , and story elements in a variety of written and performed events .	PO 205. Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.	PO 305. Identify by genre a dramatic script , classroom improvisation , or formal production	
	PO 206. Justify the perception of a performance and critique its production elements.	PO 306. Analyze the development of dramatic forms and production practices of theatre, film/video, and electronic media productions, and report in an organized oral or written presentation.	
	PO 207. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.		

Arizona Theatre Standards

Theatre

Strand 3: Evaluate

Concept 5: Directing

Concept Definition: Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
PO 101. Explain and justify the basic elements of a dramatic text (e.g., problem/solution, beginning, middle and end, characters , and environment) and performance essentials (e.g., visibility and audibility of actors, appropriateness of setting).	PO 201. Explain and justify personal criteria for evaluating the basic elements of text , acting , and production values in their work and the work of others.	PO 301. Develop criteria for analyzing and evaluating the script , acting , design , and direction as a unified production based on artistic choices in traditional theatre, film/video, and electronic media productions.	PO 401. Describe and analyze the effects of publicity, study guides, programs, and physical environment on audience response and appreciation of dramatic productions.
PO 102. Explain and justify personal preferences for specific elements and/or moments in dramatizations.	PO 202. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.	PO 302. Evaluate the directorial process using developed criteria.	
PO 103. Identify and describe the characters , environment , and story elements in a variety of written and performed events .	PO 203. Use criteria to interpret dramatic text and performances in an organized oral or written presentation.		
	PO 204. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.	PO 304. Using self-reflecting practices, determine the influences of directorial work on the individual and his/her community.	PO 404. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national, and international issues, and report in an organized oral or written presentation.

Arizona Theatre Standards

Theatre

Strand 3: Evaluate

Concept 5: Directing (page 2)

Concept Definition: Directing is the process of conceptualizing, organizing, and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
	PO 205. Justify the director’s concept of a performance and critique its production elements.	PO 305. Identify and explain symbols and deconstruct social and literary allusions in text and productions, and report in an organized oral or written presentation.	
		PO 306. Analyze the development of dramatic forms and production practices of theatre, film/video, and electronic media productions, and report in an organized oral or written presentation.	PO 406. Compare and contrast the directorial styles of a minimum of two directors that work in the same media.
		PO 307. Assess available directing careers, and evaluate and reflect on the probability of personal choices and success as a theatre, film, or other media professional.	PO 407. Evaluate their own and their peers’ portfolios of best works that illuminate and reflect growth, knowledge and skills as a director.

Arizona Theatre Standards

Glossary of Terms

- Abstract** – Not representational; removed from the representative, yet retaining the essence of the original.
- Acting** – The use of **voice, movement, focus, and characterization**.
- Action** – Events/incidents within the **play/story** that move the **plot** along.
- Aesthetic Criteria** – Criteria developed about the visual, aural, and oral aspects of the witnessed **event**, derived from cultural and emotional values and cognitive meaning.
- Aesthetic Qualities** – The perceptual aspects, emotional values, and cognitive meanings derived from interpreting a work of art; the **symbolic** nature of art.
- Aesthetics** – A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.
- Articulation** – The clear and precise pronunciation of words using the articulators (e.g., lips, teeth, tongue, soft palate, hard palate, throat).
- Artistic Choices** – Selections made by artists about the situation, **action**, direction, and **design** in order to convey meaning.
- Audience** – The spectators of an **event**.
- Audition** – A tryout for a theatrical position, usually for actors.
- Balance** – Arrangement of **design** elements and actors to create visual stability on **stage**.
- Blocking** – The coordination of the actors’ **movements** within the **space (stage)**.
- Business** – **Movements** made to make use of **props** and **costumes** to strengthen the personality of a **character** the actor is portraying.
- Character** – The “who” in a **scene, play,** or story which can be a person, creature, or thing, real or imagined.
- Character Development/Characterization** – Putting together all parts of the **character** to create a believable person on **stage**.
- Classical** – A dramatic **form** and production technique(s) considered of significance in earlier times in any culture or historical period.
- Classroom Production** – The exploration of all aspects (e.g., visual, oral, aural) of a dramatic work in a classroom setting where experimentation is emphasized; classmates and teachers are the usual **audience**.
- Conflict** – A struggle between two or more opposing forces, **events, ideas, or characters** in a **scene** or **play**.
- Constructed Meaning** – The personal understanding of dramatic/artistic intentions and **actions** and their social and personal significance, selected and organized from the aural, oral, and visual **symbols** of a dramatic production.
- Costume** – The clothing an actor wears to represent a **character**.
- Criticism** – Describing and evaluating the media, processes, and meanings of works, and making positive and/or comparative judgments.
- Design** – A purposeful plan for the spectacle of a **play** (e.g., **costumes, set, props, lighting, sound**).
- Dialogue** – Words spoken by **characters** to express thoughts, emotions, and **actions**.
- Diction** – A **style** of speech as dependent on choice of words.
- Director’s Concept** – A vision inspired by the playwright and developed by the director that provides an overall **style** to the production.

Arizona Theatre Standards

Drama – A literary composition (a **play**) intended for a **performance** before an **audience**.

Dramatization – The art of composing, writing, **acting**, or producing **plays**.

Dramatic Media – Means of telling stories by way of **stage**, film, television, radio, video discs, or other **electronic media**.

Dramaturg – A literary editor on the staff of a theatre who provides analysis, research, and sharing of information with directors, actors, and production teams.

Dramaturgy – The theory and practice of dramatic composition.

Electronic Media – Means of communication characterized by the use of **technology** including (but not limited to) computers, multimedia, CD-ROM, MIDI, **sound** boards, **light** boards, virtual reality, video, and film; used as tools to create, learn, explain, document, and analyze.

Elements of Theatre – **Action**, **character**, **conflict**, **design**, **dialogue**, **plot**, **setting**, and **theme**.

Ensemble – A group of actors working together cooperatively and responsibly to help themselves and each other achieve the group goal.

Environment – Physical surroundings that establish place, time, and atmosphere/mood; physical conditions that reflect and affect the emotions, thoughts, and **actions of characters** and the **audience**.

Event – Something that happens at a certain place and time.

Expression – The way words are said to show feeling.

Facial Expression – **Movements** of the face that show feelings or ideas.

Focus – (1) the intended point of interest on **stage**; (2) the actor’s ability to concentrate and keep attention fixed on the matter at hand.

Form – The structural organization of a drama (e.g., **plot** sequence, logical, realistic use of **character** and time/non-realistic use of **character** and time).

Formal Production – The staging of a dramatic work for presentation for an **audience**.

Front-of-House – Box office and lobby (i.e., business services).

Genre – A type or category of dramatic literature (e.g., comedy, tragedy, melodrama, farce, serious drama).

Gesture – The expressive **movement** of the hands that communicates **character**.

Given Circumstances – The information given in the **text** by the playwright concerning **character**, **setting**, and relationships.

Improvisation – Spontaneous use of **movement** and speech to create a **character** or an object in a particular situation.

Improvisational Theatre – A structured yet non-**scripted action** or **play**.

Informal Production – Small **performances** that demonstrate understanding of the specific content or material learned.

Inflection/Pitch – The use of high and low **sounds** in speech.

Lighting/Lights – Using a variety of **lights** to illuminate the actors and **sets on stage**.

Make-Up – Using cosmetics to the face and body to enhance **character**.

Mime – A **form** of theatre that employs **pantomime**; can include music, **sounds**, **costumes**, and **make-up**.

Monologue – A speech within a **play** delivered by a single actor alone on **stage**.

Motivation – What a **character** wants and why.

Movement – Physical **action** used to establish meaning and express and create **character** including: **facial expression** – **movements** of the face that show feelings or ideas.

gestures – a **movement** of the hands, arms, and/or legs that communicates **character**.

blocking – the coordination of the actors’ **movements** within the **space (stage)**.

whole-body movements – locomotive and non-locomotive use of the body that is not part of **blocking**.

posture/stance – the position of the limbs and the carriage of the body as a whole.

Arizona Theatre Standards

- Objective** – The **character's** wants, needs, and desires as found in the **text**.
- Obstacle** – What stands in the way of the **character** achieving his/her **objectives**.
- Pantomime** – Communication using **movement** without speech.
- Performance** – Presenting a **play** for an **audience**.
- Phrasing** – The use of punctuation, pause, and word or phrase emphasis to create meaning and emotion.
- Play** – A **form** of writing intended for **live performance**.
- Plot** – The story behind the **play** that includes exposition, inciting incident, rising **action**, climax, and resolution of a **conflict**.
- Props/Properties** – Objects used by an actor on **stage** including furniture.
- Principles of Design** – Underlying characteristics in the visual arts and theatrical **design**, such as reception, **balance**, emphasis, contrast, and unity.
- Projection/Volume** – Using appropriate loud and soft **sounds** as a **character**.
- Range** – The scope or extent of one's abilities in **movement**, technique, etc.
- Rate** – How slowly or quickly words are spoken.
- Rehearsal** – The period of time used to prepare a **play** for **performance** for an **audience**.
- Role** – The characteristic and expected social behavior of an individual in a given position (e.g., mother, employer); **role** portrayal is likely to be more predictable and one-dimensional than **character** portrayal (see Character Development/Characterization), and is appropriate for early **improvisation** exercises.
- Scene** – A small segment of a **play**, usually taking pace in one time and one **setting**.
- Script** – The written **dialogue**, description, and directions provided by the playwright.
- Set** – The on-**stage space** and its structures (scenery) in which the actors perform that represents the location of the **play**.
- Setting** – The time and place in which the **scene** occurs.
- Sound** – The process of using music, audio effects, and reinforcement to enhance **setting** and mood.
- Space** – The **performance** area used by an individual or **ensemble**.
- Stage** – The place where the actors perform.
- Strategy/Tactics** – The possible ways the **character** can overcome **obstacles**.
- Style** – The distinctive character or technique of an individual artist, group, or period.
- Style/Genre** – The particular characteristics of a historical period or culture.
- Symbol/Symbolic** – An image, object, **sound**, or **movement** that stands for or represents something else.
- Technology** – **Electronic media** (e.g., video, computers, compact discs, lasers, audio tape, satellite equipment) used as tools to create, learn, explain, document, analyze, or present artistic work or information.
- Technical Design** – The plan for **costumes, set, props, lighting, sound, make-up**, and special effects in the production.
- Tempo** – The **rate** of speed at which a **performance** or elements of a **performance** occur.
- Tension** – The atmosphere created by unresolved, disquieting, or inharmonious situations that human beings feel compelled to address.
- Text** – The basis of dramatic activity and **performance**; a written **script** or an agreed-upon structure and content for **improvisation**.
- Theatre Literacy** – The ability to create, perform, perceive, analyze, critique, and understand dramatic **performances**.
- Theme** – Central idea of a **play** that is revealed to the **audience**.
- Voice** – An actor's use of **articulation, projection, expression, inflection**, and **rate** to create a **character**.
- Warm-Up** – **Movements** and/or **movement** phrases designed to raise the core body temperature and bring the mind into **focus** for the activities to follow.