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| Drama – Drama 2 MYP | **Standards-Based Education Priority Standards** |
| **9-12th Grade** | |
| *Creating* | |
| C TH:Cr1.1.IIc. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work. | |
| C TH:Cr2.1.IIb. Cooperate as a creative team to make interpretive choices for a drama/theatre work. | |
| C TH:Cr3.1.IIa. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work. | |
| C TH:Cr3.1.IIb. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work. | |
| *Performing* | |
| B TH:Pr4.1.IIa. Discover how unique choices shape believable and sustainable drama/ theatre work. | |
| B TH:Pr4.1.IIb. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work. | |
| B TH:Pr5.1.IIa. Refine a range of acting skills to build a believable and sustainable drama/theatre performance. | |
| B TH:Pr6.1.IIa. Present a drama/theatre work using creative processes that shape the production for a specific audience. | |
| *Responding* | |
| D TH:Re8.1.IIb. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding. | |
| D TH:Re8.1.IIc. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work. | |
| D TH:Re9.1.IIa. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. | |
| D TH:Re9.1.IIc. Verify how a drama/theatre work communicates for a specific purpose and audience. | |
| *Connecting* | |
| A TH:Cn11.2.IIa. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic. | |
| A TH:Cn11.2.IIb. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work. | |
| *Reading and Writing* | |
| B 11-12.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | |
| B 11-12.RST.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–12 texts and topics. | |
| B 11-12.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| B 11-12.WHST.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |