

# DESK SKILLS Guide: Theater Foundations III

Standard	Skills	Suggested Assignments	Assessments
<p><b><u>CREATE</u></b> Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine theater works.</p>	<p>Apply appropriate acting techniques and styles in performances of characters from a variety of dramatic genres and historical periods. Construct visual composition by synthesizing knowledge of:</p> <ul style="list-style-type: none"> <li>● Dramatic forms</li> <li>● Theatrical conventions</li> <li>● Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Playwriting: monologue, scene, one act</li> <li>● Scripted work (reading, analyzing, performing scenes or monologues from plays)</li> <li>● Devised Theater</li> <li>● Conceptual Projects</li> <li>● Directing</li> <li>● Designing</li> </ul>	<ul style="list-style-type: none"> <li>● Written or Oral Review</li> <li>● Self-Assessment</li> <li>● Performance Rubric</li> </ul>
<p><b><u>PERFORM</u></b> Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of theater works.</p>	<p>Continuing with previous perform standards, present a drama/theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer and dramaturgy.</p>	<ul style="list-style-type: none"> <li>● Rehearsal Technique &amp; Procedures</li> <li>● Character Analysis</li> <li>● Memorization</li> <li>● Research Assignments</li> <li>● Script analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Written or Oral Review</li> <li>● Self-Assessment</li> <li>● Performance</li> </ul>
<p><b><u>RESPOND</u></b> Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to receive and act upon coaching, feedback and constructive criticism.</li> <li>● Analyze why artistic choices are made in a drama/theater work.</li> <li>● Apply appropriate theater terminology to describe and analyze the strengths and weaknesses of one's own or the group's work.</li> <li>● Articulate responses based on personal experiences when participating in or observing a drama/theater work.</li> <li>● Compare and debate the connection between a drama/theater work and contemporary issues that may affect audiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Play critiques</li> <li>● Journal entries</li> <li>● Script analysis</li> <li>● Student led class discussion</li> <li>● Persuasive/Informative Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Self-evaluation</li> <li>● Peer evaluation</li> <li>● Written or Oral Review</li> <li>● Performance Rubric</li> </ul>
<p><b><u>CONNECT</u></b> Students will synthesize and relate knowledge from personal and</p>	<ul style="list-style-type: none"> <li>● Collaborate on a drama/theater work that examines a critical global issue using multiple personal, community and cultural perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>● Play critiques</li> <li>● Journal entries</li> <li>● Script analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Self-evaluation</li> <li>● Peer evaluation</li> <li>● Written or Oral</li> </ul>

<p>collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<ul style="list-style-type: none"><li>• Justify the creative choices made in a devised or scripted drama/theater work based on a critical interpretation of specific data from theater research.</li><li>• Examine contemporary, social, cultural or global issues through different forms of drama/theater work.</li></ul>	<ul style="list-style-type: none"><li>• Theater History</li></ul>	<p>Review</p> <ul style="list-style-type: none"><li>• Performance Rubric</li></ul>
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