

Drama I
 Grades 9-12
 LG 1 Dramatic Conventions

High Priority Standards	
<p>NCCAS Standards 2014 - Creating Anchor Standard: Generate and conceptualize artistic ideas and work. TH:CR1-I.b. Devise and justify alternative approaches that explore dramatic concept in non-traditional drama through improvisation, or a drama- or theatre-based work.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to use dramatic conventions to construct solutions for a dramatic problem or theatre-based work.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery of the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Employing tactics (such as verbal persuasion, physical force...) to overcome an obstacle in the script. • Choosing script-based interpretations of the character’s vocal, physical and psychological traits. • Identifying possible choices in the production process based on production research. <p>Level 2: Student demonstrates that he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: obstacle roles, tactics, conventions, character, plot, setting, conflict, dialog, production research. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the role of ‘obstacle’ in the script. ○ Identifying dramatic elements of character, plot, setting, conflict, and dialogue.

- Interpreting ways that an obstacle could be overcome.

Level 1: Student demonstrates limited understanding or skill with the learning goal.

Drama 1
 Grades 9-12
 LG 2 Artistic Choices

HIGH PRIORITY STANDARDS

NCCAS Standards 2014 -

Responding

Anchor Standard: Apply criteria to evaluate artistic work.

TH:Re9-I.a. Investigate personal aesthetics, preferences, and beliefs through participation in and observation of a drama- or theatre-based work.

LEARNING GOAL	PROFICIENCY SCALE
<p>Students will be able to make artistic choices in rehearsals and performances.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Portraying a believable character in situations from improvised scenes. • Constructing spontaneous improvisations to solve creative challenges during rehearsals. • Communicating meaning by using character and back-story to engage an audience. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: improvisation, character development, monologue, scene, rising action, falling action. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying how character choices can affect the final product. ○ Preparing an improvisation. <p>Level 1: Student demonstrates limited understanding or skill with the learning goal.</p>

Drama 1
 Grades 9-12
 LG 3 Refining

HIGH PRIORITY STANDARDS

NCCAS Standards 2014 -

Responding

Anchor Standard: Apply criteria to evaluate artistic work.

TH:Re9-I.b. Examine a drama- or theatre-based work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

LEARNING GOAL	PROFICIENCY SCALE
<p>Students will be able to make artistic choices through observation, and research of drama and theater experiences.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery of the learning goal by:</p> <ul style="list-style-type: none"> • Cataloging successful approaches that could be used in future work by documenting work and research over time. • Making choices based on script research, and inference of the context of the script. • Integrating feedback from directors, peers, self, and audience to improve future performances. <p>Level 2: Student demonstrates that he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: catalog, context, pedagogy, technique. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying documentation and research as tools for making artistic choices. <p>Level 1: Student demonstrates limited understanding or skill with the learning goal.</p>

Drama 1
 Grades 9-12
 LG 4 Connecting

HIGH PRIORITY STANDARDS

NCCAS Standards 2014 -

Connecting

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

TH:Cn10-I. c. Acknowledge the ideas of others when making creative decisions for a drama- or theatre-based work, while identifying cultural constructs and their impact on perception.

LEARNING GOAL

Students will be able to understand actors' creative choices when observing theatrical productions.

PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery of the learning goal by:

- Evaluating live and filmed performances to determine possible reasons for actors choices.
- Comparing details and cultural representations as elements that shape the drama or theater work.

Level 2: Student demonstrates that he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: acting choices, stage composition, cultural diversity.
- Performing processes such as:
 - Identifying deliberate choices made by the actor (such as body language, stage movements).
 - Identifying acting choices when observing theatre different from his\her personal cultural context.

Level 1: Student demonstrates limited understanding or skill with the learning goal.