

Course: Advanced Drama  
 Grade Level: 9-12  
 LG 1 Dramatic Conventions

<b>High Priority Standards</b>	
<p><b>NCCAS Standards 2014 -</b>                      Artistic Process: Creating  <b>Anchor Standard:</b> Refine and complete artistic work.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to utilize alternative approaches to a dramatic concept.</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"> <li>• Critiquing and applying multiple character, design or production choices that could alter the impact of a drama or theatrical work.</li> <li>• Articulating the rationale for artistic choices concerning historical periods, genres, and playwrights.</li> <li>• Explaining and justifying the concepts of form and structure to write a play that includes full character development, believable dialogue, and plot outcomes.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: genre, playwright, character development, production.</li> <li>• Performing processes such as:</li> </ul>

- Identifying design or production choices that may alter the impact of a drama or theatrical work.
- Identifying the rationale for artistic choices.
- Applying the concepts of form and structure to write a play.

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

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 LG 2 Artistic Choices

<b>High Priority Standards</b>	
<p><b>NCCAS Standards 2014 -</b>            Responding  <b>Anchor Standard:</b> Apply criteria to evaluate artistic work.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to recognize and interpret artistic choices and personal reactions to theater 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 with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Determining personal aesthetic choices to develop drama and/or theater performances.</li> <li>• Reflecting on one’s own work over time to identify successful approaches that could be replicated.</li> <li>• Identifying successful approaches that could be applied in the development of future work.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: reflection, journaling, aesthetics, evidence.</li> <li>• Performing processes, such as:</li> </ul>

	<ul style="list-style-type: none"><li>○ Comparing and contrasting personal aesthetic choices to develop drama and/or theater performances.</li><li>○ Reflecting on one's own work over time.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Learning Targets</b></p> <p>Students know how to:</p> <ul style="list-style-type: none"><li>• Document reflections of work over time</li></ul>	

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 LG 3 Refining

<b>High Priority Standards</b>	
<p><b>NCCAS Standards 2014 -</b>                      Performing, Presenting, Producing  <b>Anchor Standard:</b> Analyze, interpret and select artistic work for presentation.                      (Rehearse, revise, and refine drama processes or theatre experiences through observation, reflection, and problem solving.)</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to prepare and refine a drama or theatre-based work using existing styles or genres.</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"> <li>• Examining the choices made for multiple objectives of a character, and justifying the layered emotions for a character directly connected to the needs of the drama- and/or theatre-based event.</li> <li>• Executing a variety of genres such as scripted plays, monologues or ensemble work.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: original works, scripted plays, scenes, monologues, ensemble work, purposeful movement, vocal control.</li> </ul>

	<ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Acting as a character in situations from devised, improvised and scripted original plots.</li><li>○ Identifying the choices made for multiple objectives of a character.</li><li>○ Identifying previously explored conventions to attempt to demonstrate the ability to perform.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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 LG 4 Integration of Art forms

<b>High Priority Standards</b>	
<p><b>NCCAS Standards 2014 -</b>                      Connecting</p> <p><b>Anchor Standard:</b> Communicate a critical awareness of how relationships between drama processes, theatre experiences, and the world are made.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the influence of theater arts on society.</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"> <li>• Describing how a new understanding of the world, self and others may emerge after acting in a drama or theater based work.</li> <li>• Articulating how personal beliefs are formed by, and inform, interactions across cultural borders during a devised or theater based event.</li> <li>• Developing ideas to promote cross-cultural communication through theater.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary: cross-cultural, belief systems, conventions.</li> <li>• Performing processes such as:                             <ul style="list-style-type: none"> <li>○ Identifying personal beliefs that might inform how the world is</li> </ul> </li> </ul>

	<p>viewed.</p> <ul style="list-style-type: none"><li>○ Observing and discussing how changes might occur in belief systems or attitudes influenced by a devised or theater based event.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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