Middle School Drama Exploratory
Grade Level: Seventh-Eighth
LG 1 Character

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 - Creating **Anchor Standard**: Organize and develop artistic ideas and work. TH:Cr2-8.a. Experiment, improve, refine, and communicate the reasons for artistic choices in devised or scripted work.

LEARNING GOAL	PROFICIENCY SCALE
Students will understand that voice can define a unique stage character.	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 as evidenced by: - Illustrating a given character using only their voice. - Sustaining a believable character voice throughout a performance. Level 2: the students demonstrates that he/she is nearing proficiency by: - Recognizing and recalling specific vocabulary, such as: articulation, projection, diction, breath control, pitch, rate, volume. - Performing processes such as: - Projecting and articulating a character voice. - Using vocal techniques to create characters. Level 1: Student demonstrates limited understanding or skill with the learning goal.

Middle School Drama Exploratory
Grade Level: Seventh-Eighth
LG 2 Moving on Stage

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 - Creating **Anchor Standard**: Refine and complete artistic work. TH:Cr3-8.b. Use movement to create interesting blocking, tableaus, and stage pictures in a drama or theatre work.

LEARNING GOAL	PROFICIENCY SCALE

Students will be able to express character through movement.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
	
	Level 3: Student demonstrates mastery with the learning goal as evidenced by:
	• Performing with natural and expressive stage movements.
	• Applying body-awareness and spatial perception.
	
	Level 2: Student demonstrates he/she is nearing the proficiency by:
	• Recognizing and recalling specific vocabulary, such as: stage areas, body-awareness, blocking, facial expression, gesture, movement, one quarter, full front, profile or half, three quarter, full back.
	• Performing processes such as:
	    o Maintaining body-awareness on stage.
	    o Identifying the areas of the stage.
	
	Level 1: Student demonstrates limited understanding or skill with the learning goal.

Middle School Drama Exploratory
Grade Level: Seventh-Eighth
LG 3 Pantomime

<table>
<tr><td colspan="2" align="center">HIGH PRIORITY STANDARDS</td></tr>
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NCCAS Standards 2014 –
Creating
Anchor Standard: Refine and complete artistic work.
TH:Cr3-8. c. Find and refine the most effective physical, vocal, and psychological traits of characters in an improvised and scripted drama or theatre work.

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<tr><td align="center">LEARNING GOAL</td><td align="center">PROFICIENCY SCALE</td></tr>
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Students will be able to use the body expressively to tell a story.

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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 evidenced by:

- Conveying physical and environmental characteristics of a given subject, place and time.

Level 2: The students demonstrates that he/she is nearing the learning goal by:

- Recognizing and recalling specific vocabulary, such as: pantomime, character trait, physical movement, body control, imitative, interpretive.

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	• Performing processes such as:
	    o Identifying and using specific movements to develop a pantomime character.
	    o Experimenting with imitative and interpretive movement.
	
	Level 1: Student demonstrates limited understanding or skill with the learning goal.

Middle School Drama Exploratory
 Grade Level: Seventh-Eighth
 LG 4 Improvisation

HIGH PRIORITY STANDARDS
NCCAS Standards 2014 -   Performing   **Anchor Standard**: Convey meaning through the presentation of artistic work.   TH:Pr6-8.c. Originate material created for a specific audience

LEARNING GOAL	PROFICIENCY SCALE

Students will be able to interpret stories and themes through dramatic performance.	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 as evidenced by
	 • Exploring consequences and effects of alternative solutions to dramatic problems.
	 • Justifying choices made in the creative process.
	 • Incorporating personal experiences into an improvised performance.
	
	 Level 2: Student demonstrates he/she is nearing proficiency by:
	 • Recognizing and recalling specific vocabulary, such as: improvise, dialogue, audience response, conflict, concentration, sensory recall.
	 • Performing processes such as:
	    o Choosing character traits and behaviors to fit a scene.
	    o Recalling and expressing personal experiences that can provide elements to an improvisation.
	
	 Level 1: Student demonstrates limited understanding or skill with the learning goal.

Middle School Drama
Grades 7-8
LG 1 Dramatic Conventions

High Priority Standards
NCCAS Standards 2014 - Creating Anchor Standard: Imagine, research, and explore through drama processes and theater experiences to discover diverse creative ideas. 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.

Learning Goal	Proficiency Scale
Students will be able to use dramatic conventions to construct solutions for a dramatic problem or theatre-based work.	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 as evidenced by: • Explaining 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 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: obstacle, tactics, character, plot, setting, conflict, dialog, research, narrator, flashback, aside. • Performing processes such as: o Making script- based choices about the interpretation of a character's vocal and physical traits. Level 1: Student demonstrates limited understanding or skill with the learning goal.

Middle School Drama
Grades 7-8
LG 2 Artistic Choices

High Priority Standards
NCCAS Standards 2014 - Performing Anchor Standard: Rehearse, revise, and refine drama processes or theater experiences through observation, reflection, and problem solving.

Learning Goal	Proficiency Scale
Students will be able to make artistic choices in rehearsals and performances.	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 as evidenced by: • Portraying a believable character from improvised and scripted scenes. • Solving creative challenges during rehearsals with improvisational techniques. • Identifying how character choices can affect the final product. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: improvisation, character development, monologue, scene, rising action, falling action. • Performing processes such as: o Preparing an improvisation. Level 1: Student demonstrates limited understanding or skill with the learning goal.

Middle School Drama
Grades 7-8
LG 3 Refining

NCCAS Standards 2014 -
Responding **Anchor Standard:** Apply criteria to evaluate artistic work. TH:Re9.1.8. respond to a drama/theater work using supporting evidence, personal aesthetics, and artistic criteria.

Learning Goal	Proficiency Scale
Students will be able to make artistic choices through observation and research of drama and theater experiences. .	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 as evidenced by: • Identifying documentation and research as tools for making artistic choices. • Refining dramatic work using feedback and reflection. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: tension, tempo, style, catalog, context, technique. • Performing processes such as: o Identifying the context of the script. Level 1: Student demonstrates limited understanding or skill with the learning goal.
Learning Targets	
Students know how to: • Catalog some successful approaches that could be used in future work.	

Middle School Drama
Grades 7-8
LG 4 Connecting

High Priority Standards
NCCAS Standards 2014 - Connecting **Anchor Standard**: Communicate a critical awareness of how relationships between drama processes, theater experiences, and the world are made.

Learning Goal	Proficiency Scale
Students will be able to understand actors' creative choices when observing theatrical productions.	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 as evidenced by: • Identifying deliberate choices made by the actor (such as body language, stage movements). • Observing and describing acting choices when observing traditional and culturally diverse theater. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: stage movements, stage blocking, body language, cultural context • Performing processes such as: o 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.