

## QUICK REFERENCE: 12<sup>TH</sup> GRADE THEATRE

### A. PLAY READING AND ANALYSIS

#### Content Standard

Students in Wisconsin will attend live theatre and read plays, be able to analyze and evaluate the play, and articulate (create meaning from) the play's message for individuals and society.

#### Rationale:

The sense of immediacy and sense of community experienced at a live theatrical performance is a different kind of audience experience from attending a movie or watching television or a video. Attending live theatre helps students learn appropriate audience skills of listening and responding. Attending live theatre and reading plays also help students learn critical thinking skills and problem-solving skills. These experiences foster the use of imagination and the awareness of a variety of dramatic styles (genres) and cultures. They also develop a sense of aesthetics through exposure to and discussion of different artistic styles.

#### PERFORMANCE STANDARDS

#### By the end of grade 12 students will:

- A.12.1 Attend a live theatrical performance and be able to explain the personal meaning derived from the experience, and also be able to analyze, evaluate, and create meaning in a broader social and cultural context in either written or oral form
- articulate with increased understanding what they liked and didn't like and why
  - explain what happened in the play and why they think the playwright made particular choices
  - explain what happened in the play and why they think the director and actors made particular choices
  - explain how the technical aspects of the play supported the choices of the playwright, director, and actors
  - describe how the audience appeared to respond to the play
  - explain the message of the play and its meaning to individuals and to society
- A.12.2 Read a play and be able to analyze, evaluate, and create meaning in broader social and cultural context in either written or oral form
- articulate with increased understanding what they liked and didn't like and why
  - explain what happened in the play and why they think the playwright made particular choices
  - explain the message of the play and its meaning to individuals and to society

## **B: PERFORMANCE**

### **Content Standard**

Students in Wisconsin will work and think as actors and develop basic acting skills to portray characters who interact in improvised and scripted scenes.

### **Rationale:**

Acting teaches students important communication skills. It teaches students to make ideas and feelings clear and to pay attention with their ears and eyes. Through acting, students learn to imagine, solve problems, and adapt to change. Improvisational acting (creating characters and scenes without a script) encourages students to use their creative powers to better understand how humans think, feel, and live. By placing themselves in others' shoes, students also learn to empathize and develop a personal understanding of other people's situations and experiences. As Shakespeare wrote, "All the world's a stage, And all the men and women merely players."

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students in a theatre class will:**

- B.12.1 Create a believable, sustained character exhibiting basic acting skills including physical and vocal technique in a presentation that shows their understanding of the emotional and psychological makeup of the character
- B.12.2 Continue to create characters through physical movement, adapting movement and making physical choices to fit the requirements of the scene
- B.12.3 Continue to create characters verbally, adapting language choices and dialogue to fit requirement of the scene
- B.12.4 Continue to create characters that are appropriate to the context of the scene, using facial expressions
- B.12.5 Continue to create characters (physically, verbally, and facially) from scripted scenes
- B.12.6 Create a character (physically, verbally, and facially) based upon an original idea, playing the character for a sustained period of time
- B.12.7 Articulate in written and oral form the character's wants, needs, and basic personality characteristics

## **C. RESEARCH AND ANALYSIS**

### **Content Standard**

Students in Wisconsin will research and analyze methods of presentation and audience response for theatre, the interconnections of theatre, community, other cultures, and historical periods for use as general knowledge.

### **Rationale:**

Research and analysis teaches students how to study subjects in great depth. It provides them with tools to make reasoned judgments, rational decisions, and critical choices. Students learn to understand subject matter in relationship to ideas, symbols, and images in society today and interpret these forms and their effect on an audience, culture, and society.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students will:**

- C.12.1 Write a critical review of a live theatrical event, its effect on the audience, and its potential impact in a broader social and cultural context
- C.12.2 Select a play or theatre-related event or individual and research the topic, gathering information from more than one source
- C.12.3 Explain in writing the potential impact of a play on society and culture

## **D. ANALYSIS OF PROCESS**

### **Content Standard**

Students in Wisconsin will work and think as theatre artists and reflect upon and assess the characteristics and merits of their own work and the work of others.

### **Rationale:**

Theatre's uniqueness is rooted in the essential interaction with others. Exchange of feedback between actor and audience, director and actor, and director and designer is an essential component of theatre. What works, what doesn't work, and, perhaps more importantly, why or why not is at the heart of the theatre process and any problem-solving activity. Good communication skills are vital for gaining greater understanding and working cooperatively with others.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students will:**

- D.12.1 Reflect on and assess their own work and the work of others
- D.12.2 Continue to share their comments constructively and supportively within the group

#### **Students in a theatre class will:**

- D.12.3 Demonstrate increased understanding of strengths (what worked) and weaknesses (what didn't work) in character work and scenes presented in class
- D.12.4 Demonstrate increased understanding of what they need to do to make their characters or scenes more believable and/or understandable

## **E. THEATRE PRODUCTION**

### **Content Standard**

Students will think and work as playwrights, designers, managers, and/or directors to create and interpret improvised and scripted scenes.

### **Rationale:**

Production work based on personal experiences, cultural contexts, heritage, literature, and history enable students to better understand the diversity of the world, gain insight into how people think, feel, and live, and develop skills important to work within a variety of contexts. Playwrighting teaches basic script structure and developing character and story through dialogue. Design teaches students to develop their sense of spatial and geometric relationships, and increases students' sensory ability to work with color, texture, line, and form. Management teaches students basic business skills (such as developing, maintaining, and working within a budget), technical writing skills, advertising skills, and life skills (such as goal setting and working with deadlines). Directing teaches students how to work with others in leadership roles, how to organize and carry out complicated tasks, how to analyze literature, and how to define and solve problems.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students in a theatre class will:**

- E.12.1 Create an original scene that includes the appropriate exposition, rising action, problem, conflict, crisis, and solution
- E.12.2 Script their scene using proper script format
- E.12.3 Analyze a play and determine appropriate setting, lighting, sound, costume, and make-up requirements
- E.12.4 Research and design at least one element of a play (sets, costumes, make-up, lights, and/or sound)
- E.12.5 Demonstrate in written or oral form, an increased understanding of the importance of one aspect of theatre management in the successful promotion of theatre production
- E.12.6 Direct a scene for presentation
- E.12.7 Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit)
- E.12.8 Plan the blocking patterns of the dramatic presentation (placement and movement of actors within a scene) and guide the actors through their blocking
- E.12.9 Create a rehearsal schedule, planning and organizing all rehearsals and deadlines until the performance
- E.12.10 Rehearse and perform the scene for an audience

