

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: THEATRE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare stock characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Goal 1.1: Examine the historical and cultural contexts of theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.1.1.1 Investigate representative dramatic works from a variety of cultures and historical periods.
- 9-12.T.1.1.2 Demonstrate an understanding of cultural and historical perspectives required by a specific script.
- 9-12.T.1.1.3 Identify historical periods and their theatrical styles.
- 9-12.T.1.1.4 Describe and compare stock characters, archetypes, and universal themes in dramas from various cultures and periods.
- 9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.

Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.
- 9-12.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Goal 2.1: Conduct analyses of theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays.
- 9-12.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.
- 9-12.T.2.1.3 Analyze how theatrical elements can create meaning in a dramatic performance.
- 9-12.T.2.1.4 Evaluate how well a dramatic text or production met its intended objectives.
- 9-12.T.2.1.5 Compare and contrast traditional theatre and contemporary trends in entertainment.

Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.2.2.1 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
- 9-12.T.2.2.2 Analyze a character's actions and the consequences they create.
- 9-12.T.2.2.3 Develop and defend one's critique of a dramatic performance.
- 9-12.T.2.2.4 Utilize drama as a study of human character and personality.
- 9-12.T.2.2.5 Analyze production and performance appropriateness of a theatrical work within a given community.
- 9-12.T.2.2.6 Analyze how technical elements can create meaning in a dramatic performance.
- 9-12.T.2.2.7 Evaluate how theatrical participation is critical to global culture.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

Goal 3.1: Utilize concepts essential to theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience.
- 9-12.T.3.1.2 Utilize theatrical skills in appropriate settings.
- 9-12.T.3.1.3 Research and apply physical, emotional, and social dimensions in creating character.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.2.1 Create imaginative scripts that convey story and meaning to an audience.
- 9-12.T.3.2.2 Interpret/perform a work respecting the intent of its creator.
- 9-12.T.3.2.3 Plan and utilize technical theatre elements to support a dramatic text.
- 9-12.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 9-12.T.3.2.5 Show respect for personal work and works of others.
- 9-12.T.3.2.6 Demonstrate how artistic choices can affect performances and formal productions.
- 9-12.T.3.2.7 Use theatrical elements to convey mood and environment.
- 9-12.T.3.2.8 Create works that integrate processes and concepts of other art forms.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.3.1 Develop and sustain a character that communicates with the audience.
- 9-12.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.
- 9-12.T.3.3.3 Organize and conduct rehearsals for production.