

Artistic Literacy: Theater Grades 6-8

PBGR

The artistically literate individual understands and appreciates various forms of art, analyzes and interprets art, and expresses oneself creatively, while recognizing the historical, cultural, and social context in which art is created. The learner authentically uses a variety of artistic and expressive media, symbolism, and metaphors to communicate their own ideas and to respond to artistic communications of others.

Critical Proficiency

Create

Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

Critical Proficiency

Present/ Perform/Produce

Develop, refine, and convey meaning through artistic work.

Critical Proficiency

Respond

Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

Critical Proficiency

Connect

Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

Priority Performance Indicators

Generate and Conceptualize

Performance: Students portray a scripted or improvised character in a drama/theater work, authentically exploring their inner thoughts and objectives.

Design: Students vividly envision and describe the intricacies that contribute to their authenticity within the dramatic context.

Organize, Develop, and Complete

Performance: Students use repetition and analysis to unify a devised or scripted drama/theater work during the rehearsal process.

Design: Students implement and refine a planned technical design using simple technology during the rehearsal process for a devised or scripted drama/theater work.

Priority Performance Indicators

Develop and Refine for Presentation

Performance: Students examine the dramatic structure of a theater production, employ acting exercises to improve performance, analyze the dramatic progression of the work, and employ various character objectives, motives, and tactics in scenes to resolve conflicts, help to tell the story, and enhance the overall theatrical experience.

Design: Students provide a set, costume, props, or soundscape that helps to tell the story and enhance the overall theatrical experience for a production.

Convey Meaning Through Presentation

None at this level.

Priority Performance Indicator

Perceive and Analyze

Performance: Students apply personal criteria to independently evaluate drama/theater work and compare personal and peer reactions to artistic choices within the context of a drama/theater presentation.

Design: Students apply personal criteria to independently evaluate drama/theater work and evaluate the production elements used in a drama/theater work to assess aesthetic choices.

Priority Performance Indicator

Synthesize and Relate

Performance: Students explore a community issue through multiple perspectives within a drama/theater presentation, comparing conventions from a particular time period with contemporary ones. They analyze how the actions and motivations of characters in the drama/theater work convey the perspective of a community or culture.

Design: Students engage in the design process by exploring a community issue through multiple perspectives within a drama/theater presentation. They compare design conventions, such as set, costume, lighting, and sound, from a particular historical period with contemporary approaches. Through this exploration, they analyze how the design elements and character portrayals in the drama/theater work convey the perspectives and values of a community or culture.