

Theater – Sample Proficiency-Based Graduation Requirements and Performance Indicators

Vermont Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the Vermont State Board of Education, under the VT Framework of Standards (CCSS, NGSS, and GEs)
- Are designed to be used in conjunction with the Vermont Transferable Skill Graduation Proficiencies, which outline students' desired skills and habits across content areas
- Include three sets of performance indicators differentiated by grade cluster – Elementary, Middle, and High School
- Serve as benchmarks of learning progression for elementary and middle school

This document is designed to:

- Assist Vermont Schools and Districts (SU/SDs) and schools in developing learning requirements and expectations for their students
- Promote consistency across schools and districts/SUs for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and steer assessment development
- Support formative assessment practices, including Performance Assessments
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

Spotlight on Equity: The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of the visual arts, as well as to recognize the historic exclusion and marginalization of groups and communities. When grade-level appropriate, educators may use these topics and concepts to critically engage students in socially relevant and culturally responsive arts education. The considerations are not a complete list, but rather a starting point on which to base equitable arts experiences; **supplemental resources** [include link] can be found on the [AOE Visual and Performing Arts webpage](#).

Contact Information:

If you have questions about this document or would like additional information please contact:

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Graduation Proficiencies	Performance Indicators— Elementary School	Performance Indicators—Middle School	Performance Indicators—High School
<p>1. CREATE - Generate and conceptualize - Organize and develop - Refine and complete artistic work</p> <p>Spotlight on Equity</p> <p>Critical Elements and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Access to materials • Learning design around non-traditional processes and performances • Culturally sustaining pedagogy • Real-world and personal relevance <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Self-perceptions • Identifying emotions • Multiple perspectives • Goal setting • Student-developed evaluation criteria 	<p>TH:Cr1.1.5a Identify how physical qualities can reveal a character’s traits in a theatre work.</p> <p>TH:Cr1.1.5b Brainstorm design ideas that support the story and specific circumstances in a theatre work.</p> <p>TH:Cr1.1.5c Imagine how a character’s inner thoughts impact the story in a theatre work.</p> <p>TH: Cr2.1.5a Collaboratively originate ideas for a theatre work with characters in specific circumstances.</p> <p>TH:Cr2.1.5b Define responsibilities needed to produce a theatre work.</p> <p>TH:Cr3.1.5a Revise and improve an improvised or scripted theatre work through repetition and self-review.</p>	<p>TH:Cr1.1.8a Imagine and explore multiple perspectives and solutions to staging in a theatre work.</p> <p>TH:Cr1.1.8b Imagine and explore solutions to design challenges of a performance space in a theatre work.</p> <p>TH:Cr1.1.8c Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a theatre work.</p> <p>TH:Cr2.1.8a Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatre work.</p> <p>TH:Cr2.1.8b Share leadership and responsibilities to develop collaborative goals when preparing or devising theatre work.</p>	<p>TH:Cr1.1.HS1a Apply basic research to construct ideas for the visual composition of a theatre work.</p> <p>TH:Cr1.1.HS1b Explore a variety of design choices for a theatre work.</p> <p>TH:Cr1.1.HS1c Use script analysis to generate ideas about a character in a theatre work.</p> <p>TH:Cr2.1.HS1a Develop a dramatic concept in a theatre work to explore, analyze and critique the function of history and culture.</p> <p>TH:Cr2.1.HS1b Investigate the interdependence of the playwright, director, actors, designers, and technicians collaborating in a theatre work.</p> <p>TH:Cr3.1.HS1a Practice and revise a devised or scripted theatre work using theatrical conventions.</p>

Graduation Proficiencies	Performance Indicators— Elementary School	Performance Indicators—Middle School	Performance Indicators—High School
1. CREATE (cont.)	<p>TH:Cr3.1.5b Develop characters using physical and vocal exploration in an improvised or scripted theatre work.</p> <p>TH:Cr3.1.5c Find solutions to problems that arise in making a theatre work.</p>	<p>TH:Cr3.1.8a Use repetition and analysis in order to revise scripted or devised theatre work.</p> <p>TH:Cr3.1.8b Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted theatre work.</p> <p>TH:Cr3.1.8c Implement and refine a planned technical design using simple technology during the rehearsal process for scripted or devised theatre work.</p>	<p>TH:Cr3.1.HSIb Explore physical, vocal, and physiological choices to develop a theatre performance.</p> <p>TH:Cr3.1.HSIc Refine technical design choices to support the story of a devised or scripted theatre work.</p>

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<p>2. PRESENT - Analyze, interpret, and select - Develop and refine - Convey meaning through the presentation of artistic work</p> <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Sociopolitical consciousness • Access to exhibits • Access to resources • Representation <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Social engagement • Appreciating diversity • Communication • Target audience 	<p>TH:Pr4.1.5a Choose thoughts and emotions to support dialogue and action in a theatre work.</p> <p>TH:Pr4.1.5b Use physical choices to communicate the story in a theatre work.</p> <p>TH:Pr5.1.5a Participate in acting exercises that build skills for presenting a theatre work.</p> <p>TH:Pr5.1.5b Use technical elements in a theatre work.</p> <p>TH:Pr6.1.5 Present a theatre work informally to an audience.</p>	<p>TH:Pr4.1.8a Explore different pacing to better communicate the story in a theatre work.</p> <p>TH:Pr4.1.8b Use various character objectives and tactics in a theatre work to overcome an obstacle.</p> <p>TH:Pr5.1.8a Use a variety of acting techniques to increase skills in a rehearsal or theatre performance.</p> <p>TH:Pr5.1.8b Use a variety of technical elements to create a design for a rehearsal or theatre production.</p> <p>TH:Pr6.1.8 Perform a rehearsed theatre work for an audience.</p>	<p>TH:Pr4.1.HSIa Examine how character relationships assist in telling the story of a theatre work.</p> <p>TH:Pr4.1.HSIb Shape character choices using given circumstances in a theatre work.</p> <p>TH:Pr5.1.HSIa Practice various acting techniques to expand skills in a rehearsal or theatre performance.</p> <p>TH:Pr5.1.HSIb Explore and use technical elements for a theatre production.</p> <p>TH:Pr6.1.HSI Perform a scripted theatre work for a specific audience.</p>

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<p>3. RESPOND - Perceive and analyze - Interpret intent and meaning - Apply criteria to evaluate</p> <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Cultural perspectives • Cultural expectations • Sensory perceptions <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Empathy • Representation • Cultural Evaluation 	<p>TH:Re7.1.5 Participate in and observe a theatre work and explain reactions to artistic choices.</p> <p>TH:Re8.1.5a Use personal experiences to interpret the story in a theatre work.</p> <p>TH:Re8.1.5b Explain how cultural viewpoints affect what characters say and do.</p> <p>TH:Re8.1.5c Investigate how the character’s emotions affect posture, gesture, breathing, and vocal intonation in a theatre work.</p> <p>TH:Re9.1.5a Develop and follow criteria for evaluating a theatre work.</p> <p>TH:Re9.1.5b Assess how technical elements help illustrate the themes of a theatre work.</p>	<p>TH:Re7.1.8 Apply criteria to the evaluation of artistic choices in a theatre work.</p> <p>TH:Re8.1.8a Recognize and share artistic choices when participating in or observing a theatre work.</p> <p>TH:Re8.1.8b Analyze how cultural perspectives influence the evaluation of a theatre work.</p> <p>TH:Re8.1.8c Apply personal aesthetics, preferences, and beliefs to evaluate a theatre work.</p> <p>TH:Re9.1.8a Respond to a theatre work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>TH:Re9.1.8b Apply the production elements used in a theatre work to assess aesthetic choices.</p>	<p>TH:Re7.1.HSI Respond to what is seen, felt, and heard in a theatre work to develop criteria for artistic choices.</p> <p>TH:Re8.1.HSIa Use personal experiences to analyze and compare artistic choices in theatre works.</p> <p>TH:Re8.1.HSIb Identify and compare cultural perspectives and contexts that may influence a theatre work.</p> <p>TH:Re8.1.HSIc Justify personal aesthetics, preferences, and beliefs when evaluating a theatre work.</p> <p>TH:Re9.1.HSIa Examine a theatre work using supporting evidence such as other art forms, history, and culture.</p> <p>TH:Re9.1.HSIb Consider the aesthetics of the production elements in a theatre work.</p>

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3. RESPOND (cont.)			TH:Re9.1.HS1c Interpret a theatre work by considering its specific purpose or intended audience.

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<p>4. CONNECT - Synthesize and relate knowledge and personal experiences to make art - Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Multiple modalities • Culturally relevant, responsive, and sustaining learning • Appropriation versus appreciation • Censorship and freedom of expression <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Community • Social Justice • Social Engagement • Agency • Intersectionality 	<p>TH:Cn10.1.5 Explain how theatre helps us connect to a community or culture.</p> <p>TH:Cn11.1.5 Investigate historical, global and social issues expressed in a theatre work.</p> <p>TH:Cn11.2.5a Analyze similarities and differences between theatre works set in different cultures.</p> <p>TH:Cn11.2.5b Explain theatre terminology and conventions.</p>	<p>TH:Cn10.1.8 Examine a community issue through multiple perspectives in a drama/theatre work.</p> <p>TH:Cn11.1.8 Use different forms of theatre work to examine contemporary social, cultural, or global issues.</p> <p>TH:Cn11.2.8a Research the story elements of a staged theatre work and compare them to another production of the same work.</p> <p>TH:Cn11.2.8b Identify and use artifacts from a time period and place to develop performance and design choices in a theatre work.</p>	<p>TH:Cn10.1.HSI Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work.</p> <p>TH:Cn11.1.HSI Explore how cultural, global, and historic belief systems affect creative choices in a theatre work.</p> <p>TH:Cn11.2.HSIa Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatre work.</p> <p>TH:Cn11.2.HSIb Use theatre research methods to better understand the social and cultural background of a theatre work.</p>