

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

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2003 MAY -8 P 2:07

OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44K

TITLE OF RULE BEING PROPOSED: Theatre Content Standards and Objectives
for West Virginia Schools (2520.11)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2003.



Steven L. Paine
Deputy State Superintendent of Schools

200304
EXECUTIVE SUMMARY

POLICY 2520.11
THEATRE CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS

Date to become effective: July 1, 2003

Background:

Policy 2520.11 defines the content standards and objectives for Theatre as required by 2510 and establishes a standardized format for such. The original effective date of Policy 2520 (Instructional Goals and Objectives for West Virginia Schools) was July 1997. The West Virginia Board of Education approved initial work on content standards in Mathematics, Reading and English Language Arts, Science and Social Studies in December 2001. In January 2003, content standards for Theatre were placed on comment until March 10, 2003. The version placed on comment created a separate policy for Theatre.

Purpose:

The purpose of this Board item is to seek approval for Policy 2520.11 as it has been revised in response to comments received.

Summary of Comments:

A comment addressed the policy's introductory statement that the number of class periods for which theatre is offered will depend upon enrollment and the availability of space. This statement was questioned because it was thought to imply that if there is insufficient space for acting, costumes, scenery and properties, the theatre program is to be limited.

Summary of Revisions:

No revisions were made in the Theatre Content Standards and Objectives.

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126CSR44K

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

2003 MAY -8 P 2:07

OFFICE WEST VIRGINIA
SECRETARY OF STATE

SERIES 44K
THEATRE CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.11)

§126-44K-1 General.

1.1. Scope. West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.11 defines the content standards (or instructional goals) and objectives for theatre as required by W.Va. 126CSR42 (Policy 2510).

1.2. Authority. W.Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. May 8, 2003.

1.4. Effective Date. July 1, 2003.

1.5. Repeal of former rule. This is a new rule.

§126-44K-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in theatre.

§126-44K-3. Incorporation by Reference.

3.1. A copy of Theatre Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

§126-44K-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document include content standards for 9-12 Theatre, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.11: Theatre Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.11 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there — curriculum committees worked very hard to consolidate, delete, sequence, and clarify as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question “How well does the student perform on the content standards at any given grade level?” (See “Explanation of Terms” section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.



David Stewart
State Superintendent of Schools

200304 Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., TH for Theatre);
- The letter S, for Standard; and
- The standard number.

Illustration: TH.S.1 refers to Theatre content standard #1.

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Numbering of Objectives

The number of each objective is composed of three parts, each part separated by a period:

- The course code (e.g., TH.1 for Theatre);
- The number of the content standard addressed; and
- The objective number.

Illustration: TH2.2.3 refers to a Theatre II objective that addresses standard #2 in Theatre, and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of three parts, each part separated by a period:

- The course code;
- The letters PD, for Performance Descriptors; and
- The standard number.

Illustration: TH1.PD.5 refers to Theatre performance descriptors content standard 5.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.11 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.11 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.11 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.11 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.11 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for Theatre IV, standard #2 will be "200304.TH4.PD.2".

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Abbreviations

Content Area

TH Theatre Education

Other Abbreviations

PD Performance Descriptors
S Standard (Content Standard)

ADOLESCENT THEATRE EDUCATION - POLICY 2520.11

Theatre is one of the four programs of study from which an elective course may be chosen to fulfill the graduation requirement of one course in the arts. Theatre electives must be offered to accommodate at least one level of student achievement (Theatre I) beginning with the 1998-1999 school year. Electives must be provided to accommodate four sequential levels of student achievement (Theatre I - IV) beginning with the school year 2001-2002.

The number of class periods for which theatre is offered will depend upon enrollment and the availability of space for acting, constructing costumes, scenery, and properties. Theatre classes provide opportunities for both individual and group projects. For this reason, students working at two, three, or four different achievement levels may be accommodated in a single class if the enrollment is small. The instructional objectives provided in the following pages describe four sequential levels of student achievement.

***Elective Courses:**

Theatre I
Theatre II
Theatre III
Theatre IV

*Four sequential levels are required to be offered by 2001-2002.

County school systems may exercise the option of offering additional specialized theatre electives such as play production, technical theatre, film, television, and electronic media production. Instructional goals and objectives must be developed for these courses and approved by the county board of education.

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

Theatre Content Standards

Standard 1: Scriptwriting (TH.S.1)

Students will scriptwrite through improvising, writing and refining scripts based on personal experience and heritage, imagination, literature and history.

Standard 2: Acting (TH.S.2)

Students will act by developing, communicating, and sustaining characters in improvisations and informal or formal productions.

Standard 3: Designing and Producing (TH.S.3)

Students will design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions.

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Standard 4: Directing (TH.S.4)

Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for theatrical projects and productions.

Standard 5: Researching (TH.S.5)

Students will research by utilizing cultural and historical information to support artistic choices.

Standard 6: Comparing and Integrating (TH.S.6)

Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms.

Standard 7: Analyzing and Constructing Meanings (TH.S.7)

Students will analyze, critique and construct meanings from informal and formal theatre, film, television and electronic media productions.

Standard 8: Understanding Context (TH.S.8)

Students will understand context of universal concepts by recognizing the role of theatre, film, television and electronic media in the past and the present.

Theatre I

Upon successful completion of Theatre I, students will be able to adapt play texts; identify contemporary styles of theatre/drama and depict characters in them. Students will identify basic properties of technical theatre and demonstrate technical knowledge and skills. They will experience multiple interpretations for production ideas and research how the non-dramatic art forms enhance a theatre production. Other areas studied include a variety of cultures and historical periods related to theatre.

Standard 1: Scriptwriting (TH.S.1)

Students will scriptwrite through improvising, writing and refining scripts based on personal experience and heritage, imagination, literature and history. Students will:

TH1.1 adapt a variety of well-written materials for classroom performance.

Performance Descriptors (THI.PD.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level writes scripts that move conventional characters from exposition through resolution. The scripts are performed as theatrical projects.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level writes scripts that move conventional characters from exposition through resolution and submits those scripts to the instructor using standard dramatic format.

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- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. The Theatre I student performing at the mastery level writes scripts that move conventional characters from exposition through resolution. The scripts have performance potential but are not ready to be performed.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level develops an outline for a script which includes conventional characters and a "beginning," a "middle" and an "end."
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student performing at the novice level develops a plot for conventional characters.

Standard 2: Acting (TH.S2)

Students will act by developing, communicating, and sustaining characters in improvisations and informal or formal productions. Students will:

- TH1.2.1 demonstrate the physical, social, and psychological dimensions of characters from dramatic texts.
- TH1.2.2 identify selected contemporary styles of theatre/ drama.
- TH1.2.3 explain various contemporary acting techniques and methods.
- TH1.2.4 depict characters in selected contemporary styles of theatre/ drama.

Performance Descriptors (TH.1.PD.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level consistently develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level develops and sustains a single character in a variety of styles. He/She less consistently develops diverse characters in a variety of styles and situations as demonstrated in theatrical projects.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. The Theatre I student performing at the mastery level develops and sustains a single character in a variety of styles and situations as demonstrated in theatrical projects.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level develops a single character in a specific style for a limited time, in a limited situation, as demonstrated in theatrical projects.

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■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student performing at the novice level identifies the basic elements of characterization.

Standard 3: Designing and Producing (TH.S.3)

Students will design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions. Students will:

- TH1.3.1 identify the basic physical and chemical properties of the technical aspects of theatre.
- TH1.3.2 read a variety of dramatic texts from cultural and historical perspectives to determine production requirements.
- TH1.3.3 choose designs that use visual and aural elements to convey environments that clearly support the text.
- TH1.3.4 demonstrate technical knowledge and skills to collaboratively and safely solve the problems of creating functional scenery, properties, lighting, sound, costumes, and makeup.
- TH1.3.5 recognize coherent stage management, promotional and business plans.

Performance Descriptors (TH1.PD.3)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level independently designs some elements (e.g., costumes, makeup, sound, etc.) of a theatrical project and safely executes those designs.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level independently develops one element of a theatrical project and safely executes that design.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. The Theatre I student performing at the mastery level designs some elements of a theatrical project under the supervision of the instructor.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level executes some elements of a design under the close supervision of the instructor.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student performing at the novice level executes one element of a design under close supervision of the instructor.

Standard 4: Directing (TH.S.4)

Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for theatrical projects and productions. Students will:

- TH1.4.1 state multiple interpretations and visual and aural production choices for scripts and production ideas.
- TH1.4.2 research selections of text, interpretation and visual and aural artistic choices.

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TH1.4.3 observe and/or participate in communicating directorial choices to a small ensemble for improvised or scripted scenes.

Performance Descriptors (TH1.PD.4)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level independently directs other students, organizes material and helps classmates interpret texts in a classroom theatrical project.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level independently directs other students, organizes material and helps classmates interpret texts in a classroom project with assistance from the instructor.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. Theatre I students performing at the mastery level directs other students and organizes materials in a classroom theatrical project under the supervision of the instructor.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level directs a classroom project with frequent assistance from the instructor.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student performing at the novice level describes the duties of the director.

Standard 5: Researching (TH.S.5)

Students will research by utilizing cultural and historical information to support artistic choices. Students will:

TH1.5.1 recognize and explore cultural, historical, and symbolic clues in dramatic texts and determine the practicality of the information to assist in making artistic choices for use in informal and formal productions.

Performance Descriptors (TH1.PD.5)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level recognizes, demonstrates, and differentiates between diverse cross-cultural elements in a classroom theatrical project. The student also uses symbols of the culture found in texts.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level recognizes, utilizes and demonstrates diverse cross-cultural elements in a classroom theatrical project.

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- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. The Theatre I student performing at the mastery level recognizes and utilizes cross-cultural elements given by the instructor in a classroom theatrical project.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level recognizes diverse cross-cultural elements presented by the instructor in a classroom theatrical project.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student performing at the novice level describes one cross-cultural element given by the instructor in a classroom theatrical project.

Standard 6: Comparing and Integrating (TH.S.6)

Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms. Students will:

- TH1.6.1 identify and describe the basic nature, materials, elements and means of communicating in theatre, dramatic media, musical theatre, dance, music and visual art.
- TH1.6.2 research how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in a theatre production.
- TH1.6.3 explore the integration of several arts disciplines.

Performance Descriptors (TH1.PD.6)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level demonstrates exceptional skill by researching, designing and integrating several art disciplines into theatrical projects. The student independently initiates challenges or tasks to further his/her self-development.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level utilizes research and design techniques to complete theatrical projects which integrate various art forms into a single product.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. The Theatre I student performing at the mastery level completes a theatrical project which integrates various art forms into a single product, (e.g., mask-making, prop design, set design, etc.).
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level identifies and describes elements of other art forms used in theatre.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student working at the novice level describes another art form used in theatre.

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Standard 7: Analyzing and Constructing Meanings (TH.S.7)

Students will analyze, critique and construct meanings from informal and formal theatre, film, television and electronic media productions. Students will:

- TH1.7.1 research and discuss the social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods.
- TH1.7.2 develop personal aesthetic criteria for critiquing dramatic texts and performances.
- TH1.7.3 research and discuss the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices.
- TH1.7.4 discuss their own and others' collaborative efforts and artistic choices in informal and formal productions.

Performance Descriptors (TH1.PD.7)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level establishes personal goals and initiates a portfolio. The student communicates an understanding of the importance of cultural diversity in theatrical projects.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level selects appropriate procedures for organizing a portfolio.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. The Theatre I student performing at the mastery level compiles a portfolio and is aware of the importance of personal growth.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level understands the importance of the portfolio and collects samples of his/her work.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student performing at the novice level collects samples of his/her work.

Standard 8: Understanding Context (TH.S.8)

Students will understand context of universal concepts by recognizing the role of theatre, film, television and electronic media in the past and the present. Students will:

- TH1.8.1 research and discuss how similar themes are treated in drama from various cultures and historical periods.
- TH1.8.2 research and discuss the lives, works, and influence of representative theatre artists in various cultures and historical periods.
- TH1.8.3 identify cultural and historical sources of American theatre and musical theatre.
- TH1.8.4 discuss the effect of their own cultural experiences on their dramatic work.

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Performance Descriptors (TH1.PD.8)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the distinguished level takes initiative to research significant playwrights. The student utilizes historical and cultural perspective in a theatrical project. He/She demonstrates an understanding of the importance of the integration of universal concepts found in all forms of dramatic literature.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre I. The Theatre I student performing at the above mastery level researches significant playwrights. The student utilizes historical and cultural perspectives in classroom projects.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre I. The Theatre I student performing at the mastery level researches significant playwrights under the guidance of the instructor.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre I. Performance needs further development. The Theatre I student performing at the partial mastery level describes some contributions of playwrights under the guidance of the instructor.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre I. Performance needs considerable development. The Theatre I student performing at the novice level tells the instructor about the important aspects of one significant playwright.

Theatre II

Theatre II students write, perform, and evaluate theatre productions, identify and demonstrate selected historical style of theatre/drama, and perform contemporary and classical characters' parts. Students explain basic properties of technical theatre and apply that knowledge and skill. They develop multiple interpretations for production choices and explain how other art forms enhance a theatre production. Analysis and critique of dramatic performances is required.

Standard 1: Scriptwriting (TH.S.1)

Students will scriptwrite through improvising, writing and refining scripts based on personal experience and heritage, imagination, literature and history. Students will:

TH2.1.1 write, perform and evaluate scripts for plays based on spinoffs from existing works, histories, myths, stories, news events and life.

Performance Descriptors (TH2.PD.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level writes, performs and evaluates scripts that moved complex characters through exposition through resolution.

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- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the above mastery level writes and performs scripts that move conventional characters through exposition to resolution. The scripts are performed as theatrical projects.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level writes and performs a script that moves conventional characters from exposition through resolution.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II Performance needs further development. The Theatre II student performing at the partial mastery level develops a script with conventional characters with performance potential.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre II. Performance needs considerable development. The Theatre II student performing at the novice level develops a script with a minimum of two conventional characters.

Standard 2: Acting (TH.S.2)

Students will act by developing, communicating, and sustaining characters in improvisations and informal or formal productions. Students will:

- TH2.2.1 compare and contrast plays, films and other media for the physical, social and psychological dimensions of characters.
- TH2.2.2 identify and demonstrate selected historical styles of theatre/drama.
- TH2.2.3 explore and demonstrate various classical acting techniques and theatre conventions (e.g., Greek masks, Kabuki make-up, period manner and gesture).
- TH2.2.4 perform and sustain characters who communicate with audiences.

Performance Descriptors (TH2.PD.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level exhibits a command of improvisational techniques in classroom performances. The student develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The theater II student performing at the above mastery level exhibits knowledge of improvisational techniques in a classroom performance. The student develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.

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■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II. Performance needs further development. The Theatre II student performing at the partial mastery level develops and sustains a single character in a variety of styles and situations as demonstrated in theatrical projects.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre II. Performance needs considerable development. The Theatre II student performing at the novice level develops a single character in a theatrical project.

Standard 3: Designing and Producing (TH.S.3)

Students will design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions. Students will:

- TH2.3.1 explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).
- TH2.3.2 distinguish among a variety of dramatic texts from cultural and historical perspectives to determine production requirements.
- TH2.3.3 develop designs that use visual and aural elements to convey environments that clearly support the text.
- TH2.3.4 apply technical knowledge and skills to collaboratively and safely solve the problems of creating functional scenery, properties, lighting, sound, costumes, and makeup.
- TH2.3.5 design and implement coherent stage management, promotional and business plans.

Performance Descriptors (TH2.PD.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level independently designs all elements of more than one theatrical project and safely executes those designs.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the above mastery level independently designs some elements of more than one theatrical project and safely executes those designs,

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level independently designs some elements of a theatrical project and safely executes those designs.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II. Performance needs further development. The Theatre II student performing at the partial mastery level designs some elements of a theatrical project under the supervision of the instructor.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre II. Performance needs considerable development. The Theatre II student performing at the novice level designs one element of a theatrical project under the supervision of the instructor.

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Standard 4: Directing (TH.S.4)

Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for theatrical projects and productions. Students will:

- TH2.4.1 develop multiple interpretations and visual and aural production choices for scripts and production ideas and choosing those that are most interesting.
- TH2.4.2 justify selections of text, interpretation, and visual and aural artistic choices.
- TH2.4.3 effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.

Performance Descriptors (TH2.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level independently directs other students, organizes materials and helps classmates interpret texts in multiple theatrical projects. A distinguished student exhibits leadership skills in group situations.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the above mastery level independently directs other students, organizes materials and helps classmates interpret texts in a single theatrical project. The student exhibits leadership skills in group situations.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level independently directs other students, organizes materials and helps classmates interpret texts in a classroom project. The student exhibits leadership skills in group situations.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II. Performance needs further development. The Theatre II student performing at the partial mastery level directs other students, organizes materials and helps classmates interpret texts in a classroom theatrical project under the supervision of the instructor.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre II. Performance needs considerable development. The Theatre II student performing on the novice level demonstrates an understanding of the duties of the director by assisting the instructor in a classroom project.

Standard 5: Researching (TH.S.5)

Students will research by utilizing cultural and historical information to support artistic choices. Students will:

- TH2.5.1 identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the practicality of the information to make artistic choices for use in informal and formal productions.

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Performance Descriptors (TH2.PD.5)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level recognizes, utilizes and demonstrates diverse cross-cultural elements in multiple theatrical projects. The student uses and elaborates upon symbols of culture used in texts.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the above mastery level recognizes, utilizes, demonstrates and differentiates between diverse cross-cultural elements in classroom theatrical projects. The student uses symbols of the cultures used in texts.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level recognizes, utilizes and demonstrates diverse cross-cultural elements in a classroom theatrical project. The student uses symbols of the cultures used in texts.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II. Performance needs further development. The Theatre II student performing on the partial mastery level recognizes and utilizes diverse cross-cultural elements in a classroom theatrical project.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre II. Performance needs considerable development. The Theatre II student performing at the novice level recognizes and utilizes one diverse cross-cultural element in a classroom theatrical project.

Standard 6: Comparing and Integrating (TH.S.6)

Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms. Students will:

- TH2.6.1 compare and contrast the basic nature, materials, elements and means of communicating in theatre, dramatic media, musical theatre, dance, music and visual art.
- TH2.6.2 explain how other art forms are modified to enhance the expression of ideas and emotions in theatre.
- TH2.6.3 demonstrate the integration of several arts disciplines in informal presentations.

Performance Descriptors (TH2.PD.6)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level demonstrates exceptional skill by researching, designing and integrating several art disciplines into a performance. The student also establishes a portfolio of design work that includes an instructor's evaluation of his/her work.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the above mastery level researches, designs and integrates several art disciplines into theatrical projects.

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- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level researches, designs and integrates several art disciplines into theatrical projects. The student independently initiates challenges or tasks to further his/her self-development.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II. Performance needs further development. The Theatre II student performing at the partial mastery level completes theatrical projects that integrate various art forms into a single product.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in theatre I. Performance needs considerable development. The Theatre II student performing at the novice level completes a theatrical project that integrates some art forms.

Standard 7: Analyzing and Constructing Meanings (TH.S.7)

Students will analyze, critique and construct meanings from informal and formal theatre, film, television and electronic media productions. Students will:

- TH2.7.1 articulate social concepts (e.g., themes, lessons, attitudes, values, morals) from informal and formal productions and from dramatic performances from a variety of cultures and historical periods; and relate these to current personal, national and international issues.
- TH2.7.2 articulate and defend personal aesthetic criteria for critiquing dramatic texts and performances.
- TH2.7.3 analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices.
- TH2.7.4 constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

Performance Descriptors (TH2.PD.7)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level works toward established personal goals and continues to build the portfolio. The student communicates an understanding of the importance of cultural diversity in theatrical projects.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the above mastery level modifies and enhances personal goals and continues to build the portfolio. The student communicates an understanding of the importance of cultural diversity in theatrical projects.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level works toward personal goals and begins to build a portfolio. The student communicates an understanding of the importance of cultural diversity in theatrical projects.

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■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II. Performance needs further development. The Theatre II student performing at the partial mastery level compiles a portfolio and is aware of the importance of personal growth.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre II. Performance needs considerable development. The Theatre II student performing at the novice level continues to collect samples of personal work and is aware of the importance of personal growth.

Standard 8: Understanding Context (TH.S.8)

Students will understand context of universal concepts by recognizing the role of theatre, film, television and electronic media in the past and the present. Students will:

- TH2.8.1 compare how similar themes are treated in drama from various cultures and historical periods, demonstrate with informal performances, and discuss how theatre can reveal universal concepts.
- TH2.8.2 identify and compare the lives, works and influence of representative theatre artists in various cultures and historical periods.
- TH2.8.3 discuss cultural and historical sources of American theatre and musical theatre.
- TH2.8.4 analyze the effect of their own cultural experiences on their dramatic works.

Performance Descriptors (TH2.PD.8)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the distinguished level utilizes technology in sharing historical and cultural perspectives and universal concepts in classroom projects.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre II. The Theatre II student performing at the above mastery level takes initiative to research significant playwrights. The student utilizes historical and cultural perspective in theatrical projects. He/She demonstrates an understanding of the importance of the integration of universal concepts in theatrical projects.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre II. The Theatre II student performing at the mastery level takes initiative to research significant playwrights. The student utilizes historical and cultural perspectives in theatrical projects. He/She demonstrates in a project an understanding of the importance of universal concepts found in all forms of dramatic literature.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre II. Performance needs further development. The Theatre II student performing at the partial mastery level researches significant playwrights under the guidance of the instructor. The student utilizes historical and cultural perspectives in classroom projects.

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- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre II. Performance needs considerable development. The Theatre II student performing at the novice level researches one significant playwright under the guidance of the instructor. The student utilizes historical and cultural perspectives in a classroom project.

Theatre III

Theatre III students will collaborate in developing original dramatic pieces or short plays and will demonstrate ensemble in rehearsing and performing informal and formal theatre works. They will identify how scientific and technological advances have impacted theatre and will assist directors in developing safe production concepts. Students will also assist in creating and implementing a production.

Standard 1: Scriptwriting (TH.S.1)

Students will scriptwrite through improvising, writing and refining scripts based on personal experience and heritage, imagination, literature and history. Students will:

TH3.1.1 collaborate in the development of original dramatic pieces for monologues, scenes or short plays developing character, human interaction, conflict and resolution.

Performance Descriptors (TH3.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level writes scripts that move complex characters through exposition to resolution. All work is performed publicly.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above mastery level writes scripts that move complex characters through exposition to resolution. Some scripts may be used for performance.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level writes scripts that move complex characters through exposition to resolution. The scripts are performed as theatrical projects.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level writes scripts that move conventional characters through exposition to resolution. The scripts are performed as theatrical projects.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student at the novice level writes scripts that move conventional characters through exposition to resolution.

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Standard 2: Acting (TH.S.2)

Students will act by developing, communicating, and sustaining characters in improvisations and informal or formal productions. Students will:

- TH3.2.1 analyze texts for all information and clues relevant to creating characters in at least two different acting styles.
- TH3.2.2 demonstrate artistic discipline to achieve ensemble in rehearsal and performance.
- TH3.2.3 create consistent characters in informal and formal theatre.

Performance Descriptors (TH3.PD.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level exhibits a command of acting techniques in public theatrical performances. The student develops and sustains diverse characters in a variety of styles and situations as demonstrated in performance. He/She also establishes a repertoire of a variety of contrasting monologues.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above mastery level exhibits a command of acting techniques in public theatrical performances. The student develops and sustains diverse characters in a variety of styles and situations as demonstrated in performance. He/She prepares and delivers two contrasting monologues.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level exhibits command of improvisational techniques in classroom performances. The student develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student performing at the novice level develops and sustains diverse characters in one style and situation as demonstrated in a theatrical project.

Standard 3: Designing and Producing (TH.S.3)

Students will design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions. Students will:

- TH3.3.1 identify how scientific and technological advances have impacted set, light, sound and costume design and implementation for theatre, film, television and electronic media productions.
- TH3.3.2 assist directors in developing unified production concepts that convey the metaphorical nature of theatre, film, television or electronic media productions.
- TH3.3.3 practice techniques of safe construction and efficient operation of technical aspects of theatre, film, television or electronic media productions.

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TH3.3.4 use problem solving skills to assist in creating and reliably implementing production schedule, stage management plans, promotional ideas and business and front of house procedures for theatre, film, television or electronic media productions.

Performance Descriptors (TH2.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level researches current innovations and independently designs some elements of a public performance. He/She safely executes those designs.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above mastery level independently designs all assigned elements of a theatrical project and safely executes those designs.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level researches current innovations and independently designs some elements of more than one theatrical project. He/She safely executes those designs.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level independently designs some elements of a theatrical project and safely executes those designs.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student performing at the novice level independently designs one element of a theatrical project and safely executes that design.

Standard 4: Directing (TH.S.4)

Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for theatrical projects and productions. Students will:

TH3.4.1 explore and identify the roles and interrelated responsibilities of the various personnel involved in theatre, film, television and electronic media productions.

TH3.4.2 assist in collaborating with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television or electronic media productions.

TH3.4.3 assist with auditions, casting, directing and conducting production meetings.

Performance Descriptors (TH3.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level independently directs other students in performance (10 minute scenes, one-act plays). The distinguished student exhibits leadership in production situations.

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- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above mastery level independently directs other students in multiple theatrical projects.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level independently directs other students, organizes materials, and helps classmates interpret texts in multiple theatrical projects. The mastery student also exhibits leadership skills in group situations.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level independently directs other students, organizes materials, and helps classmates interpret texts in a classroom theatrical project. A student at the mastery level also exhibits leadership skills in group situations.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student performing at the novice level demonstrates an understanding of the duties of the director by assisting in the direction of a classroom project and by exhibiting leadership in group situations.

Standard 5: Researching (TH.S.5)

Students will research by utilizing cultural and historical information to support artistic choices. Students will:

- TH3.5.1 explore and identify appropriate historical production designs, techniques and performances from various cultures to assist in making artistic choices for theatre, film or television productions.

Performance Descriptors (TH3.PD.5)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level recognizes, utilizes and demonstrates diverse cross-cultural elements in public performance.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above mastery level uses and elaborates upon the diverse cross-cultural elements in a public performance.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level recognizes, utilizes and demonstrates diverse cross-cultural elements in multiple theatrical projects. The student also uses symbols of the culture found in the texts.

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■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level recognizes, utilizes and demonstrates diverse cross-cultural elements in a classroom theatrical project. The student uses symbols of the culture found in the text.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student performing at the novice level recognizes, utilizes and demonstrates one cross-cultural element in a classroom theatrical project. The student uses at least one symbol of the culture found in the text.

Standard 6: Comparing and Integrating (TH.S.6)

Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms. Students will:

- TH3.6.1 explore through research the interpretive and expressive nature of several art forms in a specific culture or historical period.
- TH3.6.2 determine the unique interpretive and aesthetic qualities of traditional arts from various cultures, historical periods and contemporary art forms.
- TH3.6.3 integrate designs from several art forms into theatre, film, television or electronic media productions.

Performance Descriptors (TH3.PD.6)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level maintains and expands the portfolio. This portfolio includes evaluations of work other than the instructor's assessment and the student's self-assessments.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above mastery level demonstrates exceptional skill by researching, designing and integrating several art disciplines into a performance. The student also makes self-assessment an integral part of the portfolio.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level demonstrates exceptional skill by researching, designing, and integrating several art disciplines into a performance. The student also establishes a portfolio of design work. This portfolio includes an instructor's evaluations of the work.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level demonstrates skill by researching, designing, and integrating several art disciplines into theatrical projects. The student independently initiates challenges or tasks to further self-development.

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■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student performing at the novice level demonstrates skill by integrating two art disciplines into a single theatrical project.

Standard 7: Analyzing and Constructing Meanings (TH.S.7)

Students will analyze, critique and construct meanings from informal and formal theatre, film, television and electronic media productions. Students will:

- TH3.7.1 identify the conventions of nontraditional theatrical performances.
- TH3.7.2 explore various interpretations of the same texts and/or performances.
- TH3.7.3 research several dramatic works in terms of other aesthetic philosophies (e.g., the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India's classical drama, Japanese Kabuki).
- TH3.7.4 gather and evaluate critical comments about personal dramatic work (e.g., theatre portfolios); select points most appropriate to promote further development.

Performance Descriptors (TH3.PD.7)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level continues to work toward well-established personal and career goals. He/She communicates the importance of cultural diversity in independently created theatrical projects.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above mastery level works toward established personal goals and communicates an understanding of the importance of cultural diversity in theatrical projects.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level works toward personal goals and continues to build a portfolio. The student communicates an understanding of the importance of cultural diversity in theatrical projects.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level works toward personal goals and initiates a portfolio. The student communicates an understanding of the importance of cultural diversity in theatrical projects.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student performing at the novice level continues to collect samples of his/her work. The student communicates an understanding of cultural diversity in a theatrical project.

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Standard 8: Understanding Context (TH.S.8)

Students will understand context of universal concepts by recognizing the role of theatre, film, television and electronic media in the past and the present. Students will:

- TH3.8.1 research the social and aesthetic impact of underrepresented theatre and film artists.
- TH3.8.2 define the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods.
- TH3.8.3 research the development of dramatic forms, production practices and theatrical traditions across cultures and historical periods.
- TH3.8.4 explain the historical and cultural influences on contemporary theatre, film, television and electronic media productions.

Performance Descriptors (TH3.PD.8)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the distinguished level utilizes technology in sharing historical and cultural perspectives and universal concepts in performance.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre III. The Theatre III student performing at the above-mastery level utilizes technology in sharing historical and cultural perspectives and universal concepts in original classroom projects.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre III. The Theatre III student performing at the mastery level utilizes technology in sharing historical and cultural perspectives and universal concepts in classroom projects.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre III. Performance needs further development. The Theatre III student performing at the partial mastery level takes initiative to research significant playwrights. The student utilizes historical and cultural perspective in theatrical projects. He/She demonstrates in projects an understanding of the importance of the integration of universal concepts found in all forms of dramatic literature.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre III. Performance needs considerable development. The Theatre III student performing at the novice level demonstrates in theatrical projects an understanding of one universal concept (e.g., life, death, survival, nature) found in all forms of dramatic literature.

Theatre IV

Theatre IV students will write scripts for multi-media productions and will demonstrate artistic discipline to achieve ensemble in rehearsal and performance of informal and formal theatre works as well as in film, television, or electronic media. They will explain how scientific and technological advances have impacted theatre, and will collaborate with directors to develop unified production concepts. Students will collaborate with designers and actors, and will be able to demonstrate direction skills. Students will develop and document evidence of their own artistic growth.

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Standard 1: Scriptwriting (TH.S.4)

Students will scriptwrite through improvising, writing and refining scripts based on personal experience and heritage, imagination, literature and history. Students will:

TH4.1.1 write scripts for multiple media with attention to subtext, character motivation, dramatic problems, complications, crises, climax and resolution.

Performance Descriptors (TH4.PD.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level writes scripts that move complex characters through exposition to resolution for performance, competition and/or publication.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the above mastery level writes scripts that move complex characters through exposition to resolution for performance and competition.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student performing at the mastery level writes scripts that move complex characters through exposition to resolution for performance.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level writes scripts that move complex characters through exposition to resolution. The scripts are performed as theatrical projects.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level writes scripts that move conventional characters through exposition to resolution. The scripts are performed as classroom theatrical projects.

Standard 2: Acting (TH.S.2)

Students will act by developing, communicating, and sustaining characters in improvisations and informal or formal productions. Students will:

TH4.2.1 analyze text for all information and clues relevant to creating a multi-dimensional characterization.

TH4.2.2 refine artistic discipline to achieve an ensemble in rehearsal and performance.

TH4.2.3 develop contrasting, consistent characters from classical, contemporary, realistic and nonrealistic dramatic texts in informal and formal theatre, film, television or electronic media productions.

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Performance Descriptors (TH4.PD.2)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level exhibits a command of acting techniques in ensemble performances. The student uses his/her repertoire of contrasting monologues to audition for roles outside the school.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the above mastery level exhibits a command of acting techniques in ensemble performances. The student develops and sustains diverse, complex characters in a variety of styles and situations as demonstrated through contrasting monologues written by the student.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student performing at the mastery level exhibits a command of acting techniques in ensemble performances. The student develops and sustains diverse characters in a variety of styles and situations as demonstrated in performance. He/She also establishes a repertoire of a variety of contrasting monologues.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level exhibits a command of improvisational techniques in classroom performances. The student develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level develops and sustains diverse characters in a variety of styles and situations as demonstrated in theatrical projects.

Standard 3: Designing and Producing (TH.S.3)

Students will design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions.

- TH4.3.1 explain the impact of scientific and technological advances on set, light, sound and costume design and implementation for theatre, film, television and electronic media productions.
- TH4.3.2 collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television or electronic media productions.
- TH4.3.3 safely construct and effectively operate technical aspects of theatre, film, television or electronic media productions.
- TH4.3.4 assume responsibility for creating and reliably implementing production schedules, stage management plans, promotional ideas and business and front of house procedures for informal and formal theatre, film, television or electronic media productions.

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Performance Descriptors (TH4.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level serves as assistant technical theatre director, overseeing the safe implementation of all designs for public performances.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the above mastery level researches current innovations and independently designs all assigned elements of a public performance. The student responsibly and safely executes those designs.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student performing at the mastery level researches current innovations and independently designs some elements of a public performance and safely executes those designs.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level researches current innovations and independently designs some elements of more than one theatrical project. The student responsibly and safely executes those designs.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level independently designs some elements of a theatrical project. The student safely and responsibly executes those designs.

Standard 4: Directing (TH.S.4)

Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for theatrical projects and productions. Students will:

- TH4.4.1 explain the roles and interrelated responsibilities of the various personnel involved in theatre, film, television and electronic media productions.
- TH4.4.2 collaborate with designers and actors to develop aesthetically unified production concepts for theatre, film, television or electronic media productions.
- TH4.4.3 use problem solving skills to conduct auditions, cast actors, direct scenes and conduct production meetings to achieve production goals.

Performance Descriptors (TH4.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level independently directs other students in full-length theatrical performances.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the above mastery level directs other students in a full-length theatrical performance under the supervision of the instructor.

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- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student performing at the mastery level independently directs other students in performance (e.g., 10-minute scenes, one-act plays).
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level independently directs other students, organizes materials, and helps classmates interpret texts in multiple theatrical projects. The student also exhibits leadership skills in group situations.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level directs other students, organizes materials and helps classmates interpret texts in a classroom theatrical project.

Standard 5: Researching (TH.S5)

Students will research by utilizing cultural and historical information to support artistic choices. Students will:

TH4.5.1 research and describe appropriate historical production designs, techniques and performances from various cultures to assist in making artistic choices for theatre, film, television or electronic media productions.

Performance Descriptors (TH4.PD.5)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level recognizes, utilizes, and demonstrates diverse cross-cultural elements in a public performance. The symbols of the culture are incorporated in the performance and are reinforced by a study guide developed by the student to educate the audience regarding the cross-cultural elements.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the above mastery level recognizes, utilizes and demonstrates diverse cross-cultural elements in a public performance. The student researches these elements and presents them to classmates in a teaching format.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student performing at the mastery level recognizes, utilizes and demonstrates diverse cross-cultural elements in a public performance.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level recognizes, utilizes and demonstrates diverse cross-cultural elements in multiple theatrical projects. The student also uses symbols of the culture found in the text.

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■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level recognizes, utilizes and demonstrates diverse cross-cultural elements in a classroom theatrical project. The student uses symbols of the culture found in texts.

Standard 6: Comparing and Integrating (TH.S6)

Students will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms. Students will:

- TH4.6.1 compare and contrast the interpretive and expressive nature of several art forms in a specific culture or historical period.
- TH4.6.2 compare and contrast the interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary art forms.
- TH4.6.3 apply integrated designs using several arts and/or media in theatre, film, television or electronic media productions.

Performance Descriptors (TH4.PD.6)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level designs and produces a multi-media production for public performance.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the above mastery level maintains and expands the portfolio. The student makes extensive use of the video as a tool for self-evaluation and extensively utilizes technology in compiling the portfolio.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student performing at the mastery level maintains and expands the portfolio. This portfolio includes evaluations beyond that of the instructor.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level demonstrates skill by researching, designing, and integrating several art disciplines into a performance. The student also establishes a portfolio of design work. This portfolio includes an instructor's evaluations of the work.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level researches, designs and integrates several art disciplines into theatrical projects. The student independently initiates challenges or tasks to further self-development.

Standard 7: Analyzing and Constructing Meanings (TH.S.7)

Students will analyze, critique and construct meanings from informal and formal theatre, film, television and electronic media productions. Students will:

- TH4.7.1 construct personal meanings from nontraditional dramatic performances.

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- TH4.7.2 analyze, compare and evaluate differing critiques of the same dramatic texts and performances.
- TH4.7.3 critique several dramatic works in terms of aesthetic philosophies (e.g., the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India's classical drama, Japanese Kabuki).
- TH4.7.4 analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to facilitate further development of the work.

Performance Descriptors (TH4.PD.7)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level communicates and demonstrates cultural diversity through public performances of the student's own work and the work of significant playwrights.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the above mastery level demonstrates cultural diversity through written scripts used in classroom projects.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student performing at the mastery level communicates an understanding of the importance of cultural diversity in his/her performances.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level works toward personal goals and continues to build a portfolio. The student communicates an understanding of the importance of cultural diversity in his/her theatrical projects.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level works toward personal goals and begins to build a portfolio. The student communicates an understanding of the importance of cultural diversity in his/her theatrical projects.

Standard 8: Understanding Context (TH4.PD.8)

Students will understand context of universal concepts by recognizing the role of theatre, film, television and electronic media in the past and the present. Students will:

- TH4.8.1 analyze the social and aesthetic impact of underrepresented theatre and film artists.
- TH4.8.2 analyze the relationships among cultural values, freedom of artistic expression, ethics and artistic choices in various cultures and historical periods.
- TH4.8.3 analyze the development of dramatic forms, production practices and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television and electronic media productions.

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Performance Descriptors (TH4.PD.8)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student performing at the distinguished level analyzes, synthesizes, and evaluates historical and cultural perspectives and universal concepts in performances.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Theatre IV. The Theatre IV student at the above mastery level synthesizes (brings together) historical and cultural universal concepts into a performance.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Theatre IV. The Theatre IV student working on the mastery level utilizes technology in sharing historical and cultural perspectives and universal concepts in performances.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Theatre IV. Performance needs further development. The Theatre IV student performing at the partial mastery level utilizes technology in sharing historical and cultural perspectives and universal concepts in classroom projects.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Theatre IV. Performance needs considerable development. The Theatre IV student performing at the novice level takes initiative to research the life of a significant playwright.

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT: Policy 2520.11 Theatre Content Standards and Objectives for WV Schools FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

There will be no increase in costs due to this policy.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

April 10, 2003

West Virginia Department of Education



POLICY 2520.11: Theatre Content Standards and Objectives for West Virginia Schools

COMMENT LOG

January 10, 2003 - March 7, 2003

ACTION TYPE
 N: No Response - Negative
 N/A: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
(Heading)				
Introduction to Adolescent Theatre				
Nov. 20, 2003 on Policy 2520.11 Comment/Sugg estion Sheet in hard copy; sent to WVDE office via fax	Kirsten Trump, Hedgesville H.S.	On page 1, the 2 nd paragraph, the phrase that includes "The number of class periods ... will depend upon enrollment and the availability of space...." concerns me. I see this as potential loophole for not offering theater course because of space constraint.	N -	The comment did not require a change. The reason for the sentence in the policy is to allow for students working at 2,3,or 4 different achievement levels. They all may be accommodated in a single class if the enrollment is too small.
Nov. 20, 2003 on Policy 2520.11 Comment/Sugg estion Sheet in hard copy; sent to WVDE office via fax	Kirsten Trump, Hedgesville H.S.	It makes sense to me, and the progression seems logical.	N +	The comment did not require a change. It was a compliment.