

2021-2022-HS-Theatre II-Quarter 1

Big Ideas/Key Concepts:

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

Enduring Understandings:

Theatre artists' creative choices are influenced by their expertise, context and expressive intent. Theatre artists rely on intuition, curiosity and critical inquiry.

Essential Question:

What happens when theatre artists use imagination, creative exploration and inquiry to create artistic ideas and work? How do informed creative decisions drive artistic choices?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PERFORM</p> <p>HS2.T.P1.A Use researched character objectives and tactics in a theatrical work to overcome an obstacle.</p> <p>HS2.T.P1.B Explore uses of various pacing techniques to better communicate the story in a theatrical work.</p> <p style="text-align: center;">CREATE</p> <p>HS2.T.Cr1.C Use personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.</p> <p>HS2.T.Cr2.B Cooperate as a creative team to make interpretive choices for a theatrical work.</p>	<p style="text-align: center;">PERFORM</p> <p>I can research a character's objectives (reasons) for achieving a goal in a theatrical work.</p> <p>I can use researched character's tactics in or to achieve a goal in a theatrical work.</p> <p>I can explore various pacing techniques to communicate the story in a theatrical work.</p> <p style="text-align: center;">CREATE</p> <p>I can use personal experiences to develop a character.</p> <p>I can create a believable character based on a character analysis sheet.</p> <p>I can cooperate as a creative team.</p>

Standards	Student Friendly "I Can" Statements
<p>HS2.T.Cr3.A Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement).</p> <p>HS2.T.Cr3.C Cooperate as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.</p> <p style="text-align: center;">RESPOND</p> <p>HS3.T.R3.B Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.</p> <p style="text-align: center;">CONNECT</p> <p>HS3.T.Cn2.C Formulate creative choices for a devised or scripted theatrical work based on research about the selected topic.</p>	<p>I can make interpretive choices based on the creative process.</p> <p>I can incorporate theatrical staging into a devised script.</p> <p>I can demonstrate a scripted theatrical work using theatrical staging.</p> <p>I can put together a creative production team to collaborate and create a technical design.</p> <p>I can use the rehearsal process and refine our technical design.</p> <p style="text-align: center;">RESPOND</p> <p>I can construct meaning in a theatrical work.</p> <p>I can consider personal aesthetics while respecting others' interpretations in a theatrical work.</p> <p style="text-align: center;">CONNECT</p> <p>I can formulate creative choices based on research.</p>

2021-2022-HS-Theatre II-Quarter 2

Big Ideas/Key Concepts:

Relate artistic ideas and works with societal, cultural and historical context through synthesis and relation of knowledge and personal experiences to artistic endeavors.

Enduring Understandings:

Theatre artists develop understanding through relationships with others and self-reflection to create the dramatic process and productions that inform their own work.

Essential Question:

What happens when theatre artists foster understanding between themselves and others through critical awareness, social responsibility, and the exploration of empathy? In what ways can theatre history, literature, and performance alter the way the dramatic process or production is communicated?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PERFORM</p> <p>HS2.T.P2.A Use a variety of acting techniques to expand skills in a rehearsal or theatrical performance.</p> <p>HS2.T.P2.B Use multiple researched technical elements to increase the impact of design of theatrical work.</p> <p style="text-align: center;">CREATE</p> <p>HS2.T.Cr1.A Investigate historical and/or cultural conventions and their impact on the visual composition of a theatrical work.</p>	<p style="text-align: center;">PERFORM</p> <p>I can use a variety of acting techniques during a rehearsal to explore my character.</p> <p>I can use a variety of acting techniques to fully develop a character.</p> <p>I can research multiple types of technical elements to increase the impact of design in a theatrical work.</p> <p style="text-align: center;">CREATE</p> <p>I can research historical and/or cultural conventions.</p> <p>I can incorporate the impact of visual composition of historical and/or cultural conventions within a theatrical work.</p>

Standards	Student Friendly "I Can" Statements
<p>HS2.T.Cr2.A Devise and refine a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work. (NOTE: This is the same standard as HS2.T.Cr3.B)</p> <p style="text-align: center;">RESPOND</p> <p>HS2.T.R2.A Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.</p> <p>HS2.T.R1.B Respond to and evaluate what is seen, felt, and heard during a theatrical work to develop criteria for artistic choices.</p> <p style="text-align: center;">CONNECT</p> <p>HS2.T.Cn1.A Explain how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.</p> <p>HS2.T.Cn1.B Incorporate multiple perspectives and diverse community ideas in theatrical work.</p> <p>HS2.T.Cn2.B Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.</p>	<p>I can refine a dramatic concept that demonstrates a critical understanding of historical and/or cultural influence of an original idea.</p> <p>I can apply original ideas in a theatrical work.</p> <p style="text-align: center;">RESPOND</p> <p>I can research the emotional effects of posture, gesture, breathing, and vocal intonation in a theatrical work.</p> <p>I can react to what is seen, felt, or heard during a theatrical work. I can develop criteria for artistic choices.</p> <p style="text-align: center;">CONNECT</p> <p>I can identify actions that can motivate characters.</p> <p>I can reflect the perspectives of a community or culture.</p> <p>I can incorporate multiple perspectives in a theatrical work.</p> <p>I can use diverse community ideas and incorporate them into a theatrical work.</p> <p>I can incorporate music, dance, art, and/or media to emphasis the meaning and conflict in a theatrical work.</p> <p>I can use music, dance, art, and/or media to strengthen a cultural, global, or historic context.</p>

2021-2022-HS-Theatre II-Quarter 3

Big Ideas/Key Concepts:

Express meaning through the performance of artistic work by developing and refining artistic techniques.

Enduring Understandings:

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question:

What happens when strong choices and fully prepared concepts are aligned to present a creative story of human experience?

Standards	Student Friendly “I Can” Statements
<p style="text-align: center;">PERFORM</p> <p>HS3.T.P1.A Analyze and apply unique choices to create believable and sustainable characters in a theatrical work.</p> <p>HS3.T.P2.B Apply multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.</p> <p>HS2.T.P3.A Perform a scripted theatrical work for a specific audience.</p> <p>HS2.T.P3.B Create a performance for a specific stage type (proscenium, thrust, etc.)</p> <p style="text-align: center;">CREATE</p> <p>HS2.T.Cr1.B Create and justify technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.</p>	<p style="text-align: center;">PERFORM</p> <p>I can analyze unique choices to create believable characters.</p> <p>I can apply unique choices to create sustainable characters in a theatrical work.</p> <p>I can communicate a concept or theme using multiple technical elements</p> <p>I can perform a scripted theatrical work for a specific audience (theatre for youth, historical theatre, comedy, drama, etc.).</p> <p>I can create a performance for a specific stage type.</p> <p style="text-align: center;">CREATE</p> <p>I can create and justify technical design choices which support the story and emotional impact of a theatrical work.</p>

Standards	Student Friendly "I Can" Statements
<p>HS3.T.Cr3.C Conceptualize and construct technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup).</p> <p style="text-align: center;">RESPOND</p> <p>HS2.T.R3.A Identify various ways in which the intended purpose of a theatrical work appeals to a specific audience.</p> <p>HS3.T.R1.B Analyze and assess peer work using artistic criteria and knowledge of various production and performance elements.</p> <p style="text-align: center;">CONNECT</p> <p>HS2.T.Cn2.A Identify universal themes or common social issues, and express them through a theatrical work.</p> <p>HS3.T.Cn1.B Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.</p>	<p>I can justify technical design choices which support the story and emotional impact of a theatrical work.</p> <p>I can conceptualize technical design choices to enhance the story.</p> <p>I can construct technical design choices to enhance the emotional impact of a devised or scripted theatrical work.</p> <p style="text-align: center;">RESPOND</p> <p>I can identify various ways in which the intended purpose of a theatrical work appeals to a specific audience.</p> <p>I can analyze peer work using artistic criteria and knowledge of various production elements.</p> <p>I can assess peer work using artistic criteria and knowledge of various performance elements.</p> <p style="text-align: center;">CONNECT</p> <p>I can identify universal themes and express them through a theatrical work.</p> <p>I can identify common social issues and express them through a theatrical work.</p> <p>I can investigate how cultural perspectives impact a theatrical work.</p> <p>I can investigate how community ideas impact a theatrical work.</p> <p>I can investigate how personal beliefs impact a theatrical work.</p>

2021-2022-HS-Theatre II-Quarter 4

Big Ideas/Key Concepts:

Apply criteria to evaluate artistic work.

Enduring Understandings:

Theatre artists apply criteria to investigate, explore, and assess dramatic works.

Essential Question:

How are theatre artists' processes and the audience's perspectives impacted by analysis and synthesis? How does metacognition impact a theatre artist's work?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PERFORM</p> <p>HS3.T.P2.A Refine a range of acting skills to build a believable and sustainable character in theatrical work.</p> <p>HS3.T.P3.B Conduct research to make directorial choices for a production.</p> <p style="text-align: center;">CREATE</p> <p>HS3.T.Cr3.A Analyze and critique the dramatic concept of a devised or scripted theatrical work.</p> <p style="text-align: center;">RESPOND</p> <p>HS2.T.R1.A Apply criteria to the evaluation of artistic choices in a theatrical work.</p> <p>HS2.T.R2.B Analyze, compare, and contrast artistic choices developed from personal experiences in multiple theatrical works.</p>	<p style="text-align: center;">PERFORM</p> <p>I can refine my acting skills to control a believable character.</p> <p>I can refine my acting skills to fully develop a character.</p> <p>I can conduct research to make directorial choices for a production.</p> <p style="text-align: center;">CREATE</p> <p>I can analyze the dramatic concept of a theatrical work.</p> <p>I can critique the dramatic concept of a theatrical work.</p> <p style="text-align: center;">RESPOND</p> <p>I can apply criteria to the evaluation of artistic choices in a theatrical work.</p>

Standards	Student Friendly "I Can" Statements
<p>HS2.T.R3.B Use knowledge of the production elements to respond to and assess a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>HS3.T.R3.C Assess how a theatrical work communicates to a specific audience for a specific purpose.</p> <p style="text-align: center;">CONNECT</p> <p>HS2.T.Cn2.C Research and analyze two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.</p> <p>HS4.T.Cn2.C Present and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.</p>	<p>I can compare and contrast artistic choices developed from personal experiences.</p> <p>I can analyze how my personal experiences impact my artistic choices.</p> <p>I can assess a theatrical work using citing specific production elements.</p> <p>I can apply various criteria to assess theatrical works (<i>for example: personal, aesthetic, and artistic</i>).</p> <p>I can assess how a theatrical work communicated to a specific audience for a specific purpose.</p> <p style="text-align: center;">CONNECT</p> <p>I can research two different versions of the same theatrical work.</p> <p>I can make inferences about the visual and aural work of theatrical works based on the technical elements.</p> <p>I can express an opinion, supported by evidence) about the social, cultural, and historical understandings of a theatrical work.</p>