# THEATRE Achievement Portfolio

# Foundations IV

(TH 1830)

**Practice Develops Confidence**

_____ Student
_____Theatre Teacher
_____Parent
_____ School and District

**Description of Foundations IV**
There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of scripting suspense; establishing historical and cultural worlds (Shakespeare); using accents and dialects; emotional connection; subtext; symbolic design; theatre careers; the directing concepts of vision, staging, and producing; play reviews; arts integration within a dramatic presentation; and advanced theatre assessment strategies. *The prerequisite for this course is Foundations I, II, or III (1800, 1810, or 1820).*

**Explanation of Standards**
The Utah State Theatre Arts Core divides each of the goals of theatre education into standards which organize the curriculum into manageable and related units representing the artistry and craft of theatre as well as the critical thinking skills essential to the theatre process. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include existing school theatre equipment such as fly systems, lighting/sound systems and equipment, and stage craft equipment.

Listed below are all of the courses presented in the Theatre Arts Core Curriculum. There may be additional, elective courses available in some schools.

**Foundations I** (TH 1800) **Foundations II** (TH 1810)
**Foundations III** (TH 1820) **Foundations IV** (TH 1830)

# Theatre Foundations IV

# Student Achievement Portfolio

Standard 1 **SCRIPT WRITING**
Students will integrate unity, character, and plot in scripting dramatic presentations.

**Objective A: *UNITY***
**Interrelate all environments, situations, and characters when creating dramatic presentations.**

- Plan interrelated environments, situations, and characters in a dramatic presentation.
- Act out interrelated environments, situations, and characters in a dramatic presentation.
- Write a unified dramatic presentation; e.g., scene outline, scene with dialogue, short one-act play.

**Objective B: *CHARACTER***
**Create appropriate character dialogue and physical attributes within a dramatic presentation.**

- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.
- Write descriptions for characters in a dramatic presentation.

**Objective C: *PLOT***
**Create linear and non-linear plot structures.**

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.
- Play out linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales.
- Write a scene driven by character conflict; e.g., conflicts that come from within the character, the situation, or the environment.

Standard 2 **ACTING**
Students will develop the basic techniques of acting.

**Objective A: *MOVEMENT***
**Develop expressive use of stage movement through body awareness and spatial perception.**

- Demonstrate comfortable movement when acting.
- Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation.
- Demonstrate the use of movement to define who, what, when, where, and why.
- Use movement to reveal character emotion.

**Objective B: *VOICE***
**Develop expressive use of the voice.**

- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.
- Demonstrate the use of voice to define who, what, when, where, and why.
- Use the voice to reveal character intention.

**Objective C: *SENSORY/EMOTIONAL RECALL***
**Develop sensory/emotional recall techniques.**

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.
- Project feelings and moods for a scripted character using memory and imagination.

**Objective D: C*HARACTERIZATION***
**Develop character building techniques.**

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).
- Demonstrate inner dialogue in support of the who, what, where, when, and why of the character.

**Objective E: *ENSEMBLE/REHEARSAL TECHNIQUES***
**Develop ensemble/rehearsal techniques.**

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging rubric; e.g., stage directions, focus, levels, crosses, share.
- Demonstrate active listening skills.
- Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.

Standard 3 **DESIGNING /IMPLEMENTING**
Students will use the basic elements of design.

**Objective A: *VISUALIZATION***
**Envision design ideas for dramatic presentations.**

- Plan design ideas to accommodate all environments, situations, and characters in a dramatic presentation; i.e., from the viewpoint of set, costuming, lights, sound, make-up, and props.

- Articulate the required skills and responsibilities of a theatre designer; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Draw a floor plan for a dramatic presentation; e.g. solve the problems of scene elements such as furniture, entrance ways, action needs.

**Objective B: *TECHNOLOGY***
**Investigate the technical skills required to execute a design.**

- Articulate the technical skills required to implement a design concept; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Explain how electronic technology might enhance a dramatic presentation.

Standard 4 **CONSTRUCTING MEANING**
Students will develop critical thinking skills to construct meaning.

**Objective A: *RESEARCHING***
**Apply internal and external research to a dramatic presentation.**

- Demonstrate script analysis (internal research); i.e., from the viewpoint of scriptwriter, actor, designer, and director.
- Demonstrate historical and cultural analysis (external research); i.e., from the viewpoint of a scriptwriter, actor, designer, and director.
- Describe the responsibilities of a dramaturge.

**Objective B: *COMPARING / INTEGRATING ART FORMS***
**Compare/integrate other art forms with theatre.**

- Articulate the impact of the audience on theatre and other art forms; e.g., dance, film, music, electronic media.
- Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theatre and other art forms; e.g., dance, film, music, electronic media.
- Explain how different art forms serve each other in performance; e.g., theatre, musical theatre, dance, concert, orchestra, film, performance art.

**Objective C: *ANALYZING/CRITIQUING***
**Analyze/critique personal preferences acquired through experiencing theatre as a participant and an observer.**

- Explain how a dramatic presentation is similar to and different from own life.
- Create different rubrics for critiquing live theatre, film, and television.
- Describe the effectiveness of a dramatic presentation; e.g., script writing, acting, design, technology, directing, and overall production quality.

**Objective D: *UNDERSTANDING CONTEXT***
**Articulate the role of history and culture in theatre.**

- Explain how historical period might affect character action.
- Explain how different cultures might affect character action.
- Report on the works of famous scriptwriters, actors, designers, directors, or dramaturges in various cultures and historical periods.

**Objective E*:***
***APPLYING LIFE SKILLS***
**Connect personal experiences with dramatic presentations to own life.**

- Explain how theatre can contribute to lifelong learning.
- Explain how theatre can enhance and maintain complex thinking skills.
- Explain how theatre builds effective communication skills.
- Explain how theatre develops the ability to collaborate with others.
- Explain how theatre promotes responsible citizenship.

**Objective F:**
***SELF-ASSESSING***
**Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.**

- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.

**THEATRE FOUNDATIONS IV LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
http://www.usoe.k12.ut.us/curr/FineArt
The space below is for written communication between student, teacher, and parent.