

Theatre Grades 5-8	<b>National Theatre Standard 1</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand aspects of script writing and will be able to create improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Creates- individually and in groups- characters, environments, and actions that convey tension and suspense.</li> <li>➤ Refines and records dialogue and action.</li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Script, improvisation, dialogue, characters, environment, setting, synopsis, heritage, imagination, stage directions, tension/conflict, suspense, character analysis/description/development, parts of a scene/script including; beginning (introduction), middle (conflict), and end (resolution)</li> </ul> <p><b><u>Performs basic skills,</u></b> though not consistently or independently:</p> <ul style="list-style-type: none"> <li>➤ Creates scripts/improvisations using: dialogue, characters, environment, setting, synopsis, heritage, imagination, stage directions, tension/conflict, suspense.</li> <li>➤ Uses character analysis/description/development.</li> <li>➤ Uses elements of scene/script including: beginning (introduction), middle (conflict), and end (resolution) appropriately.</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Theatre Grades 5-8	<b>National Theatre Standard 2</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand basic acting skills and will be able to use acting skills to portray characters that can interact in improvised and scripted scenes.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Analyzes descriptions, dialogue, and actions to discover, articulate, and justify character motivation.</li> <li>➤ Invents character behaviors based on the observation of interactions, ethical choices, and emotional responses of people.</li> <li>➤ Demonstrates acting skills (such as sensory recall, concentration, breath control, projection, diction, body alignment, and control of isolated body parts) to develop characterizations that suggest artistic choices.</li> <li>➤ Interacts as an invented character in an ensemble.</li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Acting, character, dialogue, articulate, justify, character motivation, interaction, ethical choices, emotional responses, sensory recall, concentration, breath control, projection, diction, body alignment, control of isolated body parts, artistic choice</li> </ul> <p><b><u>Performs basic skills,</u></b> though not consistently or independently:</p> <ul style="list-style-type: none"> <li>➤ Acts using appropriate characterization, dialogue, articulation, justification, character motivation, interaction, ethical choices, emotional responses, and artistic choice.</li> <li>➤ Acts using appropriate techniques such as sensory recall, concentration, breath control, projection, diction, body alignment, and control of isolated body parts.</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Theatre Grades 5-8	<b>National Theatre Standard 3</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand aspects of theatre design and will be able to develop scenic environments for improvised and scripted scenes.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Explains the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment (setting) appropriate for the drama.</li> <li>➤ Analyzes improvised and scripted scenes for identification of technical requirements.</li> <li>➤ Develops focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources.</li> <li>➤ Works both individually and collaboratively within industry standard safety guidelines to select and create elements of: <ul style="list-style-type: none"> <li>• Scenery, properties, lighting, and sound to signify environments.</li> <li>• Costumes and makeup to suggest character.</li> </ul> </li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Design, set(ing), scenery, properties (props), lighting, sound, costumes, makeup, technical requirements, visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), aural qualities (pitch, rhythm, dynamics, tempo, expression)</li> </ul> <p><b><u>Performs basic skills, though not consistently or independently:</u></b></p> <ul style="list-style-type: none"> <li>➤ Explains the appropriate use of theatrical design, set(ing), scenery, properties (props), lighting, sound, costumes, makeup, technical requirements, visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), aural qualities (pitch, rhythm, dynamics, tempo, expression).</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Theatre Grades 5-8	<b>National Theatre Standard 4</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand aspects of directing and will be able to direct by organizing rehearsals for improvised and scripted scenes.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Leads small groups in planning visual and aural elements.</li> <li>➤ Leads rehearsal of improvised and scripted scenes demonstrating social, group, and consensus skills.</li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Director, directing, rehearsal, visual and aural elements, social skills, group skills, consensus skills</li> </ul> <p><b><u>Performs basic skills,</u></b> though not consistently or independently:</p> <ul style="list-style-type: none"> <li>➤ Explains directorial choices exhibited through planning and rehearsal using visual and aural elements.</li> <li>➤ Identifies directorial choices through analyzing social, group, and consensus skills.</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Theatre Grades 5-8	<b>National Theatre Standard 5</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand aspects of researching and will be able to research cultural and historical information to support improvised and scripted scenes.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Applies research from print and non-print sources to script writing, acting, design, and directing choices and defend their choices when asked.</li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Research, cultural and historical information, print and non-print sources, writing/acting/design/directing choices</li> </ul> <p><b><u>Can perform basic skills,</u></b> though not consistently or independently:</p> <ul style="list-style-type: none"> <li>➤ Analyzes theatrical research using both cultural and historical information from print and non-print sources.</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Theatre Grades 5-8	<b>National Theatre Standard 6</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand how to compare and contrast theatre to other art forms and will be able to infuse methods of presentation for theatre, dramatic media, and other art forms into their own work.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Describes characteristics and compares the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts.</li> <li>➤ Incorporates elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes.</li> <li>➤ Expresses and compares personal reactions to several art forms.</li> <li>➤ Describes and compares the functions and interactions of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts.</li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Compare, incorporate, analyze, audience response, theatre, dramatic media, dance, music, visual arts, artist</li> </ul> <p><b><u>Can perform basic skills,</u></b> though not consistently or independently:</p> <ul style="list-style-type: none"> <li>➤ Analyzes, compares, and incorporates methods of presentation including: theatre, dramatic media, dance, music, and visual arts.</li> <li>➤ Explains genre within dramatic media (such as film, television, and electronic media).</li> <li>➤ Expresses personal reactions to several art forms.</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Theatre Grades 5-8	<b>National Theatre Standard 7</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand aspects of analyzing, evaluating, and constructing meaning from theatre and will be able to use this knowledge in their own work through improvised and scripted scenes in theatre and other dramatic media.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Describes and analyzes the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances.</li> <li>➤ Articulates and supports the meanings constructed from one’s own and others’ dramatic performances.</li> <li>➤ Uses industry criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances.</li> <li>➤ Describes and evaluates the perceived effectiveness of peer contributions to the collaborative process of developing improvised and scripted scenes.</li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Analyze, evaluate, construct meaning, theatre, film, television, electronic media, production, publicity, study guide, program, physical environment, audience response, articulate, criteria, perceived effectiveness, artistic choice, contribution, collaborative process</li> </ul> <p><b><u>Can perform basic skills, though not consistently or independently:</u></b></p> <ul style="list-style-type: none"> <li>➤ Explains what it means to analyze, evaluate, and construct meanings from improvised and scripted scenes in theatre, film, television, and electronic media productions.</li> <li>➤ Explains how professionals use publicity, study guides, programs, physical environments, audience response, artistic choices, and the collaborative process.</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
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Score 0.0	Even with help, the student is unable to understand.

Theatre Grades 5-8	<b>National Theatre Standard 8</b>
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught, as well as help/teach others.
Score 3.0	<p><b>The student will understand theatrical context and will be able to analyze the roles of theatre, film, television, and electronic media in the community and in other cultural settings.</b></p> <p><b><u>Performs complex skills</u></b> developmentally appropriate for his/her age and experience:</p> <ul style="list-style-type: none"> <li>➤ Compares and contrasts universal characters and situations regarding various cultural and historical periods.</li> <li>➤ Compares and contrasts universal characters and situations in drama.</li> <li>➤ Illustrates how theatre reflects or influences a culture.</li> <li>➤ Explains the knowledge, skills, and discipline needed to pursue careers in theatre, film, television, and electronic media.</li> <li>➤ Analyzes the impact of specific dramatic events in their lives, the community, and other cultures.</li> <li>➤ Explains how culture affects the content and production values of dramatic performances.</li> <li>➤ Explains how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life.</li> </ul> <p><i>No major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p><b>The Student:</b></p> <p><b><u>Recognizes or recalls specific terminology such as:</u></b></p> <ul style="list-style-type: none"> <li>➤ Context, analyze, theatre, film, television, electronic media, community, culture, universal characters/situations, historical periods, skills, discipline, career, avocation, emotional/social impact, content, performance, social concepts, cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, empathy</li> </ul> <p><b><u>Can perform basic skills, though not consistently or independently:</u></b></p> <ul style="list-style-type: none"> <li>➤ Analyzes roles of theatre, film, television, and electronic media in the community and other cultures.</li> <li>➤ Explains theatrical context in theatre, film, television, and electronic media.</li> <li>➤ Analyzes community, cultural, and universal characters/situations, and historical periods.</li> <li>➤ Lists skills, disciplines, and careers within theatre.</li> <li>➤ Discusses social concepts, cooperation, communication, collaboration, consensus, self-esteem, risk taking, and sympathy/empathy.</li> </ul> <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.