

## Florida Next Generation Sunshine State Standards - Theatre - Middle School

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|------------------|---|-------------|---|
| <b>Very high</b> | DT+ is the only resource you need to teach this standard.                                   | <b>High</b> | DT+ can be your primary resource when teaching this standard.                               |
| <b>Medium</b>    | DT+ will be one of a number of resources used to fully cover the teaching of this standard. | <b>Low</b>  | DT+ has content for this standard and it will be used to supplement your primary resources. |

### 6-8 Grades

|  | Anchor Standard   | Standards  | Strength                |
|--|---|--|-------------------------|
| <b>BIG IDEA -<br/>Critical Thinking<br/>&amp; Reflection</b> | <b>Enduring Understanding 1<br/>- TH.68.C.1<br/>Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</b>  | TH.68.C.1.1 Devise an original work based on a community issue that explores various solutions to a problem.                               | <b>High</b>             |
|  |   | TH.68.C.1.2 Develop a character analysis to support artistic portrayal.  | <b>Very High</b>        |
|  |   | TH.68.C.1.3 Determine the purpose(s), elements, meaning and value of a theatrical work based on personal, cultural, or historic standards. | <b>Very High</b>        |
|  |   | TH.68.C.1.4 Create and present a design, production concept or performance and defend artistic choices.                                    | <b>Medium</b>           |
|  |   | TH.68.C.1.5 Describe how a theatrical activity can entertain or instruct an audience.  | <b>High</b>             |
|  |   | TH.68.C.1.6 Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.   | <b>Very High</b>        |
|  | <b>Enduring Understanding 2<br/>- TH.68.C.2<br/>Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</b> | TH.68.C.2.1 Use group-generated criteria to critique others and help strengthen each others performance.                                   | <b>High</b>             |
|  |   | TH.68.C.2.2 Keep a rehearsal journal to document individual performance progress.  | <b>Medium</b>           |
|  |   | TH.68.C.2.3 Ask questions to understand a peers artistic choices for a performance or design.  | <b>High</b>             |
|  |   | TH.68.C.2.4 Defend personal responses to a theatre production.   | <b>High</b>             |
|  | <b>Enduring Understanding 3<br/>- TH.68.C.3<br/>The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</b>                          | TH.68.C.3.1 Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation             | <b>High - Very High</b> |
|  |   | TH.68.C.3.2 Compare a film version of a story to its original play form.   | <b>Medium</b>           |
|  |   | TH.68.C.3.3 Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.   | <b>Medium</b>           |

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| <b>BIG IDEA - Skills, Techniques and processes</b> | <b>Enduring Understanding 1 - TH.68.S.1</b><br>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.           | TH.68.S.1 Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behaviour.      | <b>Medium</b>           |
|  |   | TH.68.S.2 Invent a character with distinct behaviour(s) based on observations of people in the real world and interact with others in a cast as the invented characters. | <b>High</b>             |
|  |   | TH.68.S.3 Describe criteria for the evaluation of dramatic texts, performances, direction and production elements.   | <b>High</b>             |
|  |   | TH.68.S.4 Discuss the ways in which theatre experiences involve empathy and aesthetic distance.  | <b>Very High</b>        |
|  | <b>Enduring Understanding 2 - TH.68.S.2</b><br>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. | TH.68.S.2.1 Discuss the value of collaboration in theatre and work together to create a theatrical production.   | <b>High</b>             |
|  |   | TH.68.S.2.2 Discuss and apply the theatrical production process to create a live performance.  | <b>Medium</b>           |
|  |   | TH.68.S.2.3 Analyze the relationship of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.            | <b>High - Very High</b> |
|  |   | TH.68.S.2.4 Memorize and present a characters lines from a monologue or scene.   | <b>Medium</b>           |
|  | <b>Enduring Understanding 3 - TH.68.S.3</b><br>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.                          | TH.68.S.3.1 Develop characterizations, using basic acting skills, appropriate for selected dramatizations.   | <b>High</b>             |
|  |   | TH.68.S.3.2 Use the elements of dramatic form to stage a play.   | <b>Medium - High</b>    |
|  |   | TH.68.S.3.3 Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.        | <b>Medium - High</b>    |
|  |   | TH.68.S.3.4 Lead small groups to safely select and create elements of technical theatre to signify a character or setting.   | <b>Medium - High</b>    |

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| BIG IDEA - Organizational Structure | Enduring Understanding 1 - TH.68.O.1<br>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. | TH.68.O.1.1 Compare different processes an actor uses to prepare for a performance.  | High - Very High |
|                                     |  | TH.68.O.1.2 Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.  | Medium - High    |
|                                     |  | TH.68.O.1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.  | Very High        |
|                                     |  | TH.68.O.1.4 Discuss how the whole of a theatre performance is greater than the sum of its parts.   | High             |
|                                     | Enduring Understanding 2 - TH.68.O.2<br>The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.                                       | TH.68.O.2.1 Diagram the major parts of a play and their relationships to each other.   | Medium - High    |
|                                     |  | TH.912.O.2.2 Explain how a performance would change if depicted in a different location, time, or culture.   | High             |
|                                     |  | TH.912.O.2.3 Write alternate endings for a specified play.   | Medium           |
|                                     |  | TH.912.O.2.4 Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.   | Low              |
|                                     |  | TH.912.O.2.5 Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre. | Very High        |
|                                     | Enduring Understanding 3 - TH.68.O.3<br>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.  | TH.68.O.3.1.1 Compare theatre and its elements and vocabulary to other art forms.  | High             |
|                                     |  | TH.68.O.3.2 Explore how theatre and theatrical works have influenced various cultures.   | High - Very High |
|                                     |  | TH.68.O.3.3 Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members ideas and differences.   | High - Very High |

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| <b>BIG IDEA - Historical and Global Connections</b> | <b>Enduring Understanding 1 - TH.68.H.1</b><br>Through study in the arts, we learn about and honor others and the worlds in which they live(d).  | TH.68.H.1.1 Explore potential differences when performing works set in a variety of historical and cultural contexts.   | <b>High</b>          |
|   |  | TH.68.H.1.2 Analyze the impact of ones emotional and social experiences when responding to, or participating in, a play.  | <b>High</b>          |
|   |  | TH.68.H.1.3 Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.  | <b>Very High</b>     |
|   |  | TH.68.H.1.4 Create a monologue or story that reflects ones understanding of an event in a culture different from ones own.  | <b>Medium</b>        |
|   |  | TH.68.H.1.5 Describe ones own personal responses to a theatrical work and show respect for the responses of others.   | <b>Medium</b>        |
|   |  | TH.68.H.1.6 Discuss how a performer responds to different audiences.  | <b>Medium - High</b> |
|   | <b>Enduring Understanding 2 - TH.68.H.2</b><br>The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.              | TH.68.H.2.1 Compare western theatre traditions with those of other cultures.  | <b>Medium</b>        |
|   |  | TH.68.H.2.2 Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.                                       | <b>Low</b>           |
|   |  | TH.68.H.2.3 Analyze theatre history and dramatic literature in the context of societal and cultural history.  | <b>High</b>          |
|   |  | TH.68.H.2.4 Discuss the differences between presentational and representational theatre styles.   | <b>Medium</b>        |
|   |  | TH.68.H.2.5 Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices. | <b>High</b>          |
|   |  | TH.68.H.2.6 Describe historical and cultural influences leading to changes in theatre performance spaces and technology.  | <b>Medium - High</b> |
|   |  | TH.68.H.2.7 Define theatre genres from different periods in history, giving examples of each.   | <b>High</b>          |
|   |  | TH.68.H.2.8 Identify and describe theatrical resources in the community, including professional and community theatre, experts, and sources of scripts and materials.           | <b>Low</b>           |
|   | <b>Enduring Understanding 3 - TH.68.H.3</b><br>Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. | TH.68.H.3.1 Identify principles and techniques that are shared between the arts and other content areas.  | <b>High</b>          |
|   |  | TH.68.H.3.2 Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.  | <b>High</b>          |
|   |  | TH.68.H.3.3 Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.  | <b>Medium</b>        |
|   |  | TH.68.H.3.4 Describe the importance of wellness and care for actors physical being as a performance instrument.   | <b>Low</b>           |
|   |  | TH.68.H.3.5 Describe how social skills learned through play participation are used in other classroom and extracurricular activities.   | <b>Medium</b>        |
|   |  | TH.68.H.3.6 Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.   | <b>High</b>          |

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|--|---|---|--------------|
| BIG IDEA - Innovation, Technology & the future | Enduring Understanding 1 - TH.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.            | TH.68.F.1.1 Manipulate various design components to imagine the world of the character.   | Medium       |
|  |   | TH.68.F.1.2 Use vocal, physical and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.   | High         |
|  |   | TH.68.F.1.3 Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.   | Medium       |
|  |   | TH.68.F.1.4 Survey an aspect of theatre to understand the ways in which technology has affected it over time.   | High         |
|  | Enduring Understanding 2 - TH.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.   | TH.68.F.2.1 Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.   | Medium       |
|  |   | TH.68.F.2.2 Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success. | Low          |
|  |   | TH.68.F.2.3 Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.                | Low          |
|  | Enduring Understanding 3 - TH.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. | TH.68.F.3.1 Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.   | Low          |
|  |   | TH.68.F.3.2 Develop a list of line items that would typically be found in a production budget for performance.  | Low - Medium |