

DIGITAL THEATRE⁺

National Core Arts Standards for Theatre: High School

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

PROFICIENT

	Standards	Strength	Example Content Correlation
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work		
	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	High	Into the Woods Study Guide
	b. Explore the impact of technology on design choices in a drama/theatre work.	Medium	On Automation Operation: Danny Garth
	c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	Medium	Unlocking Script Analysis
	Anchor Standard 2: Organize and develop artistic ideas and work		
	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	High	On Directing: Arnold Mittelman
	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	Very High	Theatre Production: Roles and Relationships
	Anchor Standard 3: Refine and complete artistic work		
	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.	Medium	Lesson Plans: Devising
	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	High	Unlocked: Creating a Character
c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.	Medium	Unlocked: Creating a Design	

	Standards	Strength	Example Content Correlation
PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
	a. Examine how character relationships assist in telling the story of a drama/theatre work.	High	On Acting: David Morrissey
	b. Shape character choices using given circumstances in a drama/theatre work.	High	All My Sons Study Guide
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	Medium	Styletaster: Artaud, Grotowski, Stanislavsky
	b. Use researched technical elements to increase the impact of design for a drama/theatre production.	Medium	Last Train to Nibroc Study Guide
	Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Perform a scripted drama/theatre work for a specific audience.	Medium	Hamlet - Act 3, Scene 1 - Speeches & Soliloquies	

	Standards	Strength	Example Content Correlation
RESPONDING: Understanding and evaluating how the arts convey meaning	Anchor Standard 7: Perceive and analyze artistic work		
	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	Very High	Evaluation Template: Performance
	Anchor Standard 8: Interpret intent and meaning in artistic work		
	a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	High	At Home with Shakespeare: Romeo and Juliet, Act 1, Scene 5
	b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	Medium	On Sound: Finn Pfeffer
	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	High	Funny Girl
	Anchor Standard 9: Apply criteria to evaluate artistic work		
	a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	High	Some Like It Hip Hop Resource Pack
	b. Consider the aesthetics of the production elements in a drama/theatre work.	High	Evaluation Template: Design/Technical Theatre
c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.	Very High	On Directing: Tom Wright	

	Standards	Strength	Example Content Correlation
CONNECTING: Relating artistic ideas and work with personal meaning and external context	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
	a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.	High	The Soap Myth
	Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	Medium	Jane Eyre
	Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	Very High	Learning Zone: The Curious Incident of the Dog in the Night-Time - From Page to Stage
b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	High	On Directing: Carrie Cracknell	

ACCOMPLISHED

	Standards	Strength	Example Content Correlation
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work		
	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	High	On Design: Ian MacNeil
	b. Understand and apply technology to design solutions for a drama/theatre work.	Low	Key Concepts in Video and Projection Design
	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	Medium	In Defence of Character - Portia - Context and Analysis
	Anchor Standard 2: Organize and develop artistic ideas and work		
	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	High	The Director's Creative Process
	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	Low	Lyric 360
	Anchor Standard 3: Refine and complete artistic work		
	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	Medium	On Design: Merle Hensel
	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.	High	In Rehearsal: Othello, Act 3, Scene 3
c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	Medium	On Theatre Design: Max Jones	

	Standards	Strength	Example Content Correlation
PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
	a. Discover how unique choices shape believable and sustainable drama/theatre work.	Very High	An Interview with Scott Graham
	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	High	In Defence of Character - Hamlet - The Interrogation
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	Medium	Masterclasses in the Michael Chekhov Technique
	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	Medium	Interview with Set Designer: Ben Stones
	Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	High	Unlocking Elizabethan Theatre - Teacher Notes	

	Standards	Strength	Example Content Correlation
RESPONDING: Understanding and evaluating how the arts convey meaning	Anchor Standard 7: Perceive and analyze artistic work		
	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	Very High	Macbeth: Compare and Contrast - Act 1, Scene 3
	Anchor Standard 8: Interpret intent and meaning in artistic work		
	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	High	See Rock City Study Guide
	b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	Medium	Allegiance Educator Resource Guide
	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	High	Allegiance
	Anchor Standard 9: Apply criteria to evaluate artistic work		
	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	High	Some Like It Hip Hop
	b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	High	Ghosts
c. Verify how a drama/theatre work communicates for a specific purpose and audience.	Very High	The Container	

	Standards	Strength	Example Content Correlation
CONNECTING: Relating artistic ideas and work with personal meaning and external context	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	High	Dear Mister Shakespeare: inspired by Shakespeare's Othello
	Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	Medium	Interview with Co-Composer and Musical Director: DJ Walde
	Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	Very High	Director's Notebook: A Streetcar Named Desire
b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	High	On Writing: Jeff Cohen	

ADVANCED

	Standards	Strength	Example Content Correlation
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work		
	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.	High	Key Concepts in Set Design
	b. Create a complete design for a drama/theatre work that incorporates all elements of technology.	Low	Lighting, Costume, and Sound in Jekyll and Hyde
	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.	Medium	On Acting: Richard Armitage
	Anchor Standard 2: Organize and develop artistic ideas and work		
	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	Very High	A Guide to Understanding Context
	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	Low	Malcolm Rippeth on Kneehigh
	Anchor Standard 3: Refine and complete artistic work		
	a. Refine, transform and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Medium	Devising Skills
	b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	High	Prison Context: Education Pack
c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	Medium	Unlocking Lighting	

	Standards	Strength	Example Content Correlation
PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.	High	4x45 Volume One - The Theatre of Katie Mitchell
	b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	High	First Steps with the Audition Doctor
	Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	High	Barbara Houseman: Developing Your Voice
	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	Medium	My West End: An Insight Into Working as a Lighting Designer
	Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	High	Things I Know To Be True: A Comprehensive Guide	

	Standards	Strength	Example Content Correlation
RESPONDING: Understanding and evaluating how the arts convey meaning	Anchor Standard 7: Perceive and analyze artistic work		
	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	High	Othello, Elizabethan England and the Islamic World
	Anchor Standard 8: Interpret intent and meaning in artistic work		
	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.	Very High	On Acting: Natalie Gavin
	b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.	High	Kabuki for the West
	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.	High	Gulf View Drive Study Guide
	Anchor Standard 9: Apply criteria to evaluate artistic work		
	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	High	Discover, Explore, Assess: Pipeline
	b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	High	The Woodsman
c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.	Medium	Pipeline	

	Standards	Strength	Example Content Correlation
CONNECTING: Relating artistic ideas and work with personal meaning and external context	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Medium	<u>Discover, Explore, Assess: Kinky Boots - Student Workbook</u>
	Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.	Medium	<u>Discover, Explore, Assess: A Doll's House</u>
	Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.	Very High	<u>Negative Space</u>	
b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.	Very High	<u>Remembering Desdemona</u>	