THEATRE Achievement Portfolio

Foundations II

(02030000002)

Practice Develops Confidence

_____ Student
_____Theatre Teacher
_____Parent
_____ School and District

Description of Foundations II
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 dramatic unity, comparison and integration of art forms, analysis and critique of performance, and understanding of context and the effect of history and culture on character action. *The pre-requisite for this course is Foundations I (02030000001).*

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 (02030000001) Foundations II (02030000002)
Foundations III (02030000010) Foundations IV (02030000020)

Theatre Foundations II 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.

☐ **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.

☐ **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.

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.

☐ **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.

☐ **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.

☐ **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 elements; e.g., stage directions, focus, levels, and crosses.
- 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 **CONSTRUCTING MEANING**
Students will develop critical thinking skills to construct meaning.

☐ **Objective A: *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.

☐ **Objective B: *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.

☐ **Objective C: *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.

☐ **Objective D*:* *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 E: *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, reflections.

THEATRE FOUNDATIONS II 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.