

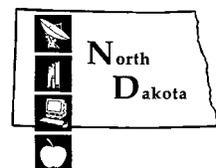
# North Dakota Standards and Benchmarks

## Content Standards

### *Drama*

2000

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## Table of Contents

Components of the Document .....	1
Introduction to the Drama* Standards.....	2
Drama* Content Standards .....	3
Summary of Grades K-4 Benchmarks .....	4
Grades K-4 Benchmarks, Specific Knowledge, Sample Activities	
Standard 1.....	5
Standard 2.....	5
Standard 3.....	6
Standard 4.....	7
Standard 5.....	7
Standard 6.....	7
Standard 7.....	8
Summary of Grades 5-8 Benchmarks.....	9
Grades 5-8 Benchmarks, Specific Knowledge, Sample Activities	
Standard 1.....	10
Standard 2.....	10
Standard 3.....	11
Standard 4.....	12
Standard 5.....	12
Standard 6.....	13
Standard 7.....	13
Summary of Grades 9-12 Benchmarks.....	14
Grades 9-12 Benchmarks, Specific Knowledge, Sample Activities	
Standard 1.....	15
Standard 2.....	15
Standard 3.....	16
Standard 4.....	17
Standard 5.....	17
Standard 6.....	18
Standard 7.....	18
Summary of Benchmarks by Standard .....	20
References.....	23
Glossary.....	24

## Components of The Document

**Content Standards** – general statements that describe what students should know and the skills they should have in a specific content area.

**Benchmarks** – statements of knowledge and skill that define a standard at a given developmental level (e.g., 4<sup>th</sup> grade, 8<sup>th</sup> grade, 12<sup>th</sup> grade).

**Examples of Specific Knowledge** – facts, vocabulary, principles, generalizations, relationships, concepts, step-by-step procedures, strategies, or processes that describe the specific information or skills that students should acquire to meet a standard.

**Examples of Activities** – instructional activities that students could do to acquire the knowledge and skills described in the standard and benchmarks.

## **Introduction**

Suggested Guidelines for Reading the Content Standards Since school districts in North Dakota offer few drama\*/theatre\* classes, drama activities must be included within other disciplines, rather than simply being related to them. Because some teachers may be unfamiliar with terminology and intent for the standards. It may be helpful to examine the SAMPLE ACTIVITIES and EXAMPLES OF SPECIFIC KNOWLEDGE *prior* to reading the STANDARDS and BENCHMARKS associated with them.

### **Development of the Document**

These drama\* standards and benchmarks are designed to be met by all K-12 students. It is the responsibility of the administration and all faculty to implement these standards through all areas of curriculum.

### **Use of Standards and Benchmarks in the Classroom**

These standards are designed to be met by using activities that support the standards throughout all content areas. The implementation of dramatic activities provides and could improve comprehension in all content areas. The activities included are primarily process-oriented rather than production-oriented.

### **Helping Students Reach Standards**

The creative classroom teacher addresses multiple intelligences through a variety of approaches. This document provides additional standards, benchmarks, examples of specific knowledge and suggested activities to support those creative approaches. The list of suggested activities is only a sampling. Although the suggested activities for grades 9-12 are geared toward a theatrical production, they do not require actual production of a play.

This document can be used to create a curriculum, but is not by itself a curriculum. The benchmarks defined in this document are written as expectations for students at the end of grades 4, 8, and 12. This document is designed for use by all educators in grades K-12, and everyone has a responsibility to provide students with opportunities to acquire the knowledge and skills defined by the standards and benchmarks. How to distribute these opportunities across the grade levels is a decision left to local districts and individual teachers.

### **Glossary**

The glossary is intended to provide definitions to be used within the context of this document. The definitions may be different from standard dictionary definitions. An \* indicates that the word or phrase is defined in the glossary. Specific theatrical games and acting methods listed in the examples of specific knowledge may be unfamiliar to teachers. Information about these games and methods can be found in books available through publishing companies included in the reference list at the end of this document. An internet search can also provide descriptions of and information about them.

*\*Indicates the word or phrase is defined in the Glossary*

# North Dakota Drama\* Content Standards

## **Standard 1: DRAMATIC LITERATURE\***

Students comprehend a wide variety of dramatic literature\*.

## **Standard 2: ACTING**

Students use fundamental acting skills\*.

## **Standard 3: PRODUCTION**

Students use fundamental production skills\*.

## **Standard 4: CULTURAL CONTEXT OF DRAMA\***

Students understand drama's\* role in cultural and human experiences.

## **Standard 5: CONSUMER OF THEATRE\***

Students understand how to be knowledgeable consumers of theatre\*.

## **Standard 6: DRAMA\* AND HUMAN DEVELOPMENT**

Students understand the role of drama\* in human development.

## **Standard 7: DRAMA AND OTHER DISCIPLINES**

Students understand the connections between drama\* and other disciplines.

*\*Indicates the word or phrase is defined in the Glossary*

## Summary of Grades K – 4 Benchmarks

### Standard 1: DRAMATIC LITERATURE\*

*Students comprehend a wide variety of dramatic literature\*.*

- 4.1.1 Know examples of published and non-published fiction and non-fiction.
- 4.1.2 Know and describe the elements of scripting\*.
- 4.1.3 Know and describe the emotional reactions created by dramatic presentations.

### Standard 2: ACTING

*Students use fundamental acting skill\*.*

- 4.2.1 Use a variety of movement, vocal pitch, tempo, and tone\*.
- 4.2.2 Understand the relationship between character and movement, vocal pitch, tempo, and tone\*.
- 4.2.3 Create and sustain a character.

### Standard 3: PRODUCTION

*Students use fundamental production skills\*.*

- 4.3.1 Know how visual elements and aural aspects are used to communicate.
- 4.3.2 Select materials to create technical elements\* of production.
- 4.3.3 Select materials to create publicity.

### Standard 4: CULTURAL CONTEXT OF DRAMA\*

*Students understand drama's\* role in cultural and human experiences.*

- 4.4.1 Understand similarities and differences between drama\* and one's own life.
- 4.4.2 Understand how dramatic activities reflect cultures.

### Standard 5: CONSUMER OF THEATRE\*

*Students understand how to be knowledgeable consumers of theatre\*.*

- 4.5.1 Know appropriate audience behaviors.
- 4.5.2 Know that people react to a theatrical production in different ways.

### Standard 6: DRAMA\* AND HUMAN DEVELOPMENT

*Students understand the role of drama\* in human development.*

- 4.6.1 Use drama\* to develop creative thinking skills.
- 4.6.2 Use drama\* to develop critical thinking skills.
- 4.6.3 Use drama\* to develop social skills.

*\*Indicates the word or phrase is defined in the Glossary*

## **Standard 7: DRAMA AND OTHER DISCIPLINES**

*Students understand the connections between drama\* and other disciplines.*

- 4.7.1 Know connections between drama\* and other disciplines in the curriculum.
- 4.7.2 Know how to use drama\* to demonstrate knowledge of other disciplines.

## **Standard 1: DRAMATIC LITERATURE\***

*Students comprehend a wide variety of dramatic literature\*.*

### **Benchmarks**

- 4.1.1 Know examples of published and non-published fiction and non-fiction.
- 4.1.2 Know and describe the elements of scripting\*.
- 4.1.3 Know and describe the emotional reactions created by dramatic presentations.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 4.1.1 scripts, improvisations\*, stories, history of both events and people
- 4.1.2 personal experience, imagination, literature, folklore, heritage, mythology, characters, scripted scenes, recorded performances
- 4.1.3 personal experience, direct observation

### **Examples of Activities that Support the Standard and Benchmarks**

- 4.1.1 Students read stories about other people, real or created; write stories about self or family events; and discuss similarities and differences between real and created characters.
- 4.1.2 Students take the role of a playwright and use a familiar story to create a simple script using dialogue and stage directions.
- 4.1.3 Students view a dramatic presentation, identify emotions from the work, and identify and discuss how people react to those emotions.

## **Standard 2: ACTING**

*Students use fundamental acting skills\*.*

### **Benchmarks**

- 4.2.1 Use a variety of movement, vocal pitch, tempo, and tone\*.
- 4.2.2 Understand the relationship between character and movement, vocal pitch, tempo, and tone\*.
- 4.2.3 Create and sustain a character.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 4.2.1 freeze, body tension, body alignment, gestures, coordination, high-low, volume, vocal intensity, speed, articulation, vocal quality
- 4.2.2 picturing the character, personal knowledge, personality traits, interpersonal communication, geography, occupations, surroundings
- 4.2.3 concentration, cooperation, interaction, improvisation\*, listening, watching

*\*Indicates the word or phrase is defined in the Glossary*

**Examples of Activities that Support the Standard and Benchmarks**

- 4.2.1 Using music with a variety of tempos, students improvise silent movement that matches the tempos in the music.
- 4.2.1 Students stand in a circle. One student is selected as the leader. The leader vocalizes an abstract sound (e.g., bleep-bleep) and the other students mimic that sound in unison. The leader position rotates around the circle with each new leader vocalizing a different abstract sound. Students should aim for a wide variety of sounds, pitches, and tones in their examples.
- 4.2.2 Students use various walks in conjunction with dialogue, using various vocal tones and pitches. Students then discuss the types of characters they created with the various combinations.
- 4.2.3 Students form two straight lines facing each other. The first student in line A mimes an animal for the first student in line B. The first student in line B must identify the animal before the student in line A can cease miming. When the character is identified, the student at the head of line A rotates to the end of his/her line. The first student in line B mimes the character for the next student in line A. Students continue the process for at least one rotation.
- 4.2.3 Students improvise an alternative ending to a familiar story.

**Standard 3: PRODUCTION**

*Students use fundamental production skills\*.*

**Benchmarks**

- 4.3.1 Know how visual elements and aural aspects are used to communicate.
- 4.3.2 Select materials to create technical elements\* of production.
- 4.3.3 Select materials to create publicity.

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 4.3.1 visual perception, auditory perception, vocal expressiveness, spatial visualization, staging\*
- 4.3.2 scenery, properties, costumes
- 4.3.3 poster design, program design, information dissemination

**Examples of Activities that Support the Standard and Benchmarks**

- 4.3.1 Students create a picture while listening to various styles of music. They explain how their picture reflects the music.
- 4.3.1 Students build various stage pictures/tableaus (e.g., a machine, anger, a day in the park, freeze action).
- 4.3.2 After reading a story, students identify materials within the classroom that could be used to create a setting for the story.
- 4.3.3 Students create a poster or book cover for any selected piece of literature.

*\*Indicates the word or phrase is defined in the Glossary*

## **Standard 4: CULTURAL CONTEXT OF DRAMA\***

*Students understand drama's\* role in cultural and human experiences.*

### **Benchmarks**

- 4.4.1 Understand similarities and differences between drama\* and one's own life.
- 4.4.2 Understand how dramatic activities reflect cultures.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 4.4.1 personal experience, family history, movement, vocal and sensory exploration, social morés, character traits and mannerisms
- 4.4.2 ethnic explorations, geographical differences, historical background

### **Examples of Activities that Support the Standard and Benchmarks**

- 4.4.1 Students read a story or script and discuss the similarities and differences between a character in the story or script and themselves.
- 4.4.2 Students read a variety of stories or scripts and discuss the various cultures that surround the characters in the stories or scripts. They create pictures of the costumes from those cultures.

## **Standard 5: CONSUMER OF THEATRE\***

*Students understand how to be knowledgeable consumers of theatre\*.*

### **Benchmarks**

- 4.5.1 Know appropriate audience behaviors.
- 4.5.2 Know that people react to a theatrical production in different ways.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 4.5.1 listening skills, behavior skills
- 4.5.2 emotional and sensory reactions to literary, character, and technical elements\*; aesthetic perceptions and reactions

### **Examples of Activities that Support the Standard and Benchmarks**

- 4.5.1 Students create lists of appropriate audience behavior and inappropriate audience behavior, then discuss why each item is on its respective list.
- 4.5.2 Students discuss the following about a specific theatrical production: Which character is most memorable and why? What are the best and worst moments of the play and why? If you could change a technical element\*, which element would it be and why?

## **Standard 6: DRAMA\* AND HUMAN DEVELOPMENT**

*Students understand the role of drama\* in human development.*

### **Benchmarks**

- 4.6.1 Use drama\* to develop creative thinking skills.
- 4.6.2 Use drama\* to develop critical thinking skills.
- 4.6.3 Use drama\* to develop social skills.

*\*Indicates the word or phrase is defined in the Glossary*

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 4.6.1 language, divergent thinking, brainstorming, imagination
- 4.6.2 problem solving, reasoning, decision making, sequencing, ordering
- 4.6.3 cooperation, social awareness, emotional and physical release, manners

**Examples of Activities that Support the Standard and Benchmarks**

- 4.6.1 After choosing a play, students design two or more contrasting approaches in design for either a costume or a set.
- 4.6.2 Students discuss the sequence of problem solving (i.e., what to do first, what to do second, etc.) necessary to create or produce a simple dramatic event.
- 4.6.3 Students work first alone on a task, such as a puzzle, and then in a group. They discuss the benefits and drawbacks of each approach.

**Standard 7: DRAMA AND OTHER DISCIPLINES**

*Students understand the connections between drama\* and other disciplines.*

**Benchmarks**

- 4.7.1 Know connections between drama\* and other disciplines in the curriculum.
- 4.7.2 Know how to use drama\* to demonstrate knowledge of other disciplines.

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 4.7.1 language, historical events, mathematical concepts, culture, social structure, personal experience, nature, technology
- 4.7.2 scripting\*, scenery, props, costuming, staging\*

**Examples of Activities that Support the Standard and Benchmarks**

- 4.7.1 Students will use information learned about family life on the prairie to write a short skit.
- 4.7.2 Students will create a dramatic activity in which they explain a scientific principle to the class. (i.e. life cycle of plants, magnetic properties, static electricity)

*\*Indicates the word or phrase is defined in the Glossary*

## Summary of Grades 5 – 8 Benchmarks

### Standard 1: DRAMATIC LITERATURE\*

*Students comprehend a wide variety of dramatic literature\*.*

- 8.1.1 Know a variety of significant works from various major playwrights.
- 8.1.2 Know themes of dramatic literature\*.
- 8.1.3 Understand the construction elements of dialogue and action.
- 8.1.4 Understand elements of improvised and scripted scenes.

### Standard 2: ACTING

*Students use fundamental acting skills\*.*

- 8.2.1 Know resource elements that help create character motivations.
- 8.2.2 Develop a character's behavior through a combination of movement, vocal pitch, and tone\*.
- 8.2.3 Interact in an ensemble.

### Standard 3: PRODUCTION

*Students use fundamental production skills\*.*

- 8.3.1 Know the technical elements\* of a scene or play.
- 8.3.2 Know publicity and house management duties.

### Standard 4: CULTURAL CONTEXT OF DRAMA\*

*Students understand drama's\* role in cultural and human experiences.*

- 8.4.1 Know the historical, social, and cultural factors that influence theatre\*.
- 8.4.2 Know aspects of dramatic genres\* from a variety of cultures.

### Standard 5: CONSUMER OF THEATRE\*

*Students understand how to be knowledgeable consumers of theatre\*.*

- 8.5.1 Use appropriate audience behaviors.
- 8.5.2 Prepare for selected theatrical events.
- 8.5.3 Use knowledge of production elements\* to respond to a theatrical event.

### Standard 6: DRAMA\* AND HUMAN DEVELOPMENT

*Students understand the role of drama\* in human development.*

- 8.6.1 Use drama\* to demonstrate creative thinking skills.
- 8.6.2 Use drama\* to demonstrate critical thinking skills.
- 8.6.3 Use drama\* to demonstrate social skills.

*\*Indicates the word or phrase is defined in the Glossary*

## Standard 7: DRAMA AND OTHER DISCIPLINES

*Students understand the connections between drama\* and other disciplines.*

- 8.7.1 Know the relationship of the other fine arts to drama\*.
- 8.7.2 Know how concepts expressed through drama\* can be expressed differently through other art disciplines.
- 8.7.3 Know the relationship of other disciplines outside of the arts to drama\*.

## Standard 1: DRAMATIC LITERATURE\*

*Students comprehend a wide variety of dramatic literature\*.*

### **Benchmarks**

- 8.1.1 Know a variety of significant works from various major playwrights.
- 8.1.2 Know themes of dramatic literature\*.
- 8.1.3 Understand the construction elements of dialogue and action.
- 8.1.4 Understand elements of improvised and scripted scenes.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 8.1.1 style, time period, genres\*, subject matter
- 8.1.2 plot, characters, historical context, societal context, moral context, cultural context, religious context
- 8.1.3 plot, character, motivation, theme, style, setting, dramatic structure
- 8.1.4 conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation\*

### **Examples of Activities that Support the Standard and Benchmarks**

- 8.1.1 Students read a number of scripts and keep a reaction journal on them, identifying title, playwright, conflict, and resolution.
- 8.1.2 Students identify the five universal conflicts (e.g., Man vs. Man, Man vs. Self, Man vs. Society, Man vs. Nature, Man vs. God) in various pieces of dramatic literature\*.
- 8.1.3 Using dialogue and action, students write a character analysis that reflects the plot, motivation, and theme.
- 8.1.4 Students take any scripted scene and transform it into an improvised, acted scene. They compare and contrast the two.

## Standard 2: ACTING

*Students use fundamental acting skills\*.*

### **Benchmarks**

- 8.2.1 Know resource elements that help create character motivations.
- 8.2.2 Develop a character's behavior through a combination of movement, vocal pitch, and tone\*.
- 8.2.3 Interact in an ensemble.

*\*Indicates the word or phrase is defined in the Glossary*

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 8.2.1 stage directions in script, personal experience, dialogue, descriptions, historical styles
- 8.2.2 mannerisms, character interactions or reactions, emotional responses, ethical choices, sensory recall, concentration, breath control, diction, body alignment, muscle isolation
- 8.2.3 dialogue, physical interaction, listening, watching

**Examples of Activities that Support the Standard and Benchmarks**

- 8.2.1 Students read a script, choose one specific character from that script, and create a flow chart showing that character's actions and his/her reaction to various other characters.
- 8.2.2 After reading a script, students choose a specific character and act out a scene of the play in a manner that is contrary to the playwright's intent.
- 8.2.3 One student pantomimes a movement that could be part of a machine (e.g., pumping arm up and down). Other students add on to the first student's machine, using a different movement. The process continues until everyone has connected, making a complete machine. Repeat the activity, adding individual sounds to accompany the various movements.

**Standard 3: PRODUCTION**

*Students use fundamental production skills\*.*

**Benchmarks**

- 8.3.1 Know the technical elements\* of a scene or play.
- 8.3.2 Know publicity and house management duties.

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 8.3.1 basic scene and costume construction techniques, property management\*, make-up application techniques, lighting, sound, integration of elements
- 8.3.2 marketing strategies, computer graphics, art design, cooperation, leadership skills, responsibility

**Examples of Activities that Support the Standard and Benchmarks**

- 8.3.1 Students design or create a model of a set for a selected show. Working in groups, students select a script, research its historical time frame, and discuss or design a production concept. Each student assumes a role such as director, costumer, set designer, etc. Students participate in a whole-class discussion of the final production concept and the collaborative process.
- 8.3.2 Students create a publicity package that includes a poster, window display, public service announcement, program, and news story.
- 8.3.2 Students create a house management package that includes procedures for tickets, seating, box office, ushers, concessions, and lobby display.

*\*Indicates the word or phrase is defined in the Glossary*

#### **Standard 4: CULTURAL CONTEXT OF DRAMA\***

*Students understand drama's\* role in cultural and human experiences.*

##### **Benchmarks**

- 8.4.1 Know the historical, social, and cultural factors that influence theatre\*.
- 8.4.2 Know aspects of dramatic genres\* from a variety of cultures.

##### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 8.4.1 ethnic dress, historical records, morés, class systems, foods, religions, family structures
- 8.4.2 history, social studies, dance, movement, literature, accents, style, music

##### **Examples of Activities that Support the Standard and Benchmarks**

- 8.4.1 Students create a timeline mural, placing titles of various plays at the correct points on the timeline. They include significant events and people from the areas of music, visual arts, politics, and culture.
- 8.4.2 Using excerpts from specific plays from various genres\* and cultures, students discuss clues that help to place a particular piece of work at a specific point in time and location.

#### **Standard 5: CONSUMER OF THEATRE\***

*Students understand how to be knowledgeable consumers of theatre\*.*

##### **Benchmarks**

- 8.5.1 Use appropriate audience behaviors.
- 8.5.2 Prepare for selected theatrical events.
- 8.5.3 Use knowledge of production elements\* to respond to a theatrical event.

##### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 8.5.1 listening skills, behavior skills
- 8.5.2 background on script, playwright, genre\*, and period
- 8.5.3 emotional and sensory reactions to literary, character, and technical elements\*; aesthetic perceptions and reactions

##### **Examples of Activities that Support the Standard and Benchmarks**

- 8.5.1 Students role-play both appropriate and inappropriate audience behavior and discuss the effects that each may have on a theatrical event.
- 8.5.2 Prior to attendance of a selected production, with teacher guidance, students read the script, discuss the historical, social, and cultural context of the story, and discuss possible production techniques that could include directing styles, design concepts, and script interpretations.
- 8.5.3 Students stage a "Siskel & Ebert"-like talk show where, in pairs, they give the previously attended theatrical event the "thumbs up" or "thumbs down." The students should support their opinions with specific examples from the theatrical event.

*\*Indicates the word or phrase is defined in the Glossary*

## **Standard 6: DRAMA\* AND HUMAN DEVELOPMENT**

*Students understand the role of drama\* in human development.*

### **Benchmarks**

- 8.6.1 Use drama\* to demonstrate creative thinking skills.
- 8.6.2 Use drama\* to demonstrate critical thinking skills.
- 8.6.3 Use drama\* to demonstrate social skills.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 8.6.1 language, divergent thinking, brainstorming, point of view, self expression, parody, multiple solutions
- 8.6.2 problem solving, reasoning, decision making, sequencing, prioritizing, abstract reasoning, critical analysis, advocacy
- 8.6.3 cooperation, social awareness, emotional and physical release, manners, tolerance, empathy

### **Examples of Activities that Support the Standard and Benchmarks**

- 8.6.1 Students create a setting or costumes for a specific play, using an overall concept that represents a non-traditional approach.
- 8.6.2 Students plan a simple theatrical event focusing on identifying potential problems and using various strategies to arrive at possible solutions for those problems. They provide a rationale for production decisions (e.g., choice of setting, casting, costuming).
- 8.6.3 Students participate in various trust exercises (e.g., Trust Walk, Human Knot, Trust Fall, Trust Lift, Trust Mosh Pit). [See Resource list, page 44, ANCHORAGE PRESS].

## **Standard 7: DRAMA AND OTHER DISCIPLINES**

*Students understand the connections between drama\* and other disciplines.*

### **Benchmarks**

- 8.7.1 Know the relationship of the other fine arts to drama\*.
- 8.7.2 Know how concepts expressed through drama\* can be expressed differently through other art disciplines.
- 8.7.3 Know how principles and concepts of other disciplines are related to drama\*.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 8.7.1 color, design, movement, rhythm, tone, balance, tempo, pitch, volume
- 8.7.2 mood, emotion, thought, symbolism, vocalization, visualization, movement
- 8.7.3 language, historical events, mathematical concepts, culture, social structure, personal experience, nature, technology

### **Examples of Activities that Support the Standard and Benchmarks**

- 8.7.1 Students will read The Diary of Anne Frank and then use other sources to find examples of music and art from that period in time.
- 8.7.2 Students will view a dramatic production and then write a rap song to retell the story.
- 8.7.3 Students will use science materials and concepts to create special effects for a magician's act.

*\*Indicates the word or phrase is defined in the Glossary*

## Summary of Grades 9 - 12 Benchmarks

### Standard 1: DRAMATIC LITERATURE\*

*Students comprehend a wide variety of dramatic literature\*.*

- 12.1.1 Know elements of dramatic literature\*.
- 12.1.2 Know and describe characteristics of a variety of dramatic genres\* by various playwrights.
- 12.1.3 Understand the impact of choice of medium\*.

### Standard 2: ACTING

*Students use fundamental acting skills\*.*

- 12.2.1 Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres\* and media\*.
- 12.2.2 Know various classical and contemporary acting techniques and methods.
- 12.2.3 Know how characters as an ensemble communicate with audiences.

### Standard 3: PRODUCTION

*Students use fundamental production skills\*.*

- 12.3.1 Use technical elements\* to design a production plan for a scene or play.
- 12.3.2 Perform publicity and house management duties.
- 12.3.3 Manage a technical element\* of a scene or play.

### Standard 4: CULTURAL CONTEXT OF DRAMA\*

*Students understand drama's\* role in cultural and human experiences.*

- 12.4.1 Know the historical, social, and cultural factors that influence theatre\*.
- 12.4.2 Know characteristics of dramatic genres\* from a variety of cultures.

### Standard 5: CONSUMER OF THEATRE\*

*Students understand how to be knowledgeable consumers of theatre\*.*

- 12.5.1 Understand the relationship between production elements and the director's interpretation of the playwright's script.
- 12.5.2 Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production.
- 12.5.3 Use knowledge of production elements\* to respond to a theatrical event.

### Standard 6: DRAMA\* AND HUMAN DEVELOPMENT

*Students understand the role of drama\* in human development.*

- 12.6.1 Understand how drama\* influences development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

*\*Indicates the word or phrase is defined in the Glossary*

## Standard 7: DRAMA AND OTHER DISCIPLINES

*Students understand the connections between drama\* and other disciplines.*

12.7.1 Know how technical elements\* and production elements\* of drama\* are used in similar and distinctive ways in various arts.

12.7.2 Know the ways in which drama\* influences disciplines other than the arts.

12.7.3 Know the ways in which other disciplines influence drama\*.

## Standard 1: DRAMATIC LITERATURE\*.

*Students comprehend a wide variety of dramatic literature\*.*

### **Benchmarks**

12.1.1 Know elements of dramatic literature\*.

12.1.2 Know and describe characteristics of a variety of dramatic genres\* by various playwrights.

12.1.3 Understand the impact of choice of medium\*.

### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

12.1.1 conflict, dramatic structure, dialogue, characterization, stage direction

12.1.2 comedy, tragedy, musical theatre, theatre of the absurd, farce, melodrama, social satire

12.1.3 point of view, influence of audience, technical considerations, directorial considerations, considerations for hearing and/or visually impaired audiences

### **Examples of Activities that Support the Standard and Benchmarks**

12.1.1 Students create a visual aid for a presentation to explain dramatic structure in a play through the use of scripts, screen plays, radio drama\*, readers' theatre\*, movies, or live or recorded stage performances.

12.1.1 Students write a script based on an improvisation\* done in class. (The topic chosen for the improvisation\* should be relevant to high school students.)

12.1.2 Using two contrasting genres\* based on the same play (e.g., *Romeo and Juliet* and *West Side Story*), students discuss the characteristics of the differences represented.

12.1.3 Students read a printed script and then view a live or taped production of the same play, react to the similarities and differences, and discuss how the various types of media\* affect audience perception and the directorial choices made for the specific form of media\*.

## Standard 2: ACTING

*Students use fundamental acting skills\*.*

### **Benchmarks**

12.2.1 Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres\* and media\*.

12.2.2 Know various classical and contemporary acting techniques and methods.

12.2.3 Know how characters as an ensemble communicate with audiences.

*\*Indicates the word or phrase is defined in the Glossary*

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 12.2.1 body language, vocal traits, self awareness, personal experience, historical knowledge, social class structures, social morés, cultural differences, psychological profiles
- 12.2.2 The Method, Sanford Meisner, Discovery, Outside-In (See reference, ANCHORAGE PRESS, acting texts)
- 12.2.3 concentration, cooperation, recall, interaction, empathy, trust, listening, watching

**Examples of Activities that Support the Standard and Benchmarks**

- 12.2.1 Students choose a character from a play and create a collage using pictures, words, or other visual elements to reflect the physical, emotional, and social dimensions of that particular character.
- 12.2.2 Each student chooses a character of a specific type based on a play from a specific genre\* (e.g., servant in *Hamlet*) and allows his/her character to “come alive” through dialogue and action. The other students in the class try to identify the genre\* of each character and discuss the actor’s research and choices to create the character. This activity could be expanded by having students examine a specific character role across several genres\* (e.g., servant in *Hamlet*, servant in *The Crucible*, waiter in *Hello Dolly*).
- 12.2.3 Students write a character analysis for a scene with two or more characters. They video record the scene, and discuss character’s motivation.

**Standard 3: PRODUCTION**

*Students use fundamental production skills\*.*

**Benchmarks**

- 12.3.1 Use technical elements\* to design a production plan for a scene or play.
- 12.3.2 Perform publicity and house management duties.
- 12.3.3 Manage a technical element\* of a scene or play.

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 12.3.1 style, historical context, designs for sets, costumes, properties, make-up, lighting, sound, integration of elements
- 12.3.2 computer graphics, art design, distribution, organization
- 12.3.3 cooperation, leadership skills, communication skills, responsibility, problem solving

**Examples of Activities that Support the Standard and Benchmarks**

- 12.3.1 Students create a portfolio that includes designs for sets, costumes, make-up, lighting, sound, and properties.
- 12.3.2 Students design and execute one job for publicity or house management duties.
- 12.3.3 Students design and execute one technical job for a scene or play.

*\*Indicates the word or phrase is defined in the Glossary*

#### **Standard 4: CULTURAL CONTEXT OF DRAMA\***

*Students understand drama's\* role in cultural and human experiences.*

##### **Benchmarks**

- 12.4.1 Know the historical, social, and cultural factors that influence theatre\*.
- 12.4.2 Know characteristics of dramatic genres\* from a variety of cultures.

##### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 12.4.1 theatrical history, government, immigration, religion, current social issues
- 12.4.2 farce, melodrama, comedy, tragedy, avant-garde, commédia dell'arte, realism, romanticism, miracle, musical, morality

##### **Examples of Activities that Support the Standard and Benchmarks**

- 12.4.1 Students create a timeline mural, placing titles of various plays at the correct points on the timeline. They add pictures of costumes and architecture and brief descriptions of historical and social environments for those specific points on the timeline. Students participate in a whole-class discussion of how historical, social, and cultural factors might have affected the playwrights at the various points on the timeline.
- 12.4.2 Students select a specific historical, societal, or cultural factor and prepare a report on how that specific factor has influenced plays throughout history.

#### **Standard 5: CONSUMER OF THEATRE\***

*Students understand how to be knowledgeable consumers of theatre\*.*

##### **Benchmarks**

- 12.5.1 Understand the relationship between production elements and the director's interpretation of the playwright's script.
- 12.5.2 Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production.
- 12.5.3 Use knowledge of production elements\* to respond to a theatrical event.

##### **Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 12.5.1 script analysis, historical and cultural background, technical requirements, character realization, playwright's intent, director's interpretation
- 12.5.2 background on script, playwright, genre\*, time period
- 12.5.3 attendance; analysis; participation; emotional and sensory reactions to literary, character, and technical elements\*; aesthetic perceptions and reactions

*\*Indicates the word or phrase is defined in the Glossary*

**Examples of Activities that Support the Standard and Benchmarks**

- 12.5.1 Students select a script, choose an alternative setting/time period, and either discuss the impact of the alternative on the directorial interpretation or design a technical element\* of the production.
- 12.5.2 Prior to attendance of a selected production, students read the script and analyze the historical, social, and cultural context of the story. Then they participate in a panel discussion concerning possible production techniques that could include directing styles, design concepts, and script interpretations.
- 12.5.3 After viewing a production, each student writes a letter to someone not involved with the production (e.g., letter to the editor or chamber of commerce) responding to the directing, acting, and technical elements\* of the production.

**Standard 6: DRAMA\* AND HUMAN DEVELOPMENT**

*Students understand the role of drama\* in human development.*

**Benchmarks**

- 12.6.1 Understand how drama\* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 12.6.1 audience participation, production participation

**Examples of Activities that Support the Standard and Benchmarks**

- 12.6.1 Students write a letter to a legislator or school official advocating theatre\* in their geographical area. In the letter, they discuss the contribution that theatre\* makes to the development of creative thinking skills, critical thinking skills, and social skills.
- 12.6.1 Students discuss in a panel how they envision that theatre\* will be part of their lives for the next three decades. Their comments should reflect how theatre\* will influence their critical thinking skills, creative thinking skills, or social skills.

**Standard 7: DRAMA AND OTHER DISCIPLINES**

*Students understand the connections between drama\* and other disciplines.*

**Benchmarks**

- 12.7.1 Know how elements of drama\* are used in similar and distinctive ways in various arts.
- 12.7.2 Know the ways in which drama\* influences disciplines other than the arts.
- 12.7.3 Know the ways in which other disciplines influence drama\*.

**Examples of Specific Knowledge that Support the Standard and Benchmarks**

- 12.7.1 attendance; script and playwright analysis; participation; emotional and sensory reactions to literary, character, and technical elements; aesthetic perceptions and reactions; lighting; costumes; props; sound; set; make-up
- 12.7.2 social interaction, ecology, cultural perceptions, historical perceptions, values, ethics
- 12.7.3 technology, historical events, cultural values, political perspectives, religion, social morés, morals, ethics, environmental concerns

*\*Indicates the word or phrase is defined in the Glossary*

**Examples of Activities that Support the Standard and Benchmarks**

- 12.7.1 Students will visit an art gallery and describe the use of lighting for the exhibit. Special attention should be given to how the lighting enhances or diminishes the viewer's perception of the art.
- 12.7.2 Students will read a dramatic script concerning a societal issue (e.g., *To Kill a Mockingbird*, *Inherit the Wind*, *The Diary of Anne Frank*, *The Crucible*). They will then write and present a "point-counterpoint" program that further explores the issue.
- 12.7.3 Students will write a 60-second public service announcement advocating a particular viewpoint on a current environmental issue.
- 12.7.3 Students will design a technical element of a dramatic production using computer software.

*\*Indicates the word or phrase is defined in the Glossary*

# Summary of Benchmarks By Standard

## Standard 1: DRAMATIC LITERATURE\*

*Students comprehend a wide variety of dramatic literature\*.*

### Grades K-4 Benchmarks

- 4.1.1 Know examples of published and non-published fiction and non-fiction.
- 4.1.2 Know and describe the elements of scripting\*.
- 4.1.3 Know and describe the emotional reactions created by dramatic presentations.

### Grades 5-8 Benchmarks

- 8.1.1 Know a variety of significant works from various major playwrights.
- 8.1.2 Know themes of dramatic literature\*.
- 8.1.3 Understand the construction elements of dialogue and action.
- 8.1.4 Understand elements of improvised and scripted scenes.

### Grades 9-12 Benchmarks

- 12.1.1 Know elements of dramatic literature\*.
- 12.1.2 Know and describe characteristics of a variety of dramatic genres\* by various playwrights.
- 12.1.3 Understand the impact of choice of medium\*.

## Standard 2: ACTING

*Students use fundamental acting skills\*.*

### Grades K-4 Benchmarks

- 4.2.1 Use a variety of movement, vocal pitch, tempo, and tone\*.
- 4.2.2 Understand the relationship between character and movement, vocal pitch, tempo, and tone\*.
- 4.2.3 Create and sustain a character.

### Grades 5-8 Benchmarks

- 8.2.1 Know resource elements that help create character motivations.
- 8.2.2 Develop a character's behavior through a combination of movement, vocal pitch, and tone\*.
- 8.2.3 Interact in an ensemble.

### Grades 9-12 Benchmarks

- 12.2.1 Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres\* and media\*.
- 12.2.2 Know various classical and contemporary acting techniques and methods.
- 12.2.3 Know how characters as an ensemble communicate with audiences.

*\*Indicates the word or phrase is defined in the Glossary*

### **Standard 3: PRODUCTION**

*Students use fundamental production skills\*.*

#### **Grades K-4 Benchmarks**

- 4.3.1 Know how visual elements and aural aspects are used to communicate.
- 4.3.2 Select materials to create technical elements\* of production.
- 4.3.3 Select materials to create publicity.

#### **Grades 5-8 Benchmarks**

- 8.3.1 Know the technical elements\* of a scene or play.
- 8.3.2 Know publicity and house management duties.

#### **Grades 9-12 Benchmarks**

- 12.3.1 Use technical elements\* to design a production plan for a scene or play.
- 12.3.2 Perform publicity and house management duties.
- 12.3.3 Manage a technical element\* of a scene or play.

### **Standard 4: CULTURAL CONTEXT OF DRAMA\***

*Students understand drama's\* role in cultural and human experiences.*

#### **Grades K-4 Benchmarks**

- 4.4.1 Understand similarities and differences between drama\* and one's own life.
- 4.4.2 Understand how dramatic activities reflect cultures.

#### **Grades 5-8 Benchmarks**

- 8.4.1 Know the historical, social, and cultural factors that influence theatre\*.
- 8.4.2 Know aspects of dramatic genres\* from a variety of cultures.

#### **Grades 9-12 Benchmarks**

- 12.4.1 Know the historical, social, and cultural factors that influence theatre\*.
- 12.4.2 Know characteristics of dramatic genres\* from a variety of cultures.

### **Standard 5: CONSUMER OF THEATRE\***

*Students understand how to be knowledgeable consumers of theatre\*.*

#### **Grades K-4 Benchmarks**

- 4.5.1 Know appropriate audience behaviors.
- 4.5.2 Know that people react to a theatrical production in different ways.

#### **Grades 5-8 Benchmarks**

- 8.5.1 Use appropriate audience behaviors.
- 8.5.2 Prepare for selected theatrical events.
- 8.5.3 Use knowledge of production elements\* to respond to a theatrical event.

#### **Grades 9-12 Benchmarks**

- 12.5.1 Understand the relationship between production elements and the director's interpretation of the playwright's script.
- 12.5.2 Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production.

*\*Indicates the word or phrase is defined in the Glossary*

12.5.3 Use knowledge of production elements\* to respond to a theatrical event.

**Standard 6: DRAMA\* AND HUMAN DEVELOPMENT**

*Students understand the role of drama\* in human development.*

**Grades K-4 Benchmarks**

4.6.1 Use drama\* to develop creative thinking skills.

4.6.2 Use drama\* to develop critical thinking skills.

4.6.3 Use drama\* to develop social skills.

**Grades 5-8 Benchmarks**

8.6.1 Use drama\* to demonstrate creative thinking skills.

8.6.2 Use drama\* to demonstrate critical thinking skills.

8.6.3 Use drama\* to demonstrate social skills.

**Grades 9-12 Benchmarks**

12.6.1 Understand how drama\* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

**Standard 7: DRAMA AND OTHER DISCIPLINES**

*Students understand the connections between drama\* and other disciplines*

**Grades K-4 Benchmarks**

4.7.1 Know connections between drama\* and other disciplines in the curriculum.

4.7.2 Know how to use drama\* to demonstrate knowledge of other disciplines.

**Grades 5-8 Benchmarks**

8.7.1 Know the relationship of the other fine arts to drama\*.

8.7.2 Know how concepts expressed through drama\* can be expressed differently through other art disciplines.

8.7.3 Know how principles and concepts of other disciplines are related to drama\*.

**Grades 9-12 Benchmarks**

12.7.1 Know how elements of drama\* are used in similar and distinctive ways in various arts.

12.7.2 Know the ways in which drama\* influences other disciplines.

12.7.3 Know the ways in which other disciplines influence drama\*.

*\*Indicates the word or phrase is defined in the Glossary*

## References

### Publisher Resources

ANCHORAGE PRESS  
P.O. Box 8067  
New Orleans, LA 70182  
[This is an excellent source for  
children's plays  
and texts with theatre activities.]

BAKERS PLAYS  
100 Chauncy Street  
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617-482-1280  
Email [www.bakersplays.com](http://www.bakersplays.com)

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1-800-221-7196  
[www.amazon.com](http://www.amazon.com)

### Technical Resources

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Minneapolis, MN 55422

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FAX 718-526-6844

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EFFECTS  
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New York, NY 10036  
212-245-4155  
FAX 212-956-6537  
<http://www.sldlighting.com>

THEATRICAL COSTUME COMPANY  
722 Portland Avenue  
Minneapolis, MN 55415  
612-339-4144

*\*Indicates the word or phrase is defined in the Glossary*

## Glossary

**Drama** - (“to do”) is any informal, nonexhibitional process that uses dramatic elements and is designed for the experience and/or the educational value.

**Dramatic literature** - Literature designed for the telling of stories by way of stage, film, television, radio, or computer disk.

**Fundamental acting skills** - Knowledge of and ability to use appropriate vocal techniques, characterization, stage movement, and ensemble work.

**Fundamental production skills** - Knowledge and skills in the areas of lighting, costume, props, sound, set, make-up, and publicity and house management duties.

**Genre** - A category of theatrical literature that includes: farce, melodrama, comedy, tragedy, avantgarde, commédia dell’arte, realism, romanticism, miracle, musical theatre, and social satire.

**Improvisation** - The spontaneous use of movement and speech to create a character or object in a particular situation.

**Media/Medium** – A method of producing and/or viewing a dramatic presentation. Examples include: stage, film, radio, computer disk, television, or video.

**Production elements** - attendance; script and playwright analysis; participation; emotional and sensory reactions to literary, character, and technical elements; aesthetic perceptions and reactions.

**Properties management** - Identifying needs, constructing or procuring props for a scene/play, inventorying, storing, managing during performance times, storing and/or returning at the end of the production.

**Scripting** - The process of writing dialogue and stage direction.

**Staging** - A functional and visually appealing arrangement of actors, set pieces, furniture, and properties that help tell a story that can shift as a scene demands.

**Technical elements** - Lighting, costumes, props, sound, set, make-up, and other support elements necessary to mount a theatrical production.

**Theatre** - (“to see”) Theatre is the formal art product that is an imitation/representation of life, performed for other people.

**Tone** - The quality of the voice, color, timbre, and inflection.

*\*Indicates the word or phrase is defined in the Glossary*