Enduring Understanding: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Enduring Understanding: Assessing our own and others' artistic work, using critical thinking, problem-solving, and decision-making skills, is central to artistic growth.

Enduring Understanding: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

### Critical Thinking and Reflection

**Enduring Understanding:**

- Create a story about an everyday event-making family members and/or pets, body movements, sounds, and imagination.
- Create a story and act it out using a pattern of people, animals, or objects as the inspiration.
- Describe a character in a story and tell why the character is important to the story.
- Describe an imaginative sequence or prop used to tell a story, including the setting and/or point of view used to tell the story.
- Describe a story about an age-appropriate issue and explore different endings.
- Design an original performance piece based on an age-appropriate theme or social concern that challenges students to explore different solutions and endings.
- Develop original work based on a community issue that challenges various solutions to a problem.
- Design an original work based on a global issue that requires various solutions to a problem.
- Reflect on personal perceptions of a director's vision and/or playwright's intent.

**Examples:**

- Write a short story about a favorite story and share it with the class, why the story was important to the story.
- Respond to a play in oral/written and writing about a favorite aspect of it.
- Write a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
- Choose scenes made to create an original pantomime based on a folk tale, fairy tale, or fairy tale.
- Create an original pantomime using instrumental music created or found to tell the mood.
- Develop a character analysis to support artistic portrayals.
- Create and present a design, production concept, or performance and defend artistic choices.
- Describe how a theatrical activity is selected or resisted as an audience.
- Make and defend creative choices in the creation of a character that fulfills anticipated audience response.
- Analyze select scenes from the canon of great world drama as a foundation for understanding the development of dramatic over time.
- Respond to theatrical works by identifying and analyzing influences of historical, social, or cultural contexts.
- Develop the ability to analyze and share personal preferences about parts of a performance.
- Choose what worked well and what didn't work well after acting out a story.
- Share the purpose of a critique.
- Share a favorite real or fictional performance after receiving a critique.
- Provide a verbal critique to help strengthen a peer's performance.
- Share one's own performance on a selected play, musical, or film.
- Develop an effective performance.
- Define the visual elements that must be created an effective theatre work.
- Define the purpose of an effective performance.
- Define the role and function of an artistic director and the role of director.
- Define the role of scenery and properties in the development of a critical theatre performance.
- Define the purpose of a character development in a theatrical performance.
- Devise a story about an age-appropriate issue.
- Devise an original performance piece based on a selected social concern.
- Devise an original work based on a community issue.
- Devise a character analysis to support artistic portrayal.
- Evaluate the effect of theatrical elements on the storyline and supporting skills.
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**Examples:**

- Annotate a performance and share personal preferences about parts of a performance.
- Create and present a design, production concept, or performance and defend artistic choices.
- Describe how a theatrical activity is selected or resisted as an audience.
- Make and defend creative choices in the creation of a character that fulfills anticipated audience response.
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### Innovation, Technology, and the Future

<table>
<thead>
<tr>
<th>Enduring Understanding: Creating, Interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</th>
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<tbody>
<tr>
<td>Identify the leadership qualities of directors, actors, and/or technicians that require the same skills as are responsible for the success of a production.</td>
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<td>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.</td>
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### Enduring Understanding: Careers in and related to the arts significantly and positively impact local and global economies.

| Identify jobs people can have in a theatre. |
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| Identify your current and past experience and how you can use it in theatre. |
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| Identify the types of jobs related to putting on a theatre production and compare them with other arts-related jobs. |
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| Identify jobs in the community that are either directly or indirectly involved in their work. |
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### Enduring Understanding: The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

| Develop a list of line items that would typically be found in a production budget for a performance. |
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**Arts.**

Enduring Understanding:

**Innovation, Technology, and the Future**

- Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
- Analyze and identify the functions of a successful system of business management for a theatre company and its related departments.
- Discuss how participation in theatre supports the development of life skills useful in other contexts and organizational structures.
- Research the cause-and-effect relationship between technology and the global economy.
- Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
- Discuss how businesses use the arts to help them be successful.
- Create an environment for a story.
- Identify the leadership qualities of directors, actors, and/or technicians that require the same skills as are responsible for the success of a production.
Enduring Understanding:

Through study in the arts, we learn about and honor others from the worlds in which they lived.

Identify examples of American musical theatre that have emerged.

For more information, see the Florida Standards.

Historical and Global Connections

Enduring Understanding: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
**Enduring Understanding:** Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

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<tr>
<td>Describe feelings related to watching a play.</td>
<td>Identify relationships between plays and stories.</td>
<td>Identify interpersonal skills that are learned through participation in a play.</td>
<td>Consider how individuals learn about themselves and others through theatre experiences.</td>
<td>Identify written and spoken language that are shared between the arts and other content areas.</td>
<td>Identify principles and techniques that are shared between the arts and other content areas.</td>
<td>Apply critical thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</td>
</tr>
<tr>
<td>Discuss differences between stories that are presented in different modes or time periods.</td>
<td>Compare historical plays with actual historical events.</td>
<td>Compare a historical play with a historical event.</td>
<td>Examine themes in other modes of communication.</td>
<td>Recognize how common themes are expressed in various art forms.</td>
<td>Compare the applications of various art forms used in theatre production.</td>
<td></td>
</tr>
<tr>
<td>Plan and perform a simple performance based on a theme from another content area.</td>
<td>Create an original story after listening to music or viewing a work of art.</td>
<td>Demonstrate how the use of gestures and sound enhances the telling of a story.</td>
<td>Use brainstorming as a method to discuss multiple solutions for an acting or technical challenge.</td>
<td>Use knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</td>
<td></td>
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<tr>
<td>Act out a character learned about in another content area.</td>
<td>Describe the importance of wellness and care for the actor's physical being as a performance instrument.</td>
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<td>Describe wellness and care practiced through play participation are used in other classroom and extracurricular activities.</td>
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<td>TH.4.H.3.5</td>
<td>TH.5.H.3.5</td>
<td>TH.68.H.3.5</td>
<td>TH.912.H.3.5</td>
</tr>
<tr>
<td>Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.</td>
<td>Describe how oral skills learned through play participation are used in other classroom and extracurricular activities.</td>
<td>Rights have for social interactions of daily life are manifested in theatre.</td>
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**Enduring Understanding:** Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**Organizational Structure**

**Enduring Understanding:** Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

- Describe how an actor creates a character.
- Describe what a designer and director do to support the actor in creating a performance.
- Explain the difference between reading a story and seeing it as a play.
- Explain why costumes and makeup are used in a play.
- Analyze how color, line, shape, and balance are used to show emotion in technical theatre elements.
- Evaluate how an actor or designer chooses to create a character for a scene or play.
- Explain the impact of choice made by directors, designers, and actors on audience understanding of a play.
- Diagnose how the whole of theatrical performance is greater than the sum of its parts.
- Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
- Collaborate to create a collage to show the development of a particular story or play.
- Make a list of types of props that might be found in a play.
- Create a story based on the major events of a play.
- Diagram through parts of a play, and their relationship to each other.
- Apply the principle of dramatic structure to the writing of a scene or play.
- Construct a play, using an established theatre to understand its dramatic structure.
- Collaborate with others to develop and write original scripts, and justify writing choices.
- Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
- Discuss how the whole of a theatre performance is greater than the sum of its parts.
- Apply one of their innovations to a theatrical piece in a new way.
- Explain how the contributions and influence of individuals from various cultures and historical periods have shaped the contributions of theatre.
- Create a performance piece to document a significant issue or event.
- Analyze how theatre and theatrical works have influenced society.
- Analyze how theatre and theatrical works have influenced various societal cultures.
- Discuss the collaborative nature of theatre and work together to create a scene or play, exploring group members' ideas and differences.

**Enduring Understanding:** The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

- Demonstrate how the parts of the story go together by creating a story out of a story and seeing it as a play.
- Describe how an actor creates a character.
- Describe what a designer and director do to support the actor in creating a performance.
- Explain the difference between reading a story and seeing it as a play.
- Explain why costumes and makeup are used in a play.
- Identify common audience conventions used when viewing a play.
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**Enduring Understanding:** Individuals can use to communicate ideas.

- Compare a story that is read to one that is acted out.
- Identify theatrical elements and vocabulary found in everyday life.
- Compare the collaborative nature of theatre and work together to create a scene or play, exploring group members' ideas and differences.
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**Research and analyze a stimulus text by breaking it down into its basic, structural elements to support development of a directional concept, characterization, and design.**
### Skills, Techniques, and Processes

<table>
<thead>
<tr>
<th>Enduring Understanding: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</th>
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<tbody>
<tr>
<td><strong>Demonstrate appropriate audience behavior at a live performance.</strong></td>
<td><strong>Demonstrate effective audience etiquette and constructive criticism for a live performance.</strong></td>
</tr>
<tr>
<td><strong>Interpret personal preferences related to a performance.</strong></td>
<td><strong>Describe the differences between acting, pretending, and real life.</strong></td>
</tr>
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<td><strong>Compare, contrast, and evaluate the differences between acting, pretending, and real life.</strong></td>
<td><strong>Describe the interactive effect of audience members and actors on performances.</strong></td>
</tr>
<tr>
<td><strong>Explain the relationship of audience, actors, directors, and designers.</strong></td>
<td><strong>Research and defend one's own artistic choices as a designer.</strong></td>
</tr>
</tbody>
</table>

### Enduring Understanding: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus, process, and sequence information.

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<table>
<thead>
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<tbody>
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<td><strong>Collaborate with others to present scenes from familiar stories.</strong></td>
<td><strong>Create a musical piece to show focus.</strong></td>
</tr>
<tr>
<td><strong>Develop character traits and develop characters for plays.</strong></td>
<td><strong>Create a monologue or scene.</strong></td>
</tr>
<tr>
<td><strong>Design sets and costumes to give visual support.</strong></td>
<td><strong>Support personal preferences related to a performance.</strong></td>
</tr>
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<td><strong>Evaluate, using specific examples, why some audiences may or may not like a particular performance.</strong></td>
<td><strong>Describe the interactive effect of audience members and actors on performances.</strong></td>
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<td><strong>Compare the way some actors create a character in real life.</strong></td>
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<td><strong>Analyze the relationships of plot, conflict, and theme in a dramatic work.</strong></td>
<td><strong>Endure the Stanislavsky method and its impact on realism in theatrical performance in the 20th century.</strong></td>
</tr>
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<td><strong>Explain, using specific examples to support correct theatre terms, and give specific examples to support correct theatre terms.</strong></td>
<td><strong>Endure the Stanislavsky method and its impact on realism in theatrical performance in the 20th century.</strong></td>
</tr>
<tr>
<td><strong>Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.</strong></td>
<td><strong>Exhibit the behavior necessary to establish an audience's response to the whole and parts of dramatic performances.</strong></td>
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<tr>
<td><strong>Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.</strong></td>
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### General Information
- **Information:** on, process, and sequence ability to remember, focus.
- **The arts strengthen our techniques, and processes in development of skills,** interpreting, and responding to art.
- **Enduring Understanding:** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
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<td>Use imagination to show a person at work, using the body and voice to communicate ideas.</td>
<td>Use simple acting techniques to portray a person, place, action, or thing.</td>
<td>Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.</td>
<td>Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.</td>
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**Enduring Understanding:** Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.