

A Guide to the Colorado Academic Standards



Drama and Theatre

Extended Pathway
(Ensemble Building, Sketch
Comedy, Acting Styles)
High School

Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for high school drama and theatre arts education and offers some possible learning experiences students may engage in during this time.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Drama and Theatre Arts Education for High Schools (9-12)

The drama and theatre arts standards in the high school years focus on specific drama knowledge and skills and theatre elements to develop a solid foundation for specialized theatrical study (acting/character and script analysis, playwriting, technical theatre such as lights/sound/set and costume design, directing, and film studies). Through a variety of specialized theatre courses, students research, investigate and perform numerous dramatic techniques and theatrical genres such as scripted and improvisational works. They also examine character development and a variety of setting scenarios, develop ideas as playwrights, directors, designers and technicians, describe their own personal preferences for drama and theatre works, and respectfully critique themselves and the performances of others.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of High School, students can...



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The Colorado Academic Standards in Drama and Theatre Arts are organized by elements of the Creative Process:

Create → Perform/Present → Know/Comprehend and Critique/Evaluate/Refine

Drama and Theatre Arts Learning Expectations for an Extended Pathway in High School (Ensemble Building, Sketch Comedy, Acting Styles)

Create (Create)

Create a project involving drama and theatre that can be integrated to enhance school wide curriculum (acting out a scene in English class/dramatic portrayal of an event in history); use correct form and structure to write a one-act play that includes full character development, believable dialogue, and logical plot outcomes; select a one-act play for public performance, and write a director's statement regarding the interpretation of a work; prepare a director's promptbook (a master copy of the script containing details for the entire production such as actor and technical cues) and develop a plan for the audition and casting process.

Perform (Perform/Present)

Portray a believable character in situations from improvised plots; demonstrate the ability to use numerous theatre styles; direct a theatrical text, including interpretation of the text and facilitation of acting coaching; arrange the performance space, and coordinate the technical elements of the production; manage the rehearsal process while creating a productive ensemble.

Critically Respond (Know/Comprehend and Critique/Evaluate/Refine)

Incorporate cultural and historical information to support artistic choices; demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, and historical periods; identify and compare the

lives, works, and influences of representative theatre artists from various cultures and historical periods; compare and contrast plays of several different dramatic forms; describe the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history.

Throughout the study of Ensemble Building, Sketch Comedy, or Acting Styles, you may find students in the Extended Pathway successfully applying the elements of the creative process by...

- Creating a play through the use of social, political, historical, and cultural themes and issues, and philosophies; employing improvisational skills to inform the playmaking/writing processes; creating an interdisciplinary drama or theatre project (enactment of a historical event/script a literary work).
- Researching strategies for drama/theatre material; participating in an ensemble project to instill discipline, initiative, and responsibility, to learn strategies for conflict resolution and taking risks; understanding the different forms of drama and theatre and the use of a variety of conventional theatre styles (tragedy, comedy, melodrama, drama).
- Analyzing the development of theatrical production within the social, historical, political, and technological context of a culture; sharing how historical perspectives of theatrical accomplishments effect today's productions; investigating how performance styles affect the outcome of a production.