

Excellence *in* Theatre: **Consensus Curriculum** **Instructional Framework**



**CATHOLIC
SCHOOLS**

DIOCESE *of* RICHMOND

July 1, 2025

Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

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Introduction

Through its mission, the Office of Catholic Schools in the Diocese of Richmond is called to establish a climate and framework for fostering excellence in its schools. Aligning to this mission, the Office of Catholic Schools has developed this document, *Excellence in Theatre: Consensus Curriculum Instructional Framework*.

"Catechesis aims to bring about in the believer an ever more mature faith in Jesus Christ, a deeper knowledge and love of his person and message, and a firm commitment to follow him."
(National Directory of Catechesis, No. 19)

This Consensus Curriculum Instructional Framework serves as the structure for theatre instruction in all Catholic schools in the Diocese of Richmond. This document identifies the standards and benchmarks that comprise the theatre programs and articulates what students should know and be able to do. Additionally, it guides and supports teachers in delivering high-quality, effective instruction. The purpose is to assist all students as they mature into skilled learners while they grow their understanding of the Roman Catholic faith and deepen their relationship with Jesus Christ.

The revision process included educators from across the Diocese and representing all grade-level bands. In developing the standards, the committee reviewed the existing Consensus Curriculum standards, along with the standards from various other dioceses including the Diocese of Arlington and the Diocese of Raleigh, as well as the Virginia Department of Education (2020) Fine Arts Standards of Learning Curriculum Framework. This document represents a compilation of information gleaned from these sources.

Philosophy Statement

In the Diocese of Richmond, the fine arts—music, visual arts, and theatre—are essential components of a holistic, Christ-centered education. Rooted in our belief that each person is made in the image and likeness of God (Genesis 1:27), instruction in the fine arts affirms the innate creativity endowed by our Creator. Through the artistic process, students come to know and glorify God, grow in appreciation for beauty, and explore the richness of human culture as a reflection of divine truth.

The study of the fine arts nurtures both the intellect and the soul. Students acquire the ability to think critically and creatively, solve problems resourcefully, communicate with clarity, collaborate with empathy, and engage with diverse perspectives through the lens of our Catholic faith. Our programs seek to foster a love of the arts that extends beyond the classroom and into lifelong stewardship of one's gifts in service to the Church and the world.

The Fine Arts Standards are designed to guide instruction, curriculum development, assessment, and enrichment across grade levels. They present minimum expectations while encouraging schools to develop programs that reflect the unique gifts of their students and the charisms of their school communities. Aligned with the mission of Catholic education, fine arts instruction should promote the development of the whole person—mind, body, and spirit—in pursuit of truth, beauty, and goodness.

The Dignity of Every Learner

In the Catholic tradition, we uphold the inherent dignity of every child of God. Fine arts education should be inclusive, supportive, and accessible to all students—including gifted learners, English language learners, and students with exceptionalities. Instruction must be differentiated to meet the needs of each learner and must affirm their unique contributions to the Body of Christ.

Programs in the arts should invite students to encounter and reflect on the cultural heritage of humankind, cultivating gratitude for the past and vision for the future. They should encourage

collaboration and cultivate virtues such as perseverance, humility, and joy. The arts are a natural avenue for moral development, community engagement, and vocational discernment.

Purpose and Role in Catholic Education

The Fine Arts Standards support the broader goal of Catholic education: to form disciples of Christ who are prepared to transform the world with faith, hope, and love. Through the arts, students encounter mystery, express prayer, proclaim truth, and participate in the ongoing work of creation. As Pope John Paul II wrote in his *Letter to Artists*, “Beauty is a key to the mystery and a call to transcendence.”

Theatre

Theatre is a dynamic and sacred form of storytelling that reveals the depth of the human experience and the creative spirit instilled in us by God. In Catholic schools, theatre education transcends performance—it becomes a means of exploring truth, expressing faith, and fostering empathy. Whether students are acting, directing, writing, designing, or studying dramatic works, they are invited to see themselves and others as reflections of God’s image and called to communicate stories that inspire, challenge, and uplift.

These standards offer a developmental framework for theatre arts education. While not exhaustive, they serve as a guide for educators to cultivate both artistic excellence and spiritual formation in their classrooms. Teachers are encouraged to use the standards as a foundation, adapting instruction to meet the unique talents, interests, and needs of their students. The theatrical process should cultivate virtues such as courage, collaboration, humility, and integrity. In every drama classroom and rehearsal space, the dignity of each student is honored, and instructional practices must foster respect, ethical storytelling, and responsible use of language and representation.

The Theatre curriculum follows an intentional progression of complexity. This scaffolded design supports both cognitive and creative development, enabling students to engage in increasingly nuanced artistic expression. Though resources may vary, the curriculum is designed to be flexible and inclusive, ensuring meaningful theatre experiences for all learners.

Content Strands

The Diocese of Richmond’s Music Standards are organized into five interconnected strands, all rooted in the dignity of the human person and the pursuit of excellence:

1. Creative Process

Students engage in a creative process inspired by the Divine Creator, exploring music through inquiry, expression, and refinement. They are guided to discover their God-given gifts and express them authentically in a spirit of stewardship and joy.

2. Critical Thinking and Communication

Music fosters habits of mind that support analytical thinking, collaborative dialogue, and respectful critique. Students practice listening with empathy and expressing ideas with clarity—skills that mirror Gospel-centered relationships and communal life.

3. History, Culture, and Citizenship

Through music, students explore global traditions and cultural expressions with reverence. They are taught to discern truth and beauty in the artistic contributions of others, recognizing music as a means of civic engagement, cultural dialogue, and evangelization.

4. Innovation in the Arts

Students are invited to explore innovation in music while grounded in faith. They responsibly explore technology, new instruments, and digital tools as extensions of their creativity. They

reflect on how to use these tools in ways that uphold Catholic values and contribute to the common good.

5. Technique and Application

Students cultivate discipline and perseverance in the development of technical skills. Through practice, reflection, and refinement, they prepare to offer their musical gifts in service to liturgy, community, and the world—echoing St. Cecilia, patron saint of music.

Structure of the Framework

To guide the organization of the Consensus Curriculum, the Diocese of Richmond categorizes the theatre essential skills and understandings into the five strands. These strands provide the focus of instruction.

Content specific matter follows. The format for each grade begins with the **Domain**, followed by a **Standard**, which offers the teacher guidance in the key concept to be covered. Each of the standards is then delineated into three components:

Benchmarks, which are the core content and specific knowledge students will know or be able to articulate at their level. They are minimum competencies that are measurable.

The benchmarks are further divided into four levels:

- Theatre I (TI)
- Theatre II (TII)
- Theatre III (TIII)
- Theatre IV (TIV)

Essential Questions, or the overarching or topical questions that guide the lessons; these questions promote conceptual thinking and add coherence to instruction. They are not intended to be assessment questions, rather thinking questions.

Essential Knowledge, or the key facts, concepts, and ideas needed to successfully meet benchmarks.

It is important to recognize that elements of our instruction are revisited in greater depth at each subsequent level. Students receive spiraling instruction.

Finally, instructional **Resources/Experiences**, sample **Pacing Guides**, and **Instructional Outlines** are provided electronically in the evolving Curriculum Corner to assist teachers in long- and short-term planning.

Theatre Standards

THEA.1

Creative Process

The student will create and write original theatrical works, and/or refine existing theatrical works.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p>TI - Create and write a monologue and/or script.</p> <p>TII - Write an original script utilizing an accepted script format and revise based on feedback.</p> <p>TIII - Write a play utilizing an accepted script format.</p> <p>TIV - Evaluate and refine original scripts for performance.</p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to create/write a monologue and/or scene that includes an introduction, body, and conclusion.</p> <p>TII - How to write an original script that includes an introduction, body, and conclusion, while accepting and using peer and/or educator critiques.</p> <p>TIII - How to write a play that includes conceiving a theme to convey a message, constructing a dramatic plot structure, developing a central conflict, developing an idea through action, and portraying unique/multidimensional characters.</p> <p>TIV - How to critique and improve intended performance through playwriting skills.</p>	<ul style="list-style-type: none"> • What ideation strategies are most effective for you to develop unique or creative solutions to a problem? • How do you use feedback (from peers or teachers or others) to inform your work? • What processes do other theatre artists use to develop their creative work? How can you learn about this? • How do theatre artists make creative choices? • What is the creative process that is used by your favorite theatre artist? • How do theatre artists work? • How does a theatre artist develop a style of working? • What criteria might you apply to determine which of your ideas is the best? • How might you use design iteration through process critiques with peers? • What could cause the change during your process? • How do multiple opportunities to demonstrate success support creative expression? • How do you know a creative work is finished? • How did your favorite theatre artist develop his/her work over time? • How does generating multiple solutions affect your final product?

	<ul style="list-style-type: none">• How can I apply what I see/hear when my teacher/peer performs to my practice?• What are some of the processes that theatre artists go through while working on a project and how can we apply those to our own projects and in other areas of life?
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THEA.2**Creative Process**

The student will apply a creative process for theatre.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p>TI - Develop ideas individually and collaboratively. TI - Use self-evaluation as a tool for growth as a theatre artist. TI - Document inquiry, research, and ideas for theatre.</p> <p>TII - Describe, refine, and organize personal ideas about theatrical works. TII - Apply self-evaluation as a tool for growth as a theatre artist.</p> <p>TIII - Use self-evaluation and constructive criticism to develop and refine theatrical works. TIII - Create and maintain a theatre portfolio of growth and learning.</p> <p>TIV - Synthesize research and inquiry to develop artistic choices.</p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to develop creative ideas, through inquiry/research and self-evaluation.</p> <p>TII - How to communicate creative ideas well, while using reflective practice for continuous growth.</p> <p>TIII - How to accept and use critiques and document creative theatre experience for continuous growth and to advocate for future learning opportunities.</p> <p>TIV - How to organize/combine research to compliment creative ideas.</p>	<ul style="list-style-type: none"> • What ideation strategies are most effective for you to develop unique or creative solutions to a problem? • How do you use feedback (from peers or teachers or others) to inform your work? • What processes do other theatre artists use to develop their creative work? How can you learn about this? • How do theatre artists make creative choices? • What is the creative process that is used by your favorite theatre artist? • How do theatre artists work? • How does a theatre artist develop a style of working? • What criteria might you apply to determine which of your ideas is the best? • How might you use design iteration through process critiques with peers? • What could cause the change during your process? • How do multiple opportunities to demonstrate success support creative expression? • How do you know a creative work is finished?

	<ul style="list-style-type: none">• How did your favorite theatre artist develop his/her work over time?• How does generating multiple solutions affect your final product?• How can I apply what I see/hear when my teacher/peer performs to my practice?• What are some of the processes that theatre artists go through while working on a project and how can we apply those to our own projects and in other areas of life?
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THEA.3**Critical Thinking and Communication**

The student will analyze, interpret, and evaluate theatre.

Benchmarks

Key knowledge and skills we want students to know and be able to do

TI - Define theatre and support that definition, using theatre arts vocabulary.

TI - Identify elements of character, conflict, setting, plot, theme, and dialogue in dramatic literature and examine the purpose and meaning of each element.

TI - Develop and apply evaluative criteria.

TI - Make observations about theatrical performances, projects, and plans, using theatre arts vocabulary.

TI - Identify elements of production (e.g. acting, directing, design) of live performances.

TI - Describe, analyze, and evaluate artistic choices.

TII - Analyze selected works of dramatic literature by identifying the elements of genre, style, structure, mood, language, and symbolism.

TII - Analyze how theatre is similar to and different from other literary genres and other art forms by comparing theatre to film, video, novels, short stories, poetry, dance arts, music, and the visual arts.

TII - Give, receive, and utilize constructive criticism.

TIII - Critique acting styles of theatrical productions, using theatre arts vocabulary.

TIII - Compare and contrast the components of the works of established playwrights to those found in student works.

TIII - Critique theatrical designs by evaluating projects, plans, or ideas.

TIV - Analyze and interpret meaning in personal theatre projects.

TIV - Compare and contrast a variety of published criticisms of a play and evaluate findings.

TIV - Critique performances, focusing on the acting or directing.

TIV - Evaluate the qualities of a theatrical production that elicit an audience response, including the director's interpretation, the production elements, and the actors' abilities to sustain and project believable characterizations.

TIV - Analyze the intentions and choices of peer directors and designers.

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

To be successful with this standard, students are expected to know and understand:

TI - How to define theatre; identify and examine elements in dramatic literature and of live theatre production; and develop and apply evaluative criteria about theatrical performances, projects, plans, and artistic choices; all while using supportive vocabulary.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- After listening to and performing the works created by your peers on "insert theme", how did each evoke artistry, possibly differently?
- How do your own experiences influence how you respond to art?
- What gives creative work value? How might that be different to different people?
- How do current events influence a theatre artist's subject matter?
- What is happening everywhere else around the immediate performer?

TII - How to analyze selected works of dramatic literature, how theatre is similar to and different from other literary genres and other art forms; and give, receive, and utilize constructive criticism.

TIII - How to critique acting styles and theatrical designs and compare and contrast the components of established playwrights to those found in student works, all while using theatre arts vocabulary.

TIV - How to analyze and interpret meaning in personal theatre projects, compare and contrast a variety of published criticisms of a play and evaluate findings, critique the acting and directing of performances, evaluate the qualities of a theatrical production that elicit an audience response, and analyze the intentions and choices of peer directors and designers.

- Identify and define your personal beliefs and preferences when starting an investigation into a work of theatre art.
- Can art be evaluated objectively? What are the subjective and objective values you'd use to evaluate a work of theatre art?
- How do societal and cultural constructs influence interpretation of theatre art?
- What emotions do particular pieces of work evoke in you? What evokes a strong reaction? Why?
- What adjectives would you use to describe the piece of theatre art?
- Does the viewer's opinion hold weight in terms of the meaning of a work of theatre art?
- How do you evaluate theatre art?
- How does analyzing others work and understanding a vocabulary of theatre art fundamentals help you in your own artmaking?
- How might your personal preferences influence your decision making?
- How does theatre performance change when one of the individual parts is missing from the performance as it relates to the message of the piece?
- How do theatre artists communicate to their audience?
- How do you respond to "beauty" and "ugliness" in a work of theatre art? How can they both affect interest?
- How can you use theatre art to speak without using words?

THEA.4**Critical Thinking and Communication**

The student will examine, formulate, and justify personal responses to theatre.

Benchmarks

Key knowledge and skills we want students to know and be able to do

- TI - Describe a personal response to a theatrical experience using theatre arts vocabulary.
 TI - Describe how personal experience, culture, and current events shape responses to theatre performances.
 TI - Describe how theatrical works can entertain, inform, and interpret the human experience.
- TII - Support personal aesthetic opinions and criteria, using theatre arts vocabulary.
- TIII - Justify multiple points of view regarding the interpretation of theatrical works.
- TIV - Explain how personal aesthetic criteria are applied to personal performance and direction.

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

To be successful with this standard, students are expected to know and understand:

- TI - How to explain personal responses to theatre, while acknowledging personal experience/influences, and describe the educational and entertainment value of a theatre experience.
- TII - How to explain personal aesthetic opinions/criteria about a theatre experience, while using applicable theatre vocabulary and referencing supportive criteria.
- TIII - How to explain self-interpretation and the interpretations of others about theatre experiences, while using applicable vocabulary and referencing supportive criteria.
- TIV - How to explain personal choices applied when serving as a performer and as a director, while using applicable theatre vocabulary and supportive criteria.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- After listening to and performing the works created by your peers on "insert theme", how did each evoke artistry, possibly differently?
- How do your own experiences influence how you respond to art?
- What gives creative work value? How might that be different to different people?
- How do current events influence a theatre artist's subject matter?
- What is happening everywhere else around the immediate performer?
- Identify and define your personal beliefs and preferences when starting an investigation into a work of theatre art.
- Can art be evaluated objectively? What are the subjective and objective values you'd use to evaluate a work of theatre art?
- How do societal and cultural constructs influence interpretation of theatre art?
- What emotions do particular pieces of work evoke in you? What evokes a strong reaction? Why?
- What adjectives would you use to describe the piece of theatre art?

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| | <ul style="list-style-type: none">• Does the viewer's opinion hold weight in terms of the meaning of a work of theatre art?• How do you evaluate theatre art?• How does analyzing others work and understanding a vocabulary of theatre art fundamentals help you in your own artmaking?• How might your personal preferences influence your decision making?• How does theatre performance change when one of the individual parts is missing from the performance as it relates to the message of the piece?• How do theatre artists communicate to their audience?• How do you respond to "beauty" and "ugliness" in a work of theatre art? How can they both affect interest?• How can you use theatre art to speak without using words? |
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THEA.5**Critical Thinking and Communication**

The student will apply communication and collaboration skills for theatre experiences.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p> TI - Explore theatre as an individual and ensemble art form through group interaction. TI - Identify communication strategies. TI - Propose and select alternatives to solve problems while building an ensemble. TI - Create and strengthen trust and expand listening skills through theatre games and improvisations. </p> <p> TII - Create theatre projects and productions through collaboration by assuming shared responsibility for group work and respecting the ideas and points of view of others. TII - Create and strengthen trust through participation in theatre games and improvisations that incorporate dialogue and listening skills to express character relationships. </p> <p> TIII - Exhibit collaboration skills for theatrical productions and processes. </p> <p> TIV - Prepare and present written and oral critiques of peer work. TIV - Collaborate with peers for all elements of theatrical productions. TIV - Model professional discipline in rehearsal and performance. </p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p> TI - How to explore theatre as an individual and ensemble art form and contribute to the building of an ensemble. </p> <p> TII - How to create theatre projects and productions through collaboration and contribute to the building of an ensemble. </p> <p> TIII - How to exhibit collaboration skills for theatrical productions and processes. </p> <p> TIV - How to prepare and present written and oral critiques of peer work, collaborate with peers for all elements of theatrical productions, model professional discipline in rehearsal and performance. </p>	<ul style="list-style-type: none"> • After listening to and performing the works created by your peers on "insert theme", how did each evoke artistry, possibly differently? • How do your own experiences influence how you respond to art? • What gives creative work value? How might that be different to different people? • How do current events influence a theatre artist's subject matter? • What is happening everywhere else around the immediate performer? • Identify and define your personal beliefs and preferences when starting an investigation into a work of theatre art. • Can art be evaluated objectively? What are the subjective and objective values you'd use to evaluate a work of theatre art?

- How do societal and cultural constructs influence interpretation of theatre art?
- What emotions do particular pieces of work evoke in you? What evokes a strong reaction? Why?
- What adjectives would you use to describe the piece of theatre art?
- Does the viewer's opinion hold weight in terms of the meaning of a work of theatre art?
- How do you evaluate theatre art?
- How does analyzing others work and understanding a vocabulary of theatre art fundamentals help you in your own artmaking?
- How might your personal preferences influence your decision making?
- How does theatre performance change when one of the individual parts is missing from the performance as it relates to the message of the piece?
- How do theatre artists communicate to their audience?
- How do you respond to "beauty" and "ugliness" in a work of theatre art? How can they both affect interest?

THEA.6**History, Culture, and Citizenship**

The student will explore historical and cultural aspects of theatrical works.

Benchmarks

Key knowledge and skills we want students to know and be able to do

TI - Identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created.
 TI - Research historical and cultural information about theatre in other time periods and places.
 TI - Examine non-Western traditions in theatre.

TII - Compare and contrast the purposes of theatre in selected historical periods.
 TII - Identify major theatrical styles.
 TII - Identify the use of symbolism and cultural and historical clues in dramatic texts.
 TII - Describe historical production designs, techniques, and performance practices.

TIII - Analyze cultural and historical influences of theatrical works.
 TIII - Examine acting styles from a variety of historical periods.
 TIII - Trace the development of theatre design and performance.

TIV - Explain historical and cultural influences on choices in directing and acting projects.

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

To be successful with this standard, students are expected to know and understand:

TI - How to identify how theatre, television, film, and/or contemporary media reflect the culture in which they are created, research historical and cultural information about theatre in other time periods and places, and examine non-Western traditions in theatre.
 TII - How to compare and contrast historical purposes of theatre, identify styles and the use of symbolism and cultural/historical clues, and describe historical production designs, techniques, and performance practices.
 TIII - How to analyze cultural/historical influences, examine historical acting styles, and trace the development of theatre design and performance.
 TIV - How to explain historical/cultural influences on choices in directing and acting projects.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do people need to create? How have those needs changed throughout various times and places?
- What place do the theatre arts have in culture?
- What theatre artists and theatre artworks inform your own creation?
- What about this work at this time made it influential? What works would you consider impactful and relevant to us now?
- How can theatre art communicate cultural values and identity?
- How are historical influences depicted in theatre?
- How can theatre artists use their work to engage society and make positive change?
- Who decides what theatre artwork to include in programs and textbooks?
- How has your contemporary life influenced your theatre artmaking?
- What is the role of the theatre artist and creator in your immediate community and beyond?

	<ul style="list-style-type: none">• What is your definition of citizenship as it relates to theatre art making?• How do societal and political events inform theatre artistic work?• How does theatre art drive culture?• Can you connect history with current events through your theatre work?• What decisions do you make in the creative process that support communication of your intended ideas?• Tell me about a theatre performance or piece of theatre art you remember from the past? What about it?• How can theatre art communicate a cause or message that is important to a group of people?• How do theatre artists help to define the perspective of history?
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THEA.7**History, Culture, and Citizenship**

The student will identify ways to engage communities in school theatre performances and activities.

Benchmarks Key knowledge and skills we want students to know and be able to do	
TI - Identify ways to engage the school community in school theatre performances and activities. TII - Identify current theatrical productions in the Commonwealth and the nation. TIII - Identify and examine opportunities for arts advocacy in the community. TIV - Identify art leaders in the community and their impact.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to identify ways to engage the school community in school theatre performances and activities.</p> <p>TII - How to identify current theatrical productions in the Commonwealth and the nation.</p> <p>TIII - How to identify and examine opportunities for arts advocacy in the community.</p> <p>TIV - How to identify art leaders in the community and their impact.</p>	<ul style="list-style-type: none"> • Why do people need to create? How have those needs changed throughout various times and places? • What place do the theatre arts have in culture? • What theatre artists and theatre artworks inform your own creation? • What about this work at this time made it influential? What works would you consider impactful and relevant to us now? • How can theatre art communicate cultural values and identity? • How are historical influences depicted in theatre? • How can theatre artists use their work to engage society and make positive change? • Who decides what theatre artwork to include in programs and textbooks? • How has your contemporary life influenced your theatre artmaking? • What is the role of the theatre artist and creator in your immediate community and beyond? • What is your definition of citizenship as it relates to theatre art making? • How do societal and political events inform theatre artistic work? • How does theatre art drive culture?

	<ul style="list-style-type: none">• Can you connect history with current events through your theatre work?• What decisions do you make in the creative process that support communication of your intended ideas?• Tell me about a theatre performance or piece of theatre art you remember from the past? What about it?• How can theatre art communicate a cause or message that is important to a group of people?
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THEA.8**History, Culture, and Citizenship**

The student will identify/apply digital citizenship and legal/ethical standards as it relates to research, performance, and production of theatrical works, to include the use of technology and intellectual property.

Benchmarks Key knowledge and skills we want students to know and be able to do	
TI - Identify and apply digital citizenship as it relates to research, performance, and production of theatrical works. TII - Demonstrate legal and ethical standards in the use of technology and intellectual property. TIII - Justify legal and ethical choices in the use of technology and intellectual property. TIV - Assume personal responsibility and demonstrate integrity in making ethical and legal choices related to intellectual property.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to identify and apply digital citizenship as it relates to research, performance, and production of theatrical works.</p> <p>TII - How to demonstrate legal and ethical standards in the use of technology and intellectual property.</p> <p>TIII - How to justify legal and ethical choices in the use of technology and intellectual property.</p> <p>TIV - How to assume personal responsibility and demonstrate integrity in making ethical and legal choices related to intellectual property.</p>	<ul style="list-style-type: none"> • Why do people need to create? How have those needs changed throughout various times and places? • What place do the theatre arts have in culture? • What theatre artists and theatre artworks inform your own creation? • What about this work at this time made it influential? What works would you consider impactful and relevant to us now? • How can theatre art communicate cultural values and identity? • How are historical influences depicted in theatre? • How can theatre artists use their work to engage society and make positive change? • Who decides what theatre artwork to include in programs and textbooks? • How has your contemporary life influenced your theatre artmaking? • What is the role of the theatre artist and creator in your immediate community and beyond? • What is your definition of citizenship as it relates to theatre art making? • How do societal and political events inform theatre artistic work?

	<ul style="list-style-type: none">• How does theatre art drive culture?• Can you connect history with current events through your theatre work?• What decisions do you make in the creative process that support communication of your intended ideas?• Tell me about a theatre performance or piece of theatre art you remember from the past? What about it?• How can theatre art communicate a cause or message that is important to a group of people?
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THEA.9**Innovation in the Arts**

The student will make career and college connections to theatre.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p>TI - Analyze and discuss professional pathways for theatre careers.</p> <p>TII - Describe theatre related skills that relate to a variety of postsecondary educational and career opportunities.</p> <p>TIII - Analyze and explore a specific pathway to becoming a theatre professional.</p> <p>TIII - Investigate components of a theatre portfolio for professional opportunities.</p> <p>TIV - Refine professional theatre skills in an area of personal interest.</p> <p>TIV - Create and refine a professional theatre portfolio.</p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to analyze and discuss professional pathways for theatre careers.</p> <p>TII - How to describe theatre related skills that relate to a variety of postsecondary educational and career opportunities.</p> <p>TIII - How to analyze and explore a specific pathway to becoming a theatre professional and investigate components of a theatre portfolio for professional opportunities.</p> <p>TIV - How to refine professional theatre skills in an area of personal interest and create and refine a professional theatre portfolio.</p>	<ul style="list-style-type: none"> • How has accessibility to technology changed theatre art? • Where is innovative art alive in our community? • What are some ethical considerations for consumers of theatre arts? • How does theatre art impact new developments and innovations? • What would theatre ensembles look like if we used current technology and instruments? • How have evolving technologies impacted theatre arts? • What impact has technology had on theatre arts during the pandemic? • How does technology enhance or inhibit the creation of a theatre artistic work? • How has technology changed the way theatre artists work? • How has accessibility to technology changed theatre throughout history? • How does theater art drive technological change and how does technological change drive theatre arts? • How has recording and documenting theatre art changed? • What is creativity?

	<ul style="list-style-type: none">• Using a "connections" style link technologies from the past to current or future technologies• Theatre: How do your eyes hear? How do your ears see? (Connections to science)
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THEA.10**Innovation in the Arts**

The student ... will identify/explore/examine/investigate/analyze theatre technology and media production.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p>TI - Identify and explore technological developments and contemporary media in theatre performance and production.</p> <p>TII - Examine how advancements in technology have impacted theatre performance, film, and production.</p> <p>TIII - Investigate tools and techniques for contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.</p> <p>TIV - Analyze the ways that technology and innovation have impacted the evolution of historical and contemporary theatre productions.</p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to identify and explore technological developments and contemporary media in theatre performance and production.</p> <p>TII - How to examine how advancements in technology have impacted theatre performance, film, and production.</p> <p>TIII - How to investigate tools and techniques for contemporary media production.</p> <p>TIV - How to analyze the ways that technology and innovation have impacted the evolution of historical and contemporary theatre productions.</p>	<ul style="list-style-type: none"> • How has accessibility to technology changed theatre art? • Where is innovative art alive in our community? • What are some ethical considerations for consumers of theatre arts? • How does theatre art impact new developments and innovations? • What would theatre ensembles look like if we used current technology and instruments? • How have evolving technologies impacted theatre arts? • What impact has technology had on theatre arts during the pandemic? • How does technology enhance or inhibit the creation of a theatre artistic work? • How has technology changed the way theatre artists work? • How has accessibility to technology changed theatre throughout history? • How does theater art drive technological change and how does technological change drive theatre arts? • How has recording and documenting theatre art changed? • What is creativity? • Using a "connections" style link technologies from the past to current or future technologies

	<ul style="list-style-type: none">• Theatre: How do your eyes hear? How do your ears see? (Connections to science)
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THEA.11**Innovation in the Arts**

The student will analyze, identify, and synthesize how literary, performing, or visual arts and cross-curriculars enhance performances.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p>TI - Analyze how music, visual art, and dance arts enhance performances.</p> <p>TII - Analyze how common themes are expressed in other literary genres and art forms.</p> <p>TIII - Identify and cultivate cross-curricular connections with theatre.</p> <p>TIV - Synthesize a variety of art forms to create and enhance performance and production.</p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to analyze how music, visual art, and dance arts enhance performances.</p> <p>TII - How to analyze how common themes are expressed in other literary genres and art forms.</p> <p>TIII - How to identify and cultivate cross-curricular connections with theatre.</p> <p>TIV - How to synthesize a variety of art forms to create and enhance performance and production.</p>	<ul style="list-style-type: none"> • How has accessibility to technology changed theatre art? • Where is innovative art alive in our community? • What are some ethical considerations for consumers of theatre arts? • How does theatre art impact new developments and innovations? • What would theatre ensembles look like if we used current technology and instruments? • How have evolving technologies impacted theatre arts? • What impact has technology had on theatre arts during the pandemic? • How does technology enhance or inhibit the creation of a theatre artistic work? • How has technology changed the way theatre artists work? • How has accessibility to technology changed theatre throughout history? • How does theater art drive technological change and how does technological change drive theatre arts? • How has recording and documenting theatre art changed? • What is creativity? • Using a "connections" style link technologies from the past to current or future technologies

	<ul style="list-style-type: none">• Theatre: How do your eyes hear? How do your ears see? (Connections to science)
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THEA.12**Technique and Application**

The student will refine physical and vocal techniques for theatre performance.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p>TI - Create and maintain character traits with body and voice. TI - Employ diction and projection so words can be heard and understood by an audience.</p> <p>TII - Use movement, staging (blocking), pacing, and stage business. TII - Refine vocal projection and diction. TII - Choose vocal and physical expressions that enhance characterization, conflict, and production style.</p> <p>TIII - Integrate acting skills and techniques involving voice and movement by initiating artistic choices to enhance performance, characterizations, dialogue, and action; and creating and sustaining multidimensional characters.</p> <p>TIV - Refine acting skills involving voice and movement to depict multidimensional characters by demonstrating vocal performance skills (breath control, articulation, projection, volume, pitch, tone, vocal placement, rhythm, and dialect) and applying movement skills in characterization (posture, gait, gesture, leading center, balance, poise, timing, and facial expression).</p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to create and maintain character traits with body and voice, and employ diction and projection so words can be heard and understood.</p> <p>TII - How to use movement, staging/blocking, pacing, and stage business, refine vocal projection and diction; and choose vocal and physical expressions that enhance the intended performance.</p> <p>TIII - How to integrate acting skills and techniques involving voice and movement by initiating artistic choices to enhance intended performance.</p> <p>TIV - How to refine acting skills involving voice and movement to depict multidimensional characters.</p>	<ul style="list-style-type: none"> • What is the relationship between tools and expression? • What goals do you have to develop your technique? What steps will you take to develop them? How will you know when you have achieved your goals? • What are the elements that make a performance successful? • What skills and techniques will you use to design your piece of theatre art? • How do technical concerns or techniques drive creative expression and/or cultural traditions? • How does your technique help communicate your artistic intentions? • How do your tools, materials, and equipment impact your creative work? • How does your individual practice at home on "insert technique" influence the application in the ensemble setting? • Rendering what you see - how is it done, what can you use? • How does self-reflection inform practice? • How do you document your own learning?

	<ul style="list-style-type: none">• Was the technique, skill, style, etc. done with proper application?• How does technique affect artistic excellence?
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THEA.13**Technique and Application**

The student will demonstrate and/or refine techniques for actor preparation.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p> TI - Analyze scripts to develop the physical, emotional, and social dimensions of characters. TI - Employ voice, body, and imagination in role playing. TI - Present a memorized monologue and/or scene from a published work. TI - Investigate and apply audition techniques. </p> <p> TII - Refine research skills and audition techniques for characterization and script/text interpretation. TII - Incorporate psychological, historical, and social dynamics derived from information suggested by the script. TII - Incorporate suggestions from the director. TII - Perform a fully rehearsed and memorized role. </p> <p> TIII - Analyze scripts to develop artistic choices. TIII - Identify and supply acting techniques and methods for the portrayal of a character. TIII - Select and present material for audition and critique. </p> <p> TIV - Apply appropriate acting approaches to different pieces (e.g., improvisations, monologues, scenes, plays). TIV - Analyze scripts for historical and cultural context. </p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p> TI - How to analyze scripts to develop the physical, emotional, and social dimensions of characters; employ voice, body, and imagination in role playing; present a memorized monologue and/or scene from a published work; and investigate and apply audition techniques. </p> <p> TII - How to refine research skills and audition techniques for characterization and script/text interpretation; incorporate psychological, historical, and social dynamics derived from information suggested by the script; incorporate suggestions from the director; and perform a fully rehearsed and memorized role. </p>	<ul style="list-style-type: none"> • What is the relationship between tools and expression? • What goals do you have to develop your technique? What steps will you take to develop them? How will you know when you have achieved your goals? • What are the elements that make a performance successful? • What skills and techniques will you use to design your piece of theatre art? • How do technical concerns or techniques drive creative expression and/or cultural traditions? • How does your technique help communicate your artistic intentions? • How do your tools, materials, and equipment impact your creative work? • How does your individual practice at home on "insert technique" influence the application in the ensemble setting?

TIII - How to analyze scripts to develop artistic choices, identify and supply acting techniques and methods for the portrayal of a character, and select and present material for audition and critique.
TIV - How to apply appropriate acting approaches to different pieces and analyze scripts for historical and cultural context.

- Rendering what you see - how is it done, what can you use?
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THEA.14**Technique and Application**

The student will apply principles of theatrical directing.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p>TI - Demonstrate theatrical direction, including blocking and staging a scene.</p> <p>TII - Select scenes and participate in script analysis, casting, staging, and rehearsing. TII - Communicate directorial choices, including pacing, mood, concept, and style. TII - Employ ethical standards in script selection, revision/adaptation, and presentation.</p> <p>TIII - Incorporate constructive criticism and self-assessment to refine individual and ensemble performances. TIII - Create and revise blocking in various performance spaces to enhance performance.</p> <p>TIV - Work independently and collaboratively as a director to create unified productions that follow the playwright's intent.</p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p>TI - How to demonstrate theatrical direction.</p> <p>TII - How to ethically select scenes and participate in script analysis, revision/adaptation, casting, staging, rehearsing, and presentation; while communicating directorial choice.</p> <p>TIII - How to incorporate constructive criticism and self-assessment to refine individual and ensemble performances, and create and revise blocking in various performance spaces to enhance performance.</p> <p>TIV - How to work independently and collaboratively as a director to create unified productions that follow the playwright's intent.</p>	<ul style="list-style-type: none"> • What is the relationship between tools and expression? • What goals do you have to develop your technique? What steps will you take to develop them? How will you know when you have achieved your goals? • What are the elements that make a performance successful? • What skills and techniques will you use to design your piece of theatre art? • How do technical concerns or techniques drive creative expression and/or cultural traditions? • How does your technique help communicate your artistic intentions? • How do your tools, materials, and equipment impact your creative work? • How does your individual practice at home on "insert technique" influence the application in the ensemble setting? • Rendering what you see - how is it done, what can you use? • How does self-reflection inform practice? • How do you document your own learning? • Was the technique, skill, style, etc. done with proper application? • How does technique affect artistic excellence?

THEA.15**Technique and Application**

The student will understand roles and relationships of theatre management/administration and the production process.

Benchmarks

Key knowledge and skills we want students to know and be able to do

TI - Identify and discuss effective artistic leadership.

TI - Identify and demonstrate a variety of roles and responsibilities of a production team during performance.

TI - Examine and explain the principles of theatre management.

TII - Apply theatre-management components, functions, and relationships in such areas as box office, publicity/marketing, house management, stage management, and tickets.

TII - Develop a schedule and organizational plan for a selected area of theatre operation.

TIII - Identify leadership and production team roles for a variety of production types.

TIV - Demonstrate artistic leadership to develop an effective collaborative working relationship among cast and crew.

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

To be successful with this standard, students are expected to know and understand:

TI - How to identify, discuss, and demonstrate effective artistic leadership, to include a variety of roles and responsibilities of a production team.

TII - How to apply theatre-management components, functions, and relationships; and develop a schedule and organizational plan for a selected area of theatre operation (box office, publicity/marketing, house management, stage management, tickets).

TIII - How to identify leadership and production team roles for a variety of production types.

TIV - How to demonstrate artistic leadership to develop an effective collaborative working relationship among cast and crew.

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the relationship between tools and expression?
- What goals do you have to develop your technique? What steps will you take to develop them? How will you know when you have achieved your goals?
- What are the elements that make a performance successful?
- What skills and techniques will you use to design your piece of theatre art?
- How do technical concerns or techniques drive creative expression and/or cultural traditions?
- How does your technique help communicate your artistic intentions?
- How do your tools, materials, and equipment impact your creative work?
- How does your individual practice at home on "insert technique" influence the application in the ensemble setting?
- Rendering what you see - how is it done, what can you use?
- How does self-reflection inform practice?
- How do you document your own learning?
- Was the technique, skill, style, etc. done with proper application?

	<ul style="list-style-type: none">• How does technique affect artistic excellence?
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THEA.16**Technique and Application**

The student will apply principles of technical theatre.

Benchmarks Key knowledge and skills we want students to know and be able to do	
<p> TI - Differentiate among components of technical theatre. TI - Identify responsibilities of designers and technicians. TI - Demonstrate theatre safety practices. </p> <p> TII - Explain the effects of technological advancements on theatre production. TII - Analyze a variety of dramatic texts to determine their production requirements. TII - Demonstrate safety procedures including proper storage and maintenance of equipment, facilities, and properties. </p> <p> TIII - Follow safety procedures. TIII - Render lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or contemporary media production. TIII - Design scenery, costumes, and/or properties. TIII - Implement solutions to technical problems. TIII - Analyze and justify design choices. </p> <p> TIV - Create and/or collaborate on designs for all production components. TIV - Assess technical and design components and identify solutions to technical theatre problems. </p>	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
<p>To be successful with this standard, students are expected to know and understand:</p> <p> TI - How to differentiate among components of technical theatre, identify responsibilities of designers and technicians, and demonstrate theatre safety practices. </p> <p> TII - How to explain the effects of technological advancements on theatre production, analyze a variety of dramatic texts to determine their production requirements, and demonstrate safety procedures (including proper storage and maintenance of equipment, facilities, and properties). </p> <p> TIII - How to analyze and justify design choices; render lighting plots, sound plots, properties, makeup, and/or costume plates for a stage or </p>	<ul style="list-style-type: none"> • What is the relationship between tools and expression? • What goals do you have to develop your technique? What steps will you take to develop them? How will you know when you have achieved your goals? • What are the elements that make a performance successful? • What skills and techniques will you use to design your piece of theatre art? • How do technical concerns or techniques drive creative expression and/or cultural traditions? • How does your technique help communicate your artistic intentions? • How do your tools, materials, and equipment impact your creative work?

contemporary media production; design scenery, costumes, and properties; and implement solutions to technical problems (all while following safety procedures).

TIV - How to create and collaborate on designs for all production components, while assessing technical and design components and identify solutions to technical theatre problems.

- How does your individual practice at home on "insert technique" influence the application in the ensemble setting?
- Rendering what you see - how is it done, what can you use?
- How does self-reflection inform practice?
- How do you document your own learning?
- Was the technique, skill, style, etc. done with proper application?
- How does technique affect artistic excellence?

Potential “Technical Theatre” Course

Standards

The student will:

CREATIVE PROCESS

- create design elements that demonstrate personal voice and vision.
- apply the creative process for technical theatre

CRITICAL THINKING and COMMUNICATION

- analyze, interpret, and evaluate aspects of technical theatre
- explain and justify personal preferences for theatre design using appropriate vocabulary.
- identify, describe, and apply collaboration and communication skills for technical theatre.

HISTORY, CULTURE, and CITIZENSHIP

- analyze a variety of dramatic texts to determine their production requirements by referencing their historical and cultural contexts.
- identify ways to engage the school community in school theatre productions will assume personal responsibility and demonstrate integrity in making ethical and legal choices related to intellectual property.
- identify connections between technical theatre and skills for workplace, college, and career opportunities.
- identify new and emerging technology for theatre production.

INNOVATION in the ARTS

- identify connections between design and production elements of theatre with other fine arts products.
- identify and apply safety guidelines for all aspects of technical theatre work.

TECHNIQUE and APPLICATION

- describe the different types of theatre spaces (e.g., proscenium, thrust, arena), suggesting specific design considerations for each.
- identify the components of the theatre facility.
- identify the responsibilities of the running crews.
- identify and use construction tools and hardware to build scenic elements.
- demonstrate scenic design.
- design, produce, and manage props to enhance production elements.
- demonstrate lighting design and production.
- demonstrate use of sound to enhance performance and convey mood and information.
- demonstrate costume design and production.
- demonstrate hair and makeup design.
- identify the responsibilities of the stage manager, house manager, and business manager.