

2007 Maine Learning Results: Parameters for Essential Instruction

VISUAL & PERFORMING ARTS

THEATRE

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1. Aesthetics and Criticism

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Words in *italics* are defined in the glossary, available online at <http://www.maine.gov/education/lres/pei/glossary032008.pdf>

A. Disciplinary Literacy – Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify the “who, what, where, when, and why” of a dramatic performance they have participated in or seen.	Students describe theatre terms including <i>stage directions</i> , rehearsal, plot, gesture, director, motivation, conflict, improvisation, and <i>blocking</i> .	Students identify and explain theatre terms and concepts including <i>stage business</i> , ad-libbing, conflict, action/reaction, focus, and <i>stage directions</i> .	Students identify and define the <i>parts of the stage</i> , and identify and describe the crisis, resolution, and theme of the play.

A2 Production

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students select or make props, costumes, set pieces, and/or puppets, and practice using them appropriately.	Students select and make props, costumes, set pieces, and/or puppets, and present a rehearsed scene.	<p>Students describe and participate in a performance from pre-show through <i>strike</i>.</p> <ul style="list-style-type: none"> a. Identify and explain the roles of production staff. b. Design and select props, costumes and stage pieces, and use them appropriately and safely. c. Build scenic elements or props to fit production design. d. Experiment with lighting, sound, and costume in scene development. e. Direct or stage-manage a scene. f. Describe basic technical needs for a theatre production, including lights, sound, props, makeup, and costumes. 	<p>Students fulfill at least one technical role from pre-show through <i>strike</i>.</p> <ul style="list-style-type: none"> a. Apply technical knowledge and skills to collaboratively and safely create and use theatre props, costumes, makeup, and stage pieces. b. Direct or stage-manage a scene or full production. c. Develop specific light and sound cues and use them in scene development. d. Participate in the audition process.

B. Creation, Performance, and Expression - Theatre: Students create, perform, and express through the art discipline.

B1 Movement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students participate in skits, puppet shows, theatre games, and/or show and tell using movement skills.	Students demonstrate <i>blocking</i> in a play by carrying out their assigned stage movements.	Students apply gesture, movement, and <i>stage business</i> in the portrayal of a role.	Students refine gesture and <i>stage business</i> in the portrayal of a role.

B2 Character

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate a character by participating in skits, puppet shows, and/or theatre games.	Students demonstrate the ideas, moods, and/or feelings of a character and demonstrate proper posture and breathing techniques to project voice through the use of script and improvisation based on stories.	Students demonstrate development of a character's attitude and point of view by adjusting voice timing and tone/level and using <i>non-verbal techniques</i> .	Students demonstrate development of a character's attitude and point of view using voice timing, voice tone/level, and <i>physicality</i> to communicate ideas, moods, intentions, and/or feelings.

B3 Improvisation

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students improvise through theatre games by using plot, setting, and characters.	Students improvise through theatre games by using voice, motivation, and <i>body part isolations</i> .	Students improvise through theatre games by using <i>blocking</i> , relationships, props, and movement.	<i>Students improvise through theatre games or productions to address unforeseen circumstances.</i>

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1 Application of Creative Process

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and demonstrate <i>creative problem-solving</i> skills.</p> <p>a. Improvise to solve problems in the performing arts.</p> <p>b. Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students describe and apply steps of <i>creative problem-solving</i>.</p> <p>a. Identify problem.</p> <p>b. Define problem.</p> <p>c. Generate a variety of solutions.</p> <p>d. Implement solution(s).</p> <p>e. Evaluate solution(s).</p>	<p>Students describe and apply creative-thinking skills that are part of the <i>creative problem-solving</i> process.</p> <p>a. <i>Fluency</i></p> <p>b. <i>Flexibility</i></p> <p>c. <i>Elaboration</i></p> <p>d. <i>Originality</i></p> <p>e. <i>Analysis</i></p>	<p>Students apply and analyze <i>creative problem-solving</i> and creative-thinking skills to improve or vary their own work and/or the work of others.</p>

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students observe, listen to, describe and ask questions about <i>art forms</i>.</p> <p>a. Describe the <i>art form</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about the <i>art form</i> to further understand how the <i>artist</i> created/performed the work of art.</p> <p>c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>Students describe and compare <i>art forms</i>.</p> <p>a. Describe and compare <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an <i>art form</i> to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</p>	<p>Students compare and analyze <i>art forms</i>.</p> <p>a. Compare and analyze <i>art forms</i> by applying grade span appropriate <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observations, <i>print and/or non-print resources</i>.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>

E. **Visual and Performing Arts Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students explain that the visual/performing arts help people understand history and/or world cultures.	Students compare products of the visual/performing arts to understand history and/or world cultures.	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify connections between and among the arts and other disciplines.	Students describe characteristics shared between and among the arts and other disciplines.	Students explain skills and concepts that are similar across disciplines.	Students analyze skills and concepts that are similar across disciplines.

E3 Goal-Setting

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify choices that lead to success in the arts.	Students identify and demonstrate choices that will lead to success in the arts including <i>time management</i> , interpersonal interactions, skill development, and goal-setting.	Students set goals related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.	Students make short-term and long-term goals based on rigorous criteria and related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing <i>artist</i>.</p> <p>b. Describe <i>common arts activities</i>.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and –requirements to become, <i>artists</i>.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students explain the impact of artistic and career choices on self, others, and the natural and <i>man-made environment</i>.</p>	<p>Students explain how their knowledge of the arts relates to <i>school-to-school</i> and <i>school-to-work</i> transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>

E5 Interpersonal Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior.</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>