

8TH GRADE DRAMA CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF DRAMA

- _____ Compare and contrast how the vocal elements (i.e., pitch, rate, volume, dialect, diction) and the physical elements (i.e., posture, gestures, facial expressions, mannerisms) are used to communicate character and conflict.
- _____ Analyze actor movement and voice in relation to the type of performance space (e.g., proscenium stage and theater in the round).
- _____ Analyze the choice of design elements incorporated by a setting, costume, prop, sound, make-up, and/or lighting designer (color, line, texture, shape, space) to communicate an idea.
- _____ Combine the principles of tension, rhythm, pattern, unity, balance, and repetition to communicate an idea.
- _____ Analyze dialogue, monologue, narration, and asides used to communicate events in a drama.
- _____ Identify dramatic structure (exposition, rising action, climax, conflict/resolution.)
- _____ Evaluate the mood communicated by a performed drama against the written text and/or intention of the creators.
- _____ Analyze character and plot dynamics.
- _____ Use appropriate language to reflect on and analyze student and/or professional work.

CONNECTIONS TO THE ARTS

- _____ Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter (e.g., self-portrait to monologue or solo) using the appropriate artistic component (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) vocabulary.

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Describe how actors use primary tools in training, auditioning, rehearsing, and performing.
- _____ Evaluate the choice of support tools (i.e., costumes, sets, lights, props, sounds, make-up) to communicate an idea.

- _____ Compare designing and directing.
- _____ Analyze the process used to plan and practice a drama.
- _____ Explain the collaborative nature of theatre production including the roles and responsibilities of playwrights, actors, directors, designers, technicians, business managers, and others.
- _____ Compare the Creative Process to the Scientific and Writing processes.

CREATION AND PERFORMANCE

- _____ Use research to create a drama.
- _____ Write a scene using script conventions.
- _____ Create a floor plan for a scene indicating environmental objects and set props.
- _____ Use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, volume) to perform monologue and dialogue.
- _____ Memorize and deliver character lines, actions, and reactions from a play, script, scenario, or original work.
- _____ Demonstrate concentration, observation, imagination, and physical action/reaction.
- _____ Demonstrate verbal and non-verbal choices in character interpretation showing physical, emotional, and environmental influences.
- _____ Select set, props, costumes, lights, and sounds to support a drama.
- _____ Direct a scene.

HISTORY, SOCIETY OF THE ARTS

- _____ Demonstrate good audience behavior and evaluate the behavior of self and others.
- _____ Describe how audience behavior changes a product or performance.
- _____ Analyze how the arts function in ceremonies (e.g., Olympics, political conventions).
- _____ Analyze how various arts are used to persuade and promote ideas (e.g., political conventions, campaigns, advertising).
- _____ Analyze how the artist in each of the arts uses technology creatively.
- _____ Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers).

- _____ Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period.
- _____ Analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event.
- _____ Describe the influences of at least two artists (dance, drama, music or visual art) on their times.