

1ST YEAR HIGH SCHOOL DRAMA CHECKLIST

Fine Arts Goals 25 – 27 Illinois Learning Standards A – B Performance Descriptors

PRINCIPLES OF DRAMA

- _____ Explain how actors make sure they are seen, heard, and understood by an audience using movement, sound and spectacle; how they alter physical and vocal expression and communicate characters.
- _____ Analyze locomotor and non-locomotor strategies to support conflict; describe timing, reaction, rhythm, pacing, listening, and spontaneity as it relates to actor movement; identify the effective use of vocal pause, rate, rhythm, pitch, intensity, and volume.
- _____ Evaluate volume, rhythm, tempo, and dynamics in sound design.
- _____ Determine the effective use of line, shape, size, color, and texture in set, light, make-up, and costume design.
- _____ Analyze the effectiveness of technology used to support the spectacle.
- _____ Demonstrate the use of support elements to communicate a variety of ideas.
- _____ Analyze the use of unifying and contrasting characteristics to communicate story or idea.
- _____ Identify a script's use of dramatic structure, conventions and genre/style.
- _____ Analyze casting, blocking, and design choices and the use of design elements to communicate locale, time, place, culture, genre/style, theme, conflict, and tension.
- _____ Compare an adaptation of a script with the original intent.
- _____ Analyze collaboration used to create a theatrical production and how a production is altered by time and location.
- _____ Determine the emotional quality or theme of performed or scripted scenes and how the elements and organizational principles combine to create an emotional effect.
- _____ Explain how performance "moments" in acting, scripting, and designing create an emotional impact.
- _____ Identify aesthetic criteria for evaluating one's own and other's art works.

CONNECTIONS TO THE ARTS

- _____ Analyze the dominant artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) using appropriate vocabulary in all the arts.
- _____ Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms.
- _____ Select works from each art form that share similar theme/subject matter and justify selection.

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Describe how movement and sound are combined to shape a performance.
- _____ Predict audience reactions to visual, audible, and language stimuli.
- _____ Combine the use of primary tools (i.e., body, mind, voice) to demonstrate the difference between internal and external conflict.
- _____ Use mind, body, and voice to make support tools/design elements appear real to an audience.
- _____ Evaluate the use of movement and spatial relationships.
- _____ Demonstrate auditioning, rehearsing, and memorizing techniques.
- _____ Describe the roles and responsibilities of support technical staff.
- _____ Document a process used by a director, actor, playwright, or designer in the creation of a performance project.
- _____ Describe ensemble and teamwork activities required in a theatre production.
- _____ Analyze the processes of improvisation, pantomime, and playmaking.
- _____ Explain a range of resources one can use for acting, scripting, and designing (e.g., websites, dialect tapes, source books, fieldtrips, interviews).

CREATION AND PERFORMANCE

- _____ Construct and refine an original script.
- _____ Adapt a text piece (e.g., poem, prose, monologue, scene, short story) for a performance.

- _____ Design a few production elements (e.g., costumes, scenery, props, lights, sound, promotional materials).
- _____ Create a character in an ensemble, solo, or duet performance so the vocal and physical qualities support the script and provide a distinct contrast to other characters.
- _____ Demonstrate concentration, observation, imagination, vocal and physical adaptation, memorization, relaxation, listening, reacting, motivation, and sensory recall in the creation of a drama/theater activity or performance.
- _____ Perform a scripted ensemble, solo, or duet scene using research, collaboration, and appropriate staging.
- _____ Demonstrate improvisational skills.
- _____ Demonstrate directing skills of blocking, casting, and script analysis.

HISTORY, SOCIETY OF THE ARTS

- _____ Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments, entertainment, historical record, jobs).
- _____ Analyze how the arts inform and persuade through movement, sound, and image.
- _____ Examine the purposes and effects of various media (e.g., film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public.
- _____ Justify an opinion about the purposes and effects of various media in terms of informing and persuading the public.
- _____ Classify selected works of art by style, periods, or cultures (e.g., Classical, Renaissance, Romanticism, Pan-Asian, Native American).
- _____ Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.
- _____ Trace how artistic styles have changed in response to cultural, historical, and technological events (e.g., inventions, transportation, economics, wars).
- _____ Connect the artists/works with the trends and/or influences of others (e.g. Picasso's "Guernica"; Stravinsky's "Firebird", Rodgers & Hammerstein's Oklahoma).