Helena Public Schools

Fine Arts Curriculum

Theatre

Grades 9 - 12

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standards

Content Standard 1	Students create, perform/exhibit, and respond in Theater.
Content Standard 2	Students apply and describe the concepts, structures, and processes in Theater
Content Standard 3	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.
Content Standard 4	Students analyze characteristics and merits of their work and the work of others.
Content Standard 5	Students understand the role of the Theater in society, diverse cultures, and historical periods.
Content Standard 6	Students make connections among the Theater, other subject areas, life, and work.

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 1 -	Students create, perform/exhibit, and respond in the Theater.			
State Established Benchmark **At the end of theater 1,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.1 Conceive and create works of art.	• Basic improvisation • Character building • Subjective technique • Objective technique	• Improvisation • Blocking (Halting) • Moment • Interaction • Reaction • Emotional/subjective • Objective/technical • Interaction • Listening • Story Line • Kernel • Character centered • Situation centered	3,6,8	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.2 Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	• Physical vocabulary • Traditional blocking technique • Critique • Stress management i.e. Stage fright	• Upstage • Downstage • Stage Right • Stage Left • Blocking • Button Hook • Cross • Counter cross • Balancing cross • Stage quadrants • Blocking emphasis • Giving/taking/sharing • Ability to give and take criticism • Relaxation • Define Stage Fright • Continuum of Stresses effect of the body and mind • Focus technique	1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 1 -	Students create, perform/exhibit, and respond in the Theater.			
State Established Benchmark At the end of theater 1, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.3 Select or adapt the elements of a presentational style.	• Historical eras • Presentational style • Representational style	• Proscenium arch • Historical theater types • Historical eras (in order/ western theater) • Eastern theater traditions • Kabuki • Burankau • Sheimatar • Production style • Script demands • Director view point • Character choices (under given circumstances)	1,2,3,4,6,8,	RST –1,2,3,4,5,6, 7,8,9 WHST- 1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 Apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	• Actor's tools • Warm up technique • Concentration and focus technique • Rehearsal and performance etiquette	• Body • Mind • Voice • Espiritus • Swinging • Stretching • Bouncing • Isometrics • Safety • Vocal • Stress • Concentration • Manners • Isolation of place • Focus • Projection • Quality • Pitch • Resonance • Rate • Inflection • Enunciation	3,4,7,11	RST – 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 1 -	Students create, perform/exhibit, and respond in the Theater.			
State Established Benchmark **At the end of theater 1,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.5 Articulate meaning by describing and analyzing artistic choices in their own work and works of others.	• Character analysis • Script scoring • Role scoring	• Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis	 **3,4,6,8,9,11**	RST – 1,23,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2e,4,5,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Theater.			
State Established Benchmark At the end of theater 1, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution.	• **Plot analysis** • **Action analysis** • **Theme** • **View point** • **Action**	• Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality	**2,3,5,8,9,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply techniques to write, direct, act, design and produce.	• **Improvisation** • **Structure** • **Brain storming** • **Storyboard** • **Patterns** • **Dramatic situations** • **Adaptation of other art forms to dramatic situation**	• Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics • French scenes • Rehearsal • Performance	**2,3,4,7,8,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Theater.			
State Established Benchmark At the end of theater 1, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.3 Medium: perform solo and in ensemble (e.g., mime, live).	• **Group scenes** • **Duo scenes** • **Monologues** • **Mime** • **Fight scenes** • **Plays**	• Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette	**3,4,5,9**	RST – 1a,1b,1c,2,2a,2b,2c,2d,2e, 4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
2.4 Function: perform in classroom or school programs/productions.	• **Class production** • **Co-curricular performance** • **Special performance**	• Audition • Rehearsal • Blocking • Polishing Rehearsal • Co-curricular • Performance • Production Etiquette	**4,3**	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Theater.			
State Established Benchmark At the end of theater 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	• **Comedy** • **Tragedy** • **Melodrama** • **Comedy of Manners** • **The "isms"** • **Presentational** • **Representational** • **Historical Eras**	• Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism	2,4,7,9	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
2.6 Presentation: rehearse, perform, and critique improvisation and performances.	• **Rehearsal process** • **Performance process** • **Post mortem** • **Actor responsibility** • **Growth process**	• Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications	3,7,8	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark At the end of Theatre 1, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.1 Use art materials, techniques, technologies, and processes to create specific products and responses to ideas	• **Documentation** • **Computer/technology** • **Editing** • **Clip art** • **Video resume (when appropriate)** • **Visual Elements**	• Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs	**2,3,4,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
3.2 Communicate intended meaning through interpretation of a subject.	• **Author intent** • **Director intent** • **Theater as a community** • **Production responsibilities for the performers**	• Themes • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility	**3,4,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	• Blocking (obstacle to progress) • Inspiration • Parody • Role switching	• Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary	**7,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark At the end of Theatre 1, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.4 Use technical skills – use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.	• Understand Genre • Use knowledge of emotional reaction to visual elements • Appropriate use of elements • Responsibility for care of all technical elements	• Genre • Historical periods • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater	**3,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
3.5 Understand and apply stage direction and ground plans.	• Block and record blocking • Record a floor plan • Needs assessment for technical elements • Kinesthetic memory • Reinforce rehearsal procedure	• Blocking shorthand • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement	**2,5,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.			
State Established Benchmark **At the end of Theatre 1,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core** **Alignment**
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	• Criticism Format • Criticism Etiquette • Expanding performance Knowledge Base • Viewing Professional productions • Comparison and Contrast rubric	• Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements	**2,6,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	• Objective comparison rubric • Subjective comparison • Viewpoint inventory • Written / oral response to meaning and change of meaning	• Rubric • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant	**2,5,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	• Student based rubric • Instructor based rubric • Synthesize expectations • Establishing Base expectations • Establishing Low / Medium / High evaluation qualities for work	• Rubric • Affective • Effective • Base Line • Level • Expectations • "Norming" • Growth • Synthesis	7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.			
State Established Benchmark **At the end of Theatre 1,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	• View same work of art as presented by separate individuals / groups • Research past productions (both professional and amateur) • Establish method for comparison • Know historical milieu and social norms • Evaluate the value of producing a play in view of current and historical milieu	• Milieu • Historical Era • Social norms • Production value • Entry Requirements • Knowledge base • Audience Knowledge Base • Comparison • Contrast • Audience / Producer expectations	 **7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 5 -	Students understand the role of the Theater in society, diverse cultures, and historical periods.			
State Established Benchmark At the end of Theatre 1, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
5.1 Identify and describe the role of artist in cultures and societies.	- Historical background - Philosophies of art - Understanding art in action - Artist as priest - Artist as a reflection of culture / society	- Genre - Philosophy - Priest - Culture - Society - Progression - Regression - Action - Reaction - Force of Change - Synthesis - Milieu - Social Structure	**2,7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2d,2e,6,7,8,9-
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	- Five Historical eras of History - Cultural awareness - Time Line of History - Historical Context - Current Historical Context	- Pre History - Classical Era - Middle Ages - Renaissance - Age of Ism's - Current Age - Time Line - Context - Era - Exegesis - Viewpoint - Historical Viewpoint	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.3 Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	- Analyze scripts and performances for meaning - Understand the workings of subtext - Utilize knowledge of structure to form meanings - Understand the authors intent - Understand catalog, and identify personal viewpoint	- Subtext - Meaning - Intent - Structure - Viewpoint - Catalog - Work - Transfer of meaning	2,5,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 5 -	Students understand the role of the Theater in society, diverse cultures, and historical periods.			
State Established Benchmark **At the end of Theatre 1,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	• Interact with a work that is from a different era • Perform works from another era • Perform and interact with works from other cultures • Analyze and identify contrast and compare similarities and differences between our culture and the culture of the work being performed.	• Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Interaction	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	• Understand and apply good audience behaviors. • Understand and apply appropriate audience responses. • Understand different performer expectations of audience in terms of the production style • Understand and apply good performer behaviors.	• Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation Performance.	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.6 Investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	• Attend plays produced outside of school • Attend musical performances outside of school • Write a report analyzing viewed events in and out of school • Visit historical / cultural depositories to enhance understanding of a viewed performance. • Learn basic investigation techniques.	• Analysis • Research • Context • Culture • Resources • Depository • Comparison • Contrast • Investigation • Notes • Organization • Format	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 6 -	Students make connections among the Theater, other subject areas, life, and work.			
State Established Benchmark **At the end of Theatre 1,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	• Investigate theatrical structure • Implement theatrical hierarchy • Compare theater with business structure	• Producer • Director • Stage Manager • House Manager • Technical Director • Actors • Technicians • Designers (Scene etc.) • Production Crew • Running Crew • Production phases • Pre-production • Production • Performance • Post production • Safety	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	• Artistic principals across the Arts • Understand and utilize artistic principals used in technical elements. • Craft knowledge base needs • Artistic interpretation • Artistic License • Limits to Artistic Expression in public schools	• Artists • Line • Balance • Form • Function • Color theory • Materials • Social norms • Interpretation • License • Legal ramifications • Skill • School norms and expectations	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre I

Content Standard 6 -	Students make connections among the Theater, other subject areas, life, and work.			
State Established Benchmark At the end of Theatre 1, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
6.3 Experience the elements of art careers in a professional setting.	• Research theater jobs • Job shadow theater professionals • Internships with professional companies • Viewing professional productions shown locally • Interview with theater professionals.	• Research • Internship • Interview • Viewing rubric • Personal viewpoint • Knowledge base • Expectations • Appreciation • Job Shadow • Note Taking • Standards • Company • Communal Art form	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
6.4 Analyze how works of art reflect the environment in which they are created.	• View various art forms in and out of school from definite historical eras / viewpoints. • Inventory personal likes / dislikes in art works, and analyze value or harm to attitude towards a work. • Research an artwork to discover the environment / attitude of the artist who created the work to establish a deeper understanding of the artwork.	• Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standards

Content Standard 1 **Students create, perform/exhibit, and respond in the Theater.**

Content Standard 2 **Students apply and describe the concepts, structures, and processes in Theater**

Content Standard 3 **Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**

Content Standard 4 **Students analyze characteristics and merits of their work and the work of others.**

Content Standard 5 **Students understand the role of the Arts in society, diverse cultures, and historical periods.**

Content Standard 6 **Students make connections among the Arts, other subject areas, life, and work.**

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 1 -	Students create, perform/exhibit, and respond in Theater.			
State Established Benchmark At the end of theater 2, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.3 Conceive and perform works of art.	• Perform roles at an intermediate level • Prepare audition scenes • Use advanced improvisational skills	• Improvisation • Blocking (Halting) • Blocking (movement) • Moment • Interaction • Reaction • Emotional/subjective • Objective/technical • Interaction • Listening • Story Line • Kernel • Character centered • Situation centered	3,6,8	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.4 Demonstrate imagination and technical skill using traditional and nontraditional resources.	• Interact with the Stanislavski method • Interact with non-method performing technique • Utilize physical action principals • Utilize advanced vocal technique	• Upstage • Downstage • Stage Right • Stage Left • Blocking • Button Hook • Cross • Counter cross • Balancing cross • Stage quadrants • Blocking emphasis • Giving/taking/sharing • Ability to give and take criticism • Relaxation • Define Stage Fright • Continuum of Stresses effect of the body and mind • Focus technique	1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 1 -	Students create, perform/exhibit, and respond in Theater.			
State Established Benchmark **At the end of theater 2,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.23 select or adapt the elements of a presentational style.	• Research style of play • Character research • Advanced representational theater technique • Advanced presentational theater technique	• Proscenium arch • Historical theater types • Historical eras (in order/ western theater) • Eastern theater traditions • Kabuki • Burankau • Sheimatar • Production style • Script demands • Director view point • Chracter choices (under given circumstances)	 1,2,3,4,6,8,	RST –1,2,3,4,5,6, 7,8,9 WHST- 1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	• Create personal physical warm up regimen • Create Personal vocal warm up regimen • Utilize advanced focus techniques • Demonstrate ability to work in diverse groups • Norm structure for collaborative process • Apply personal goal setting	• Body • Mind • Voice • Espiritus • Swinging • Stretching • Bouncing • Isometrics • Safety • Vocal • Stress • Concentration • Manners • Isolation of place • Focus • Projection • Quality • Pitch • Resonance • Rate • Inflection • Enunciation	 3,4,7,11	RST – 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 1 -	Students create, perform/exhibit, and respond in Theater.			
State Established Benchmark **At the end of theater 2,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.5 articulate meaning by describing and analyzing artistic choices in their own work and work s of others.	• Apply thoughtful critique both verbally and in writing. • Self-analysis of performance • Journaling critique for personal growth. • Respond in writing to critique of personal performance, with goal setting to improve personal technique.	• Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis	**3,4,6,8,9,11**	RST – 1,23,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in Theater.			
State Established Benchmark **At the end of theater 2,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution.	• Analyze script to build an accurate character • Understand the role of each character in the play • Clearly be able to articulate the action of a play and the characters part in the actions played. • Identify character functions in a plot.	• Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality • Ensemble • Humility • Submission • Psychological bent • Action Analysis	**2,3,5,8,9,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply acting techniques to act and produce theater.	• Accurately utilize vocal technique to reflect character • Accurately utilize advanced blocking technique to reflect character • Creatively use space to reflect character • Demonstrate concentration and attention to details of character • Develop and demonstrate personal approach to analyzing and creating a character	• Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics • French scenes • Rehearsal • Performance	**2,3,4,7,8,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in Theater.			
State Established Benchmark At the end of theater 2, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.3 Medium: perform solo and in ensemble.	• Solo performance of scenes • Small Group performances • Small Plays • Full length plays	• Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette	**3,4,5,9**	RST – 1a,1b,1c,2,2a,2b,2c,2d,2e, 4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
2.4 Function: perform in classroom or school programs/productions.	• Classroom performance • Improvisational performance • Open Auditions • Closed Auditions • After School performances • Specialty performances (library grade schools etc) • Festival performances	• Audition • Rehearsal • Blocking • Polishing Rehearsal • Co-curricular • Performance • Production Etiquette • Dress • Final Dress • Costume Plot • Make up plot	**4,3**	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in Theater.			
State Established Benchmark **At the end of theater 2,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	• Accurately demonstrate ability to play comedy and serious scenes • Perform roles as assigned in multiple types of theater genres • Demonstrate ability to research unfamiliar theatrical styles to create a successful performance	**Vocabulary** **(for instructional purposes)** • Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism	**2,4,7,9**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in Theater.			
State Established Benchmark **At the end of theater 2,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.6 Presentation: rehearse, perform, and critique improvisation and performances.	• Demonstrate character building process on assigned roles • Demonstrate rehearsal process etiquette and discipline during all rehearsal time • Demonstrate performance of an assigned character in first and final views for scenes and shows as assigned • Apply and give constructive criticism to self and others in written and oral format	• Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications	**3,7,8**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark **At the end of theater 2, a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.1 Use Theater materials, techniques, technologies, and processes to create specific products and responses to ideas	• Create and maintain an actor's journal • Create and maintain an actor's portfolio • Create and maintain an actor's resume • Create or obtain personal props etc to reflect accurate character	• Journal • Antidotal character sketch • Formal character sketch • Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs	**2,3,4,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
3.2 communicate intended meaning through interpretation of a subject.	• Apply character research to role in scene or play • Apply creative research to fill in gaps left open for interpretation of character • Give and receive critique concerning character research and apply it to the role being played	• Themes • Character work • Scene work • Norming • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility	**3,4,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	• Play a scene utilizing the subtext only • Play a scene paraphrasing dialogue / monologue • Find key wants in a scene and play only physical action of the character • Improvise a scene playing the intentions / goals of the character	• Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary • Blocking • Flow • Active Listening • Structure • Resolution	 **7,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
3.4 Use technical skills – (scenery, properties, sound, costume, make-up, and lighting) to aid in communicating locale and mood.	• Inventory character costume, prop, and make up design needs and communicate this to the production team • Analyze characters response to the physical set elements in scene or play • Inventory character dialect and learn proper enunciation and dialect delivery.	• Genre • Historical periods • Historical Context • Time place meaning • Vocal Health • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater	 **3,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark At the end of theater 2, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.5 Understand and apply stage direction and ground plans.	• Accurately record and reproduce blocking • Accurately follow director's verbal and written notes concerning stage movement • Interpret blocking in terms of character personal space use • Creatively change blocking to work with character development • Demonstrate the ability to work as a team to recreate consistent blocking over the course of a performance • Demonstrate ability to quickly modify blocking to overcome production emergencies / safety issues.	• Blocking shorthand • Blocking Map • Emphasis • Open • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement	**2,5,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.			
State Established Benchmark At the end of theater 2, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
4.1 evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	• Evaluate personal audition scenes in contrast with other auditioning • Evaluate personal performance in light of viewing professional performances • Demonstrate personal goal setting after personal and group review of performance	• Subjective • Objective • Interpretation • Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements	**2,6,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
4.2 compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	• Journal viewing of professional and amateur shows noting differences in productions capacity and experience. • Journal viewing of audition scenes noting differing of success and performance style. • Students will evaluate other students performances both written and oral	• Empathy • Rubric • Compassion • Health • Mental State • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant	**2,5,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.			
State Established Benchmark **At the end of theater 2,** **a proficient student will:**	**(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
4.3 refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	• Utilizing knowledge of acting methods specifically critique others and self to improve performance. • Utilizing knowledge of vocal technique specifically critique other and self to improve performance. • Understanding the process of growth set realistic goals to improve personal performance.	• Rubric • Affective • Effective • Base Line • Level • Personality • Humility • Expectations • "Norming" • Growth • Synthesis	7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	• As a group process recognizing and cataloguing the various viewpoints surrounding a work of art participate in the synthesizing of these points of view into a single presentable whole. • View two presentations of the same scene and catalogue the differing presentational choices, evaluating the success of each presentation. • Utilizing knowledge of genre and era, evaluate a performance of known genre as to its effectiveness in communicating the author's intent.	• Context • Historical Milieu • Milieu • Historical Era • Social norms • Production value • Entry Requirements • Knowledge base • Audience Knowledge Base • Comparison • Contrast • Audience / Producer expectations	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.			
State Established Benchmark At the end of theater 2, a proficient student will:	**(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
5.1 Identify and describe the role of the theater artist in cultures and societies.	• Demonstrate a knowledge of historical eras and the place of theater in that culture • Demonstrate accurate research for era and cultural aspects for all scenes and plays performed	• Genre • Philosophy • Priest • Culture • Society • Progression • Regression • Action • Reaction • Force of Change • Synthesis • Milieu • Social Structure	**2,7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.2 Identify, describe, and analyze specific works of theatrical art as belonging to particular cultures, times and places in the context in which they were created	• Journal historical and cultural facts and influences for all scenes played • Create a cultural collage for specific facts concerning current performances. • Journal differences of cultural ideas between the scene being played and current day.	• Character time / place • Play time / place • Setting • Social Norms • Pre History • Classical Era • Middle Ages • Renaissance • Age of Ism's • Current Age • Time Line • Context • Era • Exegesis • Viewpoint • Historical Viewpoint	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.3 Identify intentions of those creating theater art works, explore the implications of various purposes, and justify analysis.	• Research the playwright of the play • Research specific towns etc mentioned in the play at the time and setting of the scene. • Research and justify analysis of character noting the social economic norms of the playwright, and the time setting of the play.	• Playwright intent • Criticism • Prescriptive • Descriptive • Subtext • Meaning • Intent • Structure • Viewpoint • Catalog • Work • Transfer of meaning	2,5,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.4 Analyze contemporary and historic meanings and emotions in specific theater works through cultural and aesthetic inquiry.	• Research reviews of any play or scene presented, noting emotional reactions to the production. • Research and journal unknown language to clarify meaning and emotional content of that language. • Research and journal time place and cultural setting of current play.	• Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Point of view • Interaction	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.5 Demonstrate appropriate audience behavior for the context and style of theatre presented.	• Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater.	• Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance.	7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-
5.6 Investigate a variety of theater from resources in the community and analyze and communicate cultural and historical context.	• Journal viewing of performances outside school district #1 • Analyze journal possible performances for attendance from a variety of community sources. • Set personal goals for attending theatrical events outside of school.	• Analysis • Composition • Outline • Goal setting • Casual tone • Formal tone • Casual writing • Formal writing • Research • Context • Culture • Resources • Depository • Comparison • Contrast • Investigation • Notes • Organization • Format	7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 6 -	Students make connections among theater, other subject areas, life, and work.

State Established Benchmark At the end of Theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	• Using knowledge of theatrical technique analyze and respond to similarities and differences between a theatrical production and a musical / athletic / artistic presentation. • Journal presentation of a product in a store and how it uses theatrical technique to sell a product. • Compare and contrast a business and theater organization structure.	• Producer • Director • Stage Manager • House Manager • Technical Director • Actors • Technicians • Designers (Scene etc.) • Production Crew • Running Crew • Production phases • Pre-production Planning • Production Planning • Dress Rehearsal process • Performance • Post production • Safety	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
6.2 Connect and analyze interrelated elements of the theater and other subject areas	• Create and report (in writing or oral / production) a format combining theater with art and music or other artistic mediums (culinary etc.) in not traditional combinations to present a single unified theatrical idea. • React to the old theatrical maxim, "Theater is the giant sucking vacuum of culture – there is no subject or area of human concern that the theater has not ventured. • Journal clearly the "outside knowledge" required to play your character successfully.	• Artists • Line • Balance • Form • Function • Color theory • Materials • Social norms • Interpretation • License • Legal ramifications • Skill • School Culture norms and expectations • Community Culture norms and expectations • Closed social group • Open social group	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)

Content Standard 6 -	Students make connections among theater, other subject areas, life, and work.

State Established Benchmark At the end of Theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.3 Experience the elements of theater careers in a professional setting.	• Attend a professional presentation and journal the differences between the professional production and school performances. • Research SAG and AE in a research paper and report all expectations of professional members of these organizations.	• Research • Internship • Interview • Viewing rubric • Personal viewpoint • Knowledge base • Expectations • Appreciation • Job Shadow • Note Taking • Standards • Company • Communal Art form	7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-
6.4 Analyze how works of theater reflect the environment in which they are created.	• Compare and contrast works that professional groups perform, and school performances. • Journal real limitations to performance subjects available to schools. • Using historical knowledge journal how plays read reflect the society, time and place in which they were written.	• Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary • Amateur • Professional • Written archeology • Context	2,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standards

Content Standard 1	**Students create, perform/exhibit, and respond in the Arts.**
Content Standard 2	**Students apply and describe the concepts, structures, and processes in the Arts**
Content Standard 3	**Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**
Content Standard 4	**Students analyze characteristics and merits of their work and the work of others.**
Content Standard 5	**Students understand the role of the Arts in society, diverse cultures, and historical periods.**
Content Standard 6	**Students make connections among the Arts, other subject areas, life, and work.**

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 1 -	Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.24 Conceive and create works of art.	• Direct other students roles at an intermediate level • Prepare scripts for directing • Use advanced improvisational skills to create ensemble and problem solve directorial decisions or spur character development	• Improvisation • Blocking (Halting) • Blocking (movement) • Moment • Interaction • Reaction • Emotional/subjective • Objective/technical • Interaction • Listening • Story Line • Kernel • Character centered • Situation centered	3,6	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.25 Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	• Use Stanislavski's techniques to spur character development. • Utilize non method performing techniques • Direct physical action principals • Direct the use of advanced vocal technique	• Upstage • Downstage • Stage Right • Stage Left • Blocking • Button Hook • Cross • Counter cross • Balancing cross • Stage quadrants • Blocking emphasis • Giving/taking/sharing • Ability to give and take criticism • Relaxation • Define Stage Fright • Continuum of Stresses effect of the body and mind • Focus technique	1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 1 -	Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark At the end of 12th grade, a proficient student will:	**OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.3 Select or adapt the elements of a presentational style.	• Research style of play to be directed • Conduct preliminary Character research of a play to be directed • Identify and clearly direct using representational theater technique • Identify and clearly direct presentational theater technique	• Proscenium arch • Historical theater types • Historical eras (in order/ western theater) • Eastern theater traditions • Kabuki • Burankau • Sheimatar • Production style • Script demands • Director view point • Character choices (under given circumstances)	1,2,3,4,6,	RST –1,2,3,4,5,6, 7,8,9 WHST-1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 Apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	• With Stage manager create and implement a physical warm up for cast being directed. • With Stage manager create and implement a vocal warm up regimen for the cast being directed. • Utilize advanced focus techniques in directing other students • Demonstrate ability to work with diverse groups found in a cast. • Norm structure for collaborative process • Apply personal and group goal setting	• Body • Mind • Voice • Espiritus • Swinging • Stretching • Bouncing • Isometrics • Safety • Vocal • Stress • Concentration • Manners • Isolation of place • Focus • Projection • Quality • Pitch • Resonance • Rate • Inflection • Enunciation	3,4,7,11	RST – 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 1 -	Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation (ELE)** **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.5 Articulate meaning by describing and analyzing artistic choices in their own work and work s of others.	• Character analysis • Script scoring • Role scoring	• Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis	 **3,4,6,8,9,11**	RST – 1,23,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution from a director's work.	• Analyze script to build an accurate character • Understand the role of each character in the play • Clearly be able to articulate the action of a play and the characters part in the actions played. • Identify character functions in a plot.	• Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality • Ensemble • Humility • Submission • Psychological bent • Action Analysis	**2,3,5,8,9,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply techniques to write, direct, act, design and produce.	• Accurately utilize vocal technique to reflect character • Accurately utilize advanced blocking technique to reflect character • Creatively use space to reflect character • Demonstrate concentration and attention to details of character • Develop and demonstrate personal approach to analyzing and creating a character	• Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics	**2,3,4,7,8,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.3 Medium: Direct solo and ensemble (e.g., mime, live, film, video productions).	• Direct Solo performance of scenes • Direct Small Group performances • Direct One Act Plays Direct Full length plays	• Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette	**3,4,5,9**	RST – 1a,1b,1c,2,2a,2b,2c,2d,2e, 4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.4 Function: Direct performance in classroom or school programs/productions.	• Classroom performance • Improvisational performance • Open Auditions • Closed Auditions • After School performances • Specialty performances (library grade schools etc) • Festival performances	• Audition • Rehearsal • Blocking • Polishing Rehearsal • Co-curricular • Performance • Production Etiquette • Dress • Final Dress • Costume Plot • Make up plot	**4,3**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2e,4,5,6,7,8,9,
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	• Accurately demonstrate ability to direct comedy and serious scenes • Perform role of director as assigned in multiple types of theater genres • Demonstrate ability to research unfamiliar theatrical styles to direct a successful performance	• Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism	**2,4,7,9**	RST –1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark At the end of 12th grade, a proficient student will:	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.6 Presentation: Direct, rehearse, perform, and critique improvisation and performances.	• Demonstrate direction of the character building process on assigned roles • Demonstrate directors responsibility to structure a rehearsal process etiquette and discipline during all rehearsal time • Demonstrate directors role in supervision performance of an assigned theatrical performance in first and final views for scenes and shows as assigned • Apply and give constructive criticism to self and others in written and oral format	• Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications	**3,7,8**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.1 Use art materials, techniques, technologies, and processes to create specific products and responses to ideas	• Create and maintain a directors r's journal • Create and maintain an director's portfolio • Create and maintain an director's resume • Direct the creation of or obtain personal props etc. to reflect accurate character	• Journal • Antidotal character sketch • Formal character sketch • Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs	**2,3,4,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
3.2 Communicate intended meaning through interpretation of a subject.	• Apply character research to role in scene or play • Apply creative research to fill in gaps left open for interpretation of character • Give and receive critique concerning character research and apply it to the role being played	• Themes • Character work • Scene work • Norming • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility	**3,4,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark At the end of 12th grade, a proficient student will:	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	• Direct a scene utilizing the subtext only • Direct a scene paraphrasing dialogue / monologue • Find key wants in a scene and play only physical action of the character • Improvise a scene playing the intentions / goals of the character	• Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary • Blocking • Flow • Active Listening • Structure • Resolution	**7,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
3.4 Supervise the use of technical skills – use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.	• Inventory character costume, prop, and make up design needs and communicate this to the production team • Analyze characters response to the physical set elements in scene or play • Inventory character dialect and learn proper enunciation and dialect delivery.	• Genre • Historical periods • Historical Context • Time place meaning • Vocal Health • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater	**3,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark At the end of 12th grade, a proficient student will:	**OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.5 Understand and apply stage direction and ground plans.	• Accurately set blocking for emphasis and picture • Accurately give director's verbal and written notes concerning stage movement • Direct the interpretation of blocking in terms of character personal space use • Supervise the actors creatively change in blocking to work with character development and the vision of the show • Demonstrate the ability to work as a team to create consistent blocking over the course of a performance • Demonstrate ability to quickly modify blocking to overcome production emergencies / safety issues.	• Blocking shorthand • Blocking Map • Emphasis • Open • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement	 **2,5,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** (for instructional purposes)	**Technology Profile**	**Common Core Alignment**
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	• Evaluate audition scenes in contrast with other auditioning • Evaluate personal performance in light of viewing professional performances • Demonstrate personal goal setting after personal and group review of performance	• Subjective • Objective • Interpretation • Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements	**2,6,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	• Journal viewing of professional and amateur shows noting differences in productions capacity and experience. • Journal viewing of audition scenes noting differing of success and performance style. • Students will evaluate other students performances both written and oral	• Empathy • Rubric • Compassion • Health • Mental State • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant	**2,5,7,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation (ELE)** **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core** **Alignment**
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	• Utilizing knowledge of acting methods specifically critique others and self to improve performance. • Utilizing knowledge of vocal technique specifically critique other and self to improve performance. • Understanding the process of growth set realistic goals to improve personal performance.	• Rubric • Affective • Effective • Base Line • Level • Personality • Humility • Expectations • "Norming" • Growth • Synthesis	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	• As a group process recognizing and cataloguing the various viewpoints surrounding a work of art participate in the synthesizing of these points of view into a single presentable whole. • View two presentations of the same scene and catalogue the differing presentational choices, evaluating the success of each presentation. • Utilizing knowledge of genre and era, evaluate a performance of known genre as to its effectiveness in communicating the author's intent.	• Context • Historical Milieu • Milieu • Historical Era • Social norms • Production value • Entry Requirements • Knowledge base • Audience Knowledge Base • Comparison • Contrast • Audience / Producer expectations	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artist in cultures and societies.	• Demonstrate a knowledge of historical eras and the place of theater in that culture • Demonstrate accurate research for era and cultural aspects for all scenes and plays performed	• Genre • Philosophy • Priest • Culture • Society • Progression • Regression • Action • Reaction • Force of Change • Synthesis • Milieu • Social Structure	2,7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	• Journal historical and cultural facts and influences for all scenes played • Create a cultural collage for specific facts concerning current performances. • Journal differences of cultural ideas between the scene being played and current day.	• Character time / place • Play time / place • Setting • Social Norms • Pre History • Classical Era • Middle Ages • Renaissance • Age of Ism's • Current Age • Time Line • Context • Era • Exegesis • Viewpoint • Historical Viewpoint	2,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.			
State Established Benchmark At the end of 12th grade, a proficient student will:	**OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
5.3 identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	• Research the playwright of the play • Research specific towns etc. mentioned in the play at the time and setting of the scene. • Research and justify analysis of character noting the social economic norms of the playwright, and the time setting of the play.	• Playwright intent • Criticism • Prescriptive • Descriptive • Subtext • Meaning • Intent • Structure • Viewpoint • Catalog • Work • Transfer of meaning	 2,5,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	• Interact with a work that is from a different era • Perform works from another era • Perform and interact with works from other cultures • Analyze and identify contrast and compare similarities and differences between our culture and the culture of the work being performed.	• Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Interaction	 **2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation (ELE)** **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	• Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater.	• Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance.	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.6 Investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	• Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater.	• Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance.	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Content Standard 6 -	Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	• Using knowledge of theatrical technique analyze and respond to similarities and differences between a theatrical production and a musical / athletic / artistic presentation. • Journal presentation of a product in a store and how it uses theatrical technique to sell a product. • Compare and contrast a business and theater organization structure.	• Producer • Director • Stage Manager • House Manager • Technical Director • Actors • Technicians • Designers (Scene etc.) • Production Crew • Running Crew • Production phases • Pre-production Planning • Production Planning • Dress Rehearsal process • Performance • Post production • Safety	2,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	• Create and report (in writing or oral / production) a format combining theater with art and music or other artistic mediums (culinary etc.) in not traditional combinations to present a single unified theatrical idea. • React to the old theatrical maxim, "Theater is the giant sucking vacuum of culture – there is no subject or area of human concern that the theater has not ventured. • Journal clearly the "outside knowledge" required to play your character successfully.	• Artists • Line • Balance • Form • Function • Color theory • Materials • Social norms • Interpretation • License • Legal ramifications • Skill • School Culture norms and expectations • Community Culture norms and expectations	7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standard 6 -	Students make connections among the Arts, other subject areas, life, and work.			
State Established Benchmark At the end of 12th grade, a proficient student will:	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** (for instructional purposes)	**Technology Profile**	**Common Core Alignment**
6.3 Experience the elements of art careers in a professional setting.	• Attend a professional presentation and journal the differences between the professional production and school performances. • Research SAG and AE in a research paper and report all expectations of professional members of these organizations.	• Research • Internship • Interview • Viewing rubric • Personal viewpoint • Knowledge base • Expectations • Appreciation • Job Shadow • Note Taking • Standards • Company • Communal Art form	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-
6.4 Analyze how works of art reflect the environment in which they are created.	• Compare and contrast works that professional groups perform, and school performances. • Journal real limitations to performance subjects available to schools. • Using historical knowledge journal how plays read reflect the society, time and place in which they were written.	• Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary • Amateur • Professional • Written archeology • Context	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standards

Content Standard 1   **Students create, perform/exhibit, and respond in the Arts.**

Content Standard 2   **Students apply and describe the concepts, structures, and processes in the Arts**

Content Standard 3   **Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**

Content Standard 4   **Students analyze characteristics and merits of their work and the work of others.**

Content Standard 5   **Students understand the role of the Arts in society, diverse cultures, and historical periods.**

Content Standard 6   **Students make connections among the Arts, other subject areas, life, and work.**

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 1 -	Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.26 Conceive and create works of art.	• Direct or be directed by other students roles at an advanced level • Prepare scripts for directing or acting • Use advanced improvisational skills to create ensemble and problem solve directorial or performing decisions or spur character development	• Improvisation • Blocking (Halting) • Blocking (movement) • Moment • Interaction • Reaction • Emotional/subjective • Objective/technical • Interaction • Listening • Story Line • Kernel • Character centered • Situation centered	3,6	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.27 Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	• Use Stanislavski's techniques to spur character development. • Utilize non method performing techniques • Direct or act using physical action principals • Direct or act using advanced vocal technique	• Upstage • Downstage • Stage Right • Stage Left • Blocking • Button Hook • Cross • Counter cross • Balancing cross • Stage quadrants • Blocking emphasis • Giving/taking/sharing • Ability to give and take criticism • Relaxation • Define Stage Fright • Continuum of Stresses effect of the body and mind • Focus technique	1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 1 -	Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation (ELE)** **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.3 select or adapt the elements of a presentational style.	• Research style of play to be directed • Conduct preliminary Character research of a play to be directed or acted • Identify and clearly direct or act using representational theater technique • Identify and clearly direct or act using presentational theater technique	• Physical theater type • Production goals • Historical theater types • Historical eras (in order/ western theater) • Eastern theater traditions • Kabuki • Burankau • Sheimatar • Production style • Script demands • Director view point • Character choices (under given circumstances)	1,2,3,4,6,	RST –1,2,3,4,5,6, 7,8,9 WHST-1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 Apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	• With Stage manager create and implement a physical warm up for cast being directed. • With Stage manager create and implement a vocal warm up regimen for the cast being directed. • Utilize advanced focus techniques in directing other students • Demonstrate ability to work with diverse groups found in a cast. • Norm structure for collaborative process • Apply personal and group goal setting	• Body • Mind • Voice • Espiritus • Swinging • Stretching • Bouncing • Isometrics • Safety • Vocal • Stress • Concentration • Manners • Isolation of place • Focus • Projection • Quality • Pitch • Resonance • Rate • Inflection • Enunciation	3,4,7,11	RST – 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 1 -	Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
1.5 articulate meaning by describing and analyzing artistic choices in their own work and work s of others.	• Character analysis • Script scoring • Role scoring	• Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis	**3,4,6,8,9,11**	RST – 1,23,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution.	• Analyze script to build an accurate character • Understand the role of each character in the play • Clearly be able to articulate the action of a play and the characters part in the actions played. • Identify character functions in a plot.	• Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality • Ensemble • Humility • Submission • Psychological bent • Action Analysis	**2,3,5,8,9,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply techniques to write, direct, act, design and produce.	• Accurately utilize vocal technique to reflect character • Accurately utilize advanced blocking technique to reflect character • Creatively use space to reflect character • Demonstrate concentration and attention to details of character • Develop and demonstrate personal approach to analyzing and creating a character	• Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics	**2,3,4,7,8,11**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation (ELE)** **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.3 Medium: perform solo and in ensemble (e.g., mime, live, film, video productions).	• Direct or act in Solo performance of scenes • Direct or act in Small Group performances • Direct or act in One Act Plays • Direct or act in Full length plays	• Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette	**3,4,5,9**	RST – 1a,1b,1c,2,2a,2b,2c,2d,2e, 4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark At the end of 12th grade, a proficient student will:	**OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)**	**Vocabulary (for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
2.4 Function: perform in classroom or school programs/productions.	• Classroom performance • Improvisational performance • Open Auditions • Closed Auditions • After School performances • Specialty performances (library grade schools etc) • Festival performances	• Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism	**2,4,7,9**	RST –1, 2,3,4,5,6,7,8,9,10 WHST-1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	• Accurately demonstrate ability to direct or act in comedy and serious scenes • Perform role of director performer or stage manager as assigned in multiple types of theater genres • Demonstrate ability to research unfamiliar theatrical styles to direct act or be a team member to create a successful performance	• Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism	**2,4,7,9**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 2 -	Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** (for instructional purposes)	**Technology Profile**	**Common Core Alignment**
2.6 Presentation: rehearse, perform, and critique improvisation and performances.	• Demonstrate direction or performance of the character building process on assigned roles • Demonstrate directors or actors / production teams responsibility to structure a rehearsal process etiquette and discipline during all rehearsal time • Demonstrate directors or actors ole in supervision performance of an assigned theatrical performance in first and final views for scenes and shows as assigned • Apply and give constructive criticism to self and others in written and oral format	• Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications	**3,7,8**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
3.1 Use art materials, techniques, technologies, and processes to create specific products and responses to ideas	• **Create and maintain a performance journal** • **Create and maintain a performance portfolio** • **Create and maintain a resume** • **Direct the creation of or obtain personal props etc. to reflect accurate character**	• Journal • Antidotal character sketch • Formal character sketch • Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs	**2,3,4,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
3.2 Communicate intended meaning through interpretation of a subject.	• **Apply research to scene or play** • **Apply creative research to fill in gaps left open for interpretation** • **Give and receive critique concerning research and apply it to the play**	• Themes • Character work • Scene work • Norming • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility	**3,4,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	• Do a scene utilizing the subtext only • Do a scene paraphrasing dialogue / monologue • Find key wants in a scene and distill only physical action of the character • Improvise a scene with the intentions / goals of the character	• Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary • Blocking • Flow • Active Listening • Structure • Resolution	7,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
3.4 Use technical skills – use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.	• Inventory character costume, prop, and make up design needs and communicate this to the production team • Analyze characters response to the physical set elements in scene or play • Inventory character dialect and learn proper enunciation and dialect delivery.	• Genre • Historical periods • Historical Context • Time place meaning • Vocal Health • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater	3,7,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 3 -	Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 Understand and apply stage direction and ground plans.	• Accurately set or record blocking for emphasis and picture • Accurately give or receive director's verbal and written notes concerning stage movement • Direct the interpretation of blocking in terms of character personal space use • Supervise or show the ability to creatively change blocking to work with character development and the vision of the show • Demonstrate the ability to work as a team to create consistent blocking over the course of a performance • Demonstrate ability to quickly modify blocking to overcome production emergencies / safety issues.	• Blocking shorthand • Blocking Map • Emphasis • Open • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement	2,5,7,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	• Evaluate audition scenes in contrast with other auditioning • Evaluate personal performance in light of viewing professional performances • Demonstrate personal goal setting after personal and group review of performances	• Subjective • Objective • Interpretation • Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements	2,6,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	• Journal viewing of professional and amateur shows noting differences in productions capacity and experience. • Journal viewing of audition scenes noting differing of success and performance style. • Students will evaluate other students performances both written and oral	• Empathy • Rubric • Compassion • Health • Mental State • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant	2,5,7,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 4 -	Students analyze characteristics and merits of their work and the work of others.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	• Utilizing knowledge of acting methods specifically critique others and self to improve performance. • Utilizing knowledge of vocal technique specifically critique other and self to improve performance. • Understanding the process of growth set realistic goals to improve personal performance.	• Rubric • Affective • Effective • Base Line • Level • Personality • Humility • Expectations • "Norming" • Growth • Synthesis	**7**,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	• As a group process recognizing and cataloguing the various viewpoints surrounding a work of art participate in the synthesizing of these points of view into a single presentable whole. • View two presentations of the same scene and catalogue the differing presentational choices, evaluating the success of each presentation. • Utilizing knowledge of genre and era, evaluate a performance of known genre as to its effectiveness in communicating the author's intent.	• Context • Historical Milieu • Milieu • Historical Era • Social norms • Production value • Entry Requirements • Knowledge base • Audience Knowledge Base • Comparison • Contrast • Audience / Producer expectations	**7**,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artist in cultures and societies.	• Demonstrate a knowledge of historical eras and the place of theater in that culture • Demonstrate accurate research for era and cultural aspects for all scenes and plays performed • Define personal role in the arts in our current culture • Ideally answer "what is an artist and how can an artist survive in the current contemporary culture?"	• Genre • Philosophy • Priest • Culture • Society • Progression • Regression • Action • Reaction • Force of Change • Synthesis • Milieu • Social Structure	2,7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	• Journal historical and cultural facts and influences for all scenes played • Create a cultural collage for specific facts concerning current performances. • Journal differences of cultural ideas between the scene being played and current day.	• Character time / place • Play time / place • Setting • Social Norms • Pre History • Classical Era • Middle Ages • Renaissance • Age of Ism's • Current Age • Time Line • Context • Era • Exegesis • Viewpoint • Historical Viewpoint	2,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9-

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation** (ELE) **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core** **Alignment**
5.3 Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	• Research the playwright of the play • Research specific towns etc. mentioned in the play at the time and setting of the scene. • Research and justify analysis of character noting the social economic norms of the playwright, and the time setting of the play.	• Playwright intent • Criticism • Prescriptive • Descriptive • Subtext • Meaning • Intent • Structure • Viewpoint • Catalog • Work • Transfer of meaning	2,5,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	• Interact with a work that is from a different era • Perform works from another era • Perform and interact with works from other cultures • Analyze and identify contrast and compare similarities and differences between our culture and the culture of the work being performed.	• Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Interaction	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 5 -	Students understand the role of the Arts in society, diverse cultures, and historical periods.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation (ELE)** **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	• Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater.	• Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance.	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.6 investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	• Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater.	• Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance.	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 6 -	Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	• Using knowledge of theatrical technique analyze and respond to similarities and differences between a theatrical production and a musical / athletic / artistic presentation. • Journal presentation of a product in a store and how it uses theatrical technique to sell a product. • Compare and contrast a business and theater organization structure.	• Producer • Director • Stage Manager • House Manager • Technical Director • Actors • Technicians • Designers (Scene etc.) • Production Crew • Running Crew • Production phases • Pre-production Planning • Production Planning • Dress Rehearsal process • Performance • Post production • Safety	**2,7,8,9,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
6.2 connect and analyze interrelated elements of the Arts and other subject areas	• Create and report (in writing or oral / production) a format combining theater with art and music or other artistic mediums (culinary etc.) in not traditional combinations to present a single unified theatrical idea. • React to the old theatrical maxim, "Theater is the giant sucking vacuum of culture – there is no subject or area of human concern that the theater has not ventured. • Journal clearly the "outside knowledge" required to play your character successfully.	• Artists • Line • Balance • Form • Function • Color theory • Materials • Social norms • Interpretation • License • Legal ramifications • Skill • School Culture norms and expectations • Community Culture norms and expectations	**7,8,11**	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standard 6 -	Students make connections among the Arts, other subject areas, life, and work.			
State Established Benchmark **At the end of 12th grade,** **a proficient student will:**	**OPI Essential Learning Expectation (ELE)** **(HPS Critical Competencies)**	**Vocabulary** **(for instructional purposes)**	**Technology Profile**	**Common Core Alignment**
6.3 experience the elements of art careers in a professional setting.	• Attend a professional presentation and journal the differences between the professional production and school performances. • Research SAG and AE in a research paper and report all expectations of professional members of these organizations.	• Research • Internship • Interview • Viewing rubric • Personal viewpoint • Knowledge base • Expectations • Appreciation • Job Shadow • Note Taking • Standards • Company • Communal Art form	7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
6.4 analyze how works of art reflect the environment in which they are created.	• Compare and contrast works that professional groups perform, and school performances. • Journal real limitations to performance subjects available to schools. • Using historical knowledge journal how plays read reflect the society, time and place in which they were written.	• Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary • Amateur • Professional • Written archeology • Context	2,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST-1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-