

Montana Instructional Alignment
HPS Critical Competencies
Technical theater
Stagecraft

Content Standards

Content Standard 1 Technicians Understanding of The theater Space

Content Standard 2 Tools of the Trade

Content Standard 3 Context of work in technical theater

Content Standard 4 Technology



Content Standard 5 Technical Theater 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

Technical theater Stagecraft

Content Standard 1 -		Technicians Understanding of The theater Space		
State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.1 Know and be able to identify physical make up of theater types commonly encountered.	<ul style="list-style-type: none"> Understand the specific types of theater spaces a technician will find and work in. 	<ul style="list-style-type: none"> Thrust Theater in the round Proscenium Multi use Flexible space. Found theater space 	 2,3,4,7,11	RST.9-10 1,2, 4,7 WHST.9-10 1,1a,1b,1c,1d,2d,4,7
1.2 Understand and demonstrate technical “shifts of Mindset” needed for work in specific theater spaces.	<ul style="list-style-type: none"> Understand the various theater spaces and their conventions of use, and be able to creatively address technical needs in various spaces. 	<ul style="list-style-type: none"> Upstage Downstage Clock system Sight lines Masking On stage Off stage Stage-blocking Grid Stage position grid Foot positioning Area Spike marks 	 2,4,6,8.,11	RST.9-10 1,2,5,7,8,9,10 WHST.9-10 1,1a,1b,1c,2,2b,2c,2d,2e,6,8,9


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State Established Benchmark At the end of 12th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.3 Understand and show proficiency in adapting technical work to the specific space and job being worked.	<ul style="list-style-type: none"> • Understand and apply design and building principals for specific types of spaces. 	<ul style="list-style-type: none"> • Rigging • Improvisation • Integration • Masking • Secure • Safety • Orientation • Conventions • Local preference and Protocols • S.O.P. • Safety principals • Fire prevention • Basic sanitation 	 3,8,11	RST.9-10 1,2,3,4,5,6,8,9,10 WHST.9-10 1,1a-e,2,2a-e6,7,10

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1.4 Understand and demonstrate proficiency in crew responsibility and knowledge of human relations/protocol.	<ul style="list-style-type: none"> Know theatrical hierarchy, and articulate basic responsibilities of each level, with an emphasis on communication protocols and skills to work between levels. 	<ul style="list-style-type: none"> Front of House Call Call Time Personal Protective Gear Back of House Producer Director Designers, Stage Manager Assistant Stage manager, Technical Director Rigger Carpenter Electrics Sound Props Set Carpenter Stage Carpenter Grip Pyrotechnics Make Up Costumes Business manager FOH Manager Box off ice Manager, Concessions Ticket Sales Head Usher Ushers House Policy Communications Protocol, Manners Golden Rule. 	 3,5,7,8,11	RST.9-10 1,2,3,4,4,6,7,8,10 WHST.9-10 1,1a,2,2a,4,6,7,8,9,10

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1.5 Understand and demonstrate the differing responsibilities of front of house vs. back stage work.	<ul style="list-style-type: none"> • Identify specific theater jobs as “Front of House” or “back of house”. • Know the phases of production, and what responsibilities lie with front and back of house. • Participate as assigned in a front of house or back of house job in support of a school performance. 	<ul style="list-style-type: none"> • FOH = Front of House • BOH = Back of House • Public • Performer(s) • Etiquette (front and back of house) • Convention 	 3,4,5,8,11	RST.9-10 1,2,3,4,5,6,7,9,10 WHST.9-10 1, 1a,1c,1d,1e,2,2c,2d,4,5,,6,9,10

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Content Standard 2 - Tools of the Trade



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Know and demonstrate use of basic <u>hand</u> tools	<ul style="list-style-type: none"> • Demonstrate hand tool safety • Use Measuring tools • Use fastening tools • Use joining tools • Use cutting tools • Use drilling tools 	<ul style="list-style-type: none"> • Tool type • Measuring tools • Cutting tools • Finishing tools • Blue print • Rough out • Finish • Tape measure • Square, • T Square • Tri Square • Bevel Gauge • Hammer • Box Nail • Common Nail • Finish Nail • Penney Weight • Saw • Hand Drill • Brace and Bit • Clamp • Bar Clamp • Corner Clamp 	<div style="text-align: center;">  3,5,8,11 </div>	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

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State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.2 Know and demonstrate the use of basic <u>power</u> tools	<ul style="list-style-type: none"> • Demonstrate power tool safety • Power Fastening tools • Power cutting tools • Power drilling tools 	<ul style="list-style-type: none"> • Pneumatic • Nailer • Pneumatic Brad Nailer • Pneumatic Stapler • Skill Saw • Band Saw • Table Saw • Power Drill • Chop off Saw • Miter Saw 	 3,68,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10
2.3 Know and demonstrate use of lighting instrument types	<ul style="list-style-type: none"> • Demonstrate safe lighting practices • Trouble shoot basic electric and data circuits • Light hang and focus technique • Load calculations 	<ul style="list-style-type: none"> • Power • Data • DMX 512 • DMX1024 • Fresnel • ERS • Follow spot • Moving Body Instrument • Moving Mirror instrument • Traditional Standard Instrument • Moving Light • 3pin data • 5 pin data • DMX splitter • DMX Dongle • Ohms Law • Power Formula (W=VA) • Cable • Connector • Ampicity • Hot, Neutral • Ground • Area 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

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State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Continued - Know and demonstrate use of lighting instrument types		<ul style="list-style-type: none"> • Color • Gel • Gel Frame • Safety Clamp • Safety Cable • Safety Harness • Safety Lanyard. 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10
2.4 Know and demonstrate use of sound equipment.	<ul style="list-style-type: none"> • Mixer • Microphone snake • Wired and wireless microphones • Outboard gear • Power amplifiers • Connecting cables • Intercom systems • Speaker types main / monitor • Set in / strike of gear • Power up and down sequence • Hearing safety 	<ul style="list-style-type: none"> • Digital • Analogue • Transducer • Mic level • Line level • Speaker level • XLR connector • TS connector • TRS connector • Adaptor • Cannon Plug • Ground Loop • Feedback • Level (DB / Electrical) • Driver • Horn • Speaker • Cabinet • Power transient • Power Up • Power Down • Trim • Input • Output 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

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State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.5 Continued - Know and demonstrate use of sound equipment.		<ul style="list-style-type: none"> • Level • DB(Edison) • Phones • Power • Energy • Acoustical Energy • Electrical Energy • Mixing Console • Layout • Trip fall hazard • Listening Field • Secure components • Rack • Clean Power supply. 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10
2.6 Know and demonstrate the building and use of Props.	<ul style="list-style-type: none"> • Hand and power tool safety • Prop research • Understand period / style • Interpersonal communication with staff / performers • Function 	<ul style="list-style-type: none"> • Historical period • Style • Genre • Materials (wood metal etc.) • Memo • Script readings • script mark up • Director notes • Stage manager notes • Etiquette • Hierarchy • Hand vs. costume prop • Internet search • Design • Adaptation • Authentic 	 3,4,8,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10


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State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.6 Continued - Know and demonstrate the application of costume shop / costumer procedures.	<ul style="list-style-type: none"> • Costume care • Costume research • Period and style • Fabric types and uses • renderings 	<ul style="list-style-type: none"> • Reproduction • Modify • Dummy • Practical • Dressing • False front • Foam use. • Period • Authentic • Modified • Fabrics (cotton, rayon, man-made, natural) • Pests • Soiling • Distressing • Simple rendering • Swatch • Complex layered rendering • Genre • Style • Movement • Breathing • Dart • Taylor • Mend • Memo • Hierarchy • Crew • Dresser 	 2,3,4,7,8,9,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

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State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.7 Know and demonstrate the job of FOH / Box office.	<ul style="list-style-type: none"> • FOH hierarchy • FOH procedures • Job responsibilities • FOH etiquette 	<ul style="list-style-type: none"> • Front of House • Box Office Manager • Box Office Technician • Cashier • Bank • Hierarchy • Usher • House Manager • Open House • Closed House • Dress House • General Admission • Royalty • Seating Capacity • House Capacity • Occupancy Load • Exit • Clear House • Pre Show • Show • Post Show • Production Meeting • Production Staff • Back Stage Etiquette • Front of House Etiquette • Paging • Emergency Procedures • House Etiquette • Safety procedures • Responsibility. 	 3,4,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

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Content Standard 3 - Context of work in technical theater



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 Know their place in Hierarchy of the theater productions at all stages.	<ul style="list-style-type: none"> • Map job responsibilities • Use tech bulletins / software to track notes / memos • Utilize appropriate technologies for show schedules • Recognize chain of command and respond appropriately to keep order / communication. • Utilize sign in / out procedures for time tracking • Keep production log 	<ul style="list-style-type: none"> • Producer • Director • Stage manager • Technical director • Technician • E-mail • Spread sheet • Calendar program 	 3,4,8,11	RST.9-10 1, 2,3,4,5,6,7,9,10 WHST.9-10 1,2,4,5,6,7,8,9,10
3.2 Inventory Skills the individual technician holds.	<ul style="list-style-type: none"> • Self inventory • Identify gaps • Create plan to narrow / eliminate gaps. 	<ul style="list-style-type: none"> • Base knowledge • Entry knowledge • Meta language • Self-guided learning • Research plan • Time lines • Self-guidance 	 2,3,4,7,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,1a-e,2,4,5,6,7,9,10
3.3 Be able to identify and understand the context of a show (historical, genre, and impact) and the productions place in society.	<ul style="list-style-type: none"> • Identify time of show copyright • Identify time period (dates) of the given circumstances in the play. • Identify and apply directors vision of time / place / period in the current production • Identify the style of production 	<ul style="list-style-type: none"> • Presentational style • Representational style • Time • Place • Period • Genre • Directorial privilege • Vision • Unifying themes • Unifying vision 	 2,3,4,6,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,4,5,6,7,8,9,10

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Content Standard 3 - Context of work in technical theater




State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.4 Understand how personal work impacts the communal reality of theater	<ul style="list-style-type: none"> • Take personal responsibility to get job done • Building group consensus • Working to a goal • Lay aside personal wants for the good of a group • Understand and work within group dynamics 	<ul style="list-style-type: none"> • Etiquette • Power • Goal • Aesthetic principal • Group • Consensus • Self vs. group • Goal vs. moment • Group dynamic • Place • Deferment • acquiescence 	 3,8,11	RST.9-10 1,2,3,4,5,6,7,9,10 WHST.9-10 1,5,6,7,8,9,10
3.5 Understand the impact your job in a performance has on the performance micro community.	<ul style="list-style-type: none"> • Understand group effort and place of each job • The theory of the weak link • Best foot forward • Undercutting and the cost • No job is too small – it all adds up • Understand personal dynamics and their place in your job • Leaving personal problems at the door. 	<ul style="list-style-type: none"> • Group dynamics • Undercutting • Place • Personal dynamics • Group dynamics • Perception • Leveling • Greater good • Acquiescence • Subservience • Leadership • Servant leader • Servant 	 3,4,7,8,11	RST.9-10 1,2,3,7,8,9,10 WHST.9-10 1,5,6,7,8,9,10

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Content Standard 4 - Technical Theater in society, diverse cultures, and historical periods.


State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Identify and deal with the realities and impact of historical period a production demands.	<ul style="list-style-type: none"> Clearly Identify and report historical components of current production Clearly identify specific production needs in light of historical period and current production Clearly identify research and report the historical period contents for current production. 	<ul style="list-style-type: none"> Time period Genre Historical vs. production component Necessity vs. ideal Content Requirement Necessity' Icing 	 3,4,5,7,8,9,10,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,4,5,6,7,8,9,10
4.2 Recognize and deal with cultural components of a performance.	<ul style="list-style-type: none"> Clearly Identify and report cultural components of current production Clearly identify specific production needs in light of cultural period and current production Clearly identify research and report the cultural period contents for current production. 	<ul style="list-style-type: none"> Cultural component Culture vs. production need Cultural period Interpretation Audience recognition Adaptation Pre-performance activities. 	 3,4,5,7,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,4,5,6,7,8,9,10
4.3 Identify, and deal with diversity issues in performances.	<ul style="list-style-type: none"> Roles that may or may not be gender specific Possible gender equity issued with a performance Gender / diversity issues Technical aspects that may be tied to gender / diversity issues. 	<ul style="list-style-type: none"> Diversity Adaptation Positive recognition Sensitivity Personal identity Separation Gender Law Statute 	 3,4,7,11	RST.9-10 2,3,4,5,6,7,9,12 WHST.9-10 1, 2,2e,6,7,8,9,10

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Content Standard 4 - Technical Theater in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.4 Expand personal levels of understanding and dealing with personal feelings of cultural, social, and historical periods, as they relate to production demands.	<ul style="list-style-type: none"> • Understand and apply social norms • Recognize human thought evolves • Recognize current cultural morays and filtering • Recognize and apply cultural social and historical morays to current productions • Understand and apply specific cultural historical facts to current production • Identify specific cultural / social / historical facts that apply to the production and prepare notes for program. 	<ul style="list-style-type: none"> • Miss cue • Cultural fact • Cultural moray • Time Place • Filter • Cultural necessity • Cultural expression • Interpretation • Differentiation • Time place influence • Communication 	<div style="text-align: center;">  3,8,11 </div>	RST.9-10 1,2,3,5,6,7,8,9,10 WHST.9-10 1,2,4,5,6,7,8,9,10

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HPS Critical Competencies

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Content Standard 5 - Students make connections among the Arts, other subject areas, life, and work.



State Established Benchmark At the end of 12 th grade 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.	<ul style="list-style-type: none"> Identify and describe the role of the artist / playwright in cultures and societies. in the context in which they were created. As an artist, define in the context of the playwrights given circumstances - the voice from which you speak and to whom you are speaking. Differentiate between cultural requirements and the current cultural norm, and how interpretation will be needed. Research and define the artist in his or her culture, and their impact on their culture. 	<ul style="list-style-type: none"> Playwright Production Closet drama Voice Cultural moray Taboo Culture Innovation Status quo Challenging Cultural change Driving force Interpretation structure 	 2,3,4,5,7,8,9,11	RST.9-10 1, 2,3,4,5,6,7,9,10 WHST.9-10 1,2,4,5,6,7,8,10
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	<ul style="list-style-type: none"> Identify, describe and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created. Place the date a production on a historical time line. Research the author and the people / place / culture at the specific time of history noted for the play Research key religious / cultural ideals moderating a culture at the specific time of the productions time period. Identify define catalog and use colloquialisms from the language that are time place differentiated from modern English language use. 	<ul style="list-style-type: none"> People group Time / place orientation Historical time period Religion Faith Action Colloquialism Usage Irrelevancy Time frozen Time line Historical epoch Context Communication 	 3,4,8,9,311	RST.9-10 1,2,3,4,5,6,7,9,10 WHST.9-10 1,2,4,5,6,7,8,10

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HPS Critical Competencies

Technical theater Stagecraft



Content Standard 5 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.3 Identify intentions of those creating artworks, explore the implications of various purposes and justify analysis.	<ul style="list-style-type: none"> • Research the contemporary cultural and religious components of the play and its author. • Research the style and content of the play. • Research and report the contemporary critical analysis of the play and playwright. 	<ul style="list-style-type: none"> • Goal • Mark • Obstacle • Norm • Style • Comedy • Tragedy • Purpose • Influence • confluence 	 3,4,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,2,4,5,6,7,9,10
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry	<ul style="list-style-type: none"> • Inventory themes and moods of the play at hand and analyze how interpreting these elements are influencing the current production. • Research the play and playwright and the contemporary critical analysis of the work. • Research current thoughts concerning the playwright and the play. 	<ul style="list-style-type: none"> • Specific relevance • Time place • Changing reference • Mood • Theme • Manner • Place • Esthetic culture • Social moray • Cross culture • Time place relevance • Dated • Locked meaning • Relevance 	 2,3,5,8,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,2,4,5,6,7,9,10

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Content Standard 5 - Students make connections among the Arts, other subject areas, life, and work.


State Established Benchmark At the end of 12 th grade 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 art presented.	<ul style="list-style-type: none"> • Publish in the program audience guide to the play including different expectations of an audience today with a contemporary audience of the original time and place. • Perform the play in the style / method as researched. • Publish a guideline for appropriate audience behavior during a production in the program. 	<ul style="list-style-type: none"> • Mannerisms • Cultural norms • Etiquette • Malapropos • Social standard • Social context • Narrow social norm • Wide social norm • Appropriate • Adaptation 	 3,4,8,11	RST.9-10 1,2,3,4,5,6,9,10 WHST.9-10 1,2,2a-e,4,5,6,10
5.6 Investigate a variety of artworks from resources in the community and analyze, and communicate cultural and historical context.	<ul style="list-style-type: none"> • View and journal performances outside the school environment utilizing your knowledge of production. • Write criteria referenced critique of performances outside the school. • In an oral informal manner, discussed (using one or more of the criterion referenced performance critiques) present a respectful personal critique of a show seen outside of school. 	<ul style="list-style-type: none"> • Community • Criterion reference • Organization • Formal • Informal • Relational • Active view • Passive view • Critique • Criticize • Malevolent • Humility • Arrogance • Prescriptive • Descriptive • Distance • Personal • Impersonal • Motive 	 2,3,8,9,11	RST.9-10 1,2,3,4,5,6,9,10 WHST.9-10 1,2,2a-e,4,5,6,10

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


State Established Benchmark At the end of 12 th grade 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.	<ul style="list-style-type: none"> • Articulate similarities and differences for theater research vs. other classrooms research. • Demonstrate the ability to apply cross-curricular research / methods and process to theater / other classroom projects. • Articulate and demonstrate differences in theater hierarchy / structure / process to other projects in life. • Compare and contrast theatrical process with other processes that produce usable or consumed projects. • Demonstrate how some processes for the theatrical production result in a completely different outcome than "regular" styles of research. 	<ul style="list-style-type: none"> • Purpose • Cross pollination • Reference • Frame of reference • Vapor lock • Hierarchy • Structure • Taxonomy • Relationship • Process • Dedicated • Cross curriculum • Compare • Contrast • outcome 	 2,3,8,9,11	RST.9-10 1,2,3,4,8,10 WHST.9-10 1,2,2a-e, 4,5,6,9,10

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



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	6.2 Demonstrate use of elements of visual arts as applied to the theater 6.2 Recognize and demonstrate the ability to apply the principals of sculpture to the theater. 6.2 Demonstrate the ability to research and report concisely on research projects in a referenced style as in a standard language class	<ul style="list-style-type: none"> • Line • Balance • Weight • Mood • Color • Mood • Feeling • Theme • Texture • Ethereal • Concrete • Period • Place • Context • Material • Purpose • Innovation • Mixed media • Adaptation 	 1,2,3,7,9,10,11	RST.9-10 1,2,3,4,8,10 WHST.9-10 1,2,2a-e, 4,5,6,9,10

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

State Established Benchmark At the end of 12 th grade 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.	6.3 Demonstrate a proficient work ethic that is practiced 6.3 Transfer knowledge of production to life 6.3 Transfer knowledge of genre time period and cultural morays to other projects 6.3 Demonstrate a proficient ability to work in a group no matter what the project. 6.3 Demonstrate knowledge of professional theater work ethic. 6.3 Job shadow a professional in a production.	<ul style="list-style-type: none"> • Work • Ethic • Schedule • Communication • Interpersonal • Extra personal • Responsibility • Manners • External • Internal • Drive • Emotional management • Professional • Armature • Leveling • Mannerisms • Appropriate 	 2,3,5,6,7,8,9,11	RST.9-10 1, 2,4,7,8,9,10 WHST.9-10 1,2,4,5,6,7,8,10
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary 	 2,7,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,,10 WHST.9-10 1,2,2a-e,4,5,6,7,8,9,10