

Connecticut Arts Curriculum Framework

THE ARTS

By the end of 12th grade, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experiences; and be prepared to apply their arts knowledge and skill throughout their lifetime.

PROGRAM GOALS

As a result of education in grades K-12, students will:

1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) artworks that express concepts, ideas and feelings in each art form.
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form.
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form.
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form.
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values.
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures.
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers.
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career.
9. seek arts experiences and participate in the artistic life of the school and community.
10. understand the relationships between the arts, other disciplines, and daily life.

K-12 CONTENT STANDARDS**Theatre**

[-Theatre includes live improvised and scripted work as well as film, television and other electronic media]

- 1) Students will create theatre through improvising, writing and refining scripts.
- 2) Students will act by developing, communicating and sustaining characters.
- 3) Students will design and produce the technical elements of theatre through artistic interpretation and execution.
- 4) Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.
- 5) Students will research, evaluate and apply cultural and historical information to make artistic choices.
- 6) Students will make connections between theatre, other disciplines and daily life.
- 7) Students will analyze, critique and construct meanings from works of theatre.
- 8) Students will understand context by analyzing and comparing theatre in various cultures and historical periods.

THEATRE

K-12 CONTENT STANDARD 1

Theatre: Creating

Students will create theatre through improvising, writing and refining scripts.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. collaborate to select interrelated characters, environments and situations for classroom dramatizations
- b. improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue

Educational experiences in **grades 5-8** will assure that students:

- a. individually and in groups, develop characters, environments and actions that create tension and suspense
- b. refine and record dialogue and action

Educational experiences in **grades 9-12** will assure that students:

- a. construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience

K-12 CONTENT STANDARD 2**Theatre: Acting**

Students will act by developing, communicating and sustaining characters.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. imagine and clearly describe characters, their relationships and their environments
- b. use variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters
- c. assume roles, based on personal experience and heritage, imagination, literature and history, in classroom dramatizations

Educational experiences in **grades 5-8** will assure that students:

- a. analyze dramatic text to discover, articulate and justify character motivation
- b. invent character behaviors based on the observation of interactions, ethical choices and emotional responses of people
- c. use acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that reflect artistic choices
- d. in an ensemble, interact as the invented characters

Educational experiences in **grades 9-12** will assure that students:

- a. analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genres and media
- b. compare and demonstrate acting techniques and methods from a variety of periods and styles
- c. in an ensemble, create and sustain characters

K-12 CONTENT STANDARD 3
Theatre: Technical Production

Students will design and produce the technical elements of theatre through artistic interpretation and execution.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. design the playing space to communicate characters and action in specific locales
- b. collaborate to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup

Educational experiences in **grades 5-8** will assure that students:

- a. describe and use the relationship among scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama
- b. analyze improvised and scripted scenes for technical requirements
- c. develop the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
- d. work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character

Educational experiences in **grades 9-12** will assure that students:

- a. explain the physical and chemical properties of the technical aspects of theatre
- b. analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements
- c. develop designs that use visual and aural elements to convey environments that clearly support the text
- d. apply technical knowledge and skills, including scientific and technological advances to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup
- e. design coherent stage management, promotional and business practices

K-12 CONTENT STANDARD 4
Theatre: Directing

Students will direct by planning or interpreting works of theatre
and by organizing and conducting rehearsals.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations

Educational experiences in **grades 5-8** will assure that students:

- a. demonstrate social, group and consensus skills by leading small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes

Educational experiences in **grades 9-12** will assure that students:

- a. develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most appropriate
- b. justify selection of text, interpretation, and visual /aural choices
- c. effectively communicate directorial choices to a small ensemble for improvised or scripted scenes

K-12 CONTENT STANDARD 5
Theatre: Researching and Interpreting

Students will research, evaluate and apply cultural and historical information to make artistic choices.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. communicate information to peers about people, events, time and place related to classroom dramatizations

Educational experiences in **grades 5-8** will assure that students:

- a. apply research from print and nonprint sources to script writing, acting, design and directing choices

Educational experiences in **grades 9-12** will assure that students:

- a. identify and research cultural, historical and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions

K-12 CONTENT STANDARD 6
Theatre: Connecting

Students will make connections between theatre, other disciplines and daily life.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. describe visual, aural, oral and kinetic elements in theatre, dance, music and visual arts
- b. compare how ideas and emotions are expressed in theatre, dance, music and visual arts
- c. select movement, music or visual elements to enhance the mood of a classroom dramatization
- d. Identify connections between theatre and other disciplines in the curriculum
- e. Identify various careers available to theatre artists

Educational experiences in **grades 5-8** will assure that students:

- a. describe characteristics and compare the presentation of characters, environments and actions in theatre, dance and visual arts
- b. incorporate elements of dance, music and visual arts to express ideas and emotions in improvised and scripted scenes
- c. express and compare personal reactions to several art forms
- d. describe and compare the functions and interaction of performing artists, visual artists and audience members in theatre, dance, music and visual arts
- e. describe ways in which the principles and subject matter of other disciplines taught in school are interrelated to theatre
- f. explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy and empathy apply in theatre and daily life
- g. explain the knowledge, skills and discipline needed to pursue careers and avocational opportunities in theatre

Educational experiences in **grades 9-12** will assure that students:

- a. describe and compare the materials, elements and means of communicating in theatre, dance, music and the visual arts
- b. determine how the non dramatic art forms are modified to enhance the expression of ideas and emotions in theatre
- c. illustrate the integration of arts media in informal or formal presentations

- d. create and solve interdisciplinary problems using theatre
- e. explore career opportunities in theatre and theatre related fields

K-12 CONTENT STANDARD 7
Theatre: Analysis, Criticism And Meaning

Students will analyze, critique and construct meanings from works of theatre.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. identify and describe the visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances
- b. explain how the wants and needs of characters are similar to and different from their own
- c. articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances
- d. analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding and evaluating

Educational experiences in **grades 5-8** will assure that students:

- a. describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances
- b. articulate and support the meanings constructed from dramatic performances
- c. use articulated criteria to describe, analyze and constructively evaluate the effectiveness of artistic choices in dramatic performances
- d. describe and evaluate the effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes

Educational experiences in **grades 9-12** will assure that students:

- a. construct social meanings from informal and formal productions from a variety of cultures and historical periods, and relate these to current personal, national and international issues
- b. articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare artistic intent with the final performance
- c. analyze and critique performances and constructively suggest alternative artistic choices
- d. constructively evaluate their own and others' collaborative efforts in informal and formal productions

K-12 CONTENT STANDARD 8
Theatre: History And Cultures

Students will understand context by analyzing and comparing theatre in various cultures and historical periods.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
- b. identify and compare the various settings and reasons for creating dramas and attending theatre

Educational experiences in **grades 5-8** will assure that students:

- a. describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
- b. analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures
- c. explain how culture affects the content and design elements of dramatic performances

Educational experiences in **grades 9-12** will assure that students:

- a. compare similar themes in drama from various cultures and historical periods, illustrate with informal and formal performances, and discuss how theatre can reveal universal concepts
- b. identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods
- c. identify cultural and historical sources of American theatre and musical theatre
- d. analyze the effect of their own cultural experiences on their dramatic work

Connecticut Standards for Theatre Organized to Show Articulation (Sequence) Across Grade Levels

Content Standard 1: Students will create theatre through improvising, writing and refining scripts

K — 4

Students

- a. collaborate to select interrelated characters, environments and situations for classroom dramatizations
- b. improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue

5 — 8

Students

- individually and in groups, develop characters, environments and actions that create tension and suspense (a)
- refine and record dialogue and action (b)

9 — 12

Students

- construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience (a)

Content Standard 2: Students will act by developing, communicating and sustaining characters

K — 4

Students

- a. imagine and clearly describe characters, their relationships and their environments
- b. use variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters
- c. assume roles (based on personal experience and heritage, imagination, literature and history) in classroom dramatizations

5 — 8

Students

- analyze dramatic text to discover, articulate and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices and emotional responses of people (a)
- invent character behaviors based on the observation of interactions, ethical choices and emotional responses of people (b)
- use acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that reflect artistic choices (c)

9 — 12

Students

- analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genre and media (a)
- compare and demonstrate acting techniques and methods from a variety of periods and styles (b)
- in an ensemble, create and sustain characters (c)

Content Standard 3: Students will design and produce the technical aspects of theatre by conceptualizing and realizing artistic interpretations

K — 4

Students

- a. design the playing space to communicate characters and action in specific locales
- b. collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup

5 — 8

Students

describe and use the relationship among scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama (a)

analyze improvised and scripted scenes for technical requirements (b)

develop the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources (c)

work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character (d)

9 — 12

Students

explain the physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint and makeup) (a)

analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements (b)

develop designs that use visual and aural elements to convey environments that clearly support the text (c)

apply technical skills and understandings, including scientific and technological advances to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup (d)

design coherent stage management, promotional and business plans (e)

Content Standard 4: Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals

K — 4

5 — 8

9 — 12

Students

Students

Students

develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most appropriate(a)

justify selection of text, interpretation, and visual/aural choices (b)

a. collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations

demonstrate social, group and consensus skills by leading small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes (a)

effectively communicate directorial choices to a small ensemble for improvised or scripted scenes (c)

Content Standard 5: Students will research, evaluate, and apply cultural and historical information to make artistic choices

K — 4

Students

- a. communicate information to peers about people, events, time and place related to classroom dramatizations

5 — 8

Students

apply research from print and nonprint sources to script writing, acting, design and directing choices (a)

9 — 12

Students

identify and research cultural, historical and symbolic clues in dramatic texts and evaluate the validity and practicality of the information to help make artistic choices for informal and formal productions (a)

Content Standard 6: Students will make connections between theatre, other disciplines and daily life

K — 4

Students

- a. describe visual, aural, oral and kinetic elements in theatre, dance, music and visual arts
- b. compare how ideas and emotions are expressed in theatre, dance, music and visual arts

- c. select movement, music or visual elements to enhance the mood of a classroom dramatization
- d. identify connections between theatre and other disciplines in the curriculum
- e. identify various careers available to theatre artists

5 — 8

Students

- (continues from previous level)
- describe characteristics and compare the presentation of characters, environments and actions in theatre, musical theatre, dance and visual arts (a)
- _____
- incorporate elements of dance, music and visual arts to express ideas and emotions in improvised and scripted scenes (b)
- express and compare personal reactions to several art forms (c)
- describe and compare the functions and interaction of performing artists, visual artists and audience members in theatre, dance, music and visual arts (d)
- describe ways in which the principles and subject matter of theatre and other disciplines taught in school are interrelated(e)
- explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy and empathy apply in theatre and daily life (f)
- explain the knowledge, skills and discipline needed to pursue careers and avocational opportunities in theatre (g)

9 — 12

Students

- describe and compare the materials, elements and means of communicating in theatre, music and the visual arts (a)
- determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre (b)
- illustrate the integration of several arts media in informal or formal presentations (c)
- (continues from previous level)
- (continues from previous level)
- explain and compare the roles and interrelated responsibilities of the various personnel involved in theatre, film, television and electronic media productions (moved from National Standard 4: Advanced d.)
- create and solve interdisciplinary problems using theatre (d)
- analyze the significance of theatre in their lives and how theatre influences their behavior and thinking
- explore career opportunities in theatre and theatre related fields (f)

Content Standard 7: Students will analyze, critique and construct meaning from works of theatre

K — 4

Students

- a. identify and describe the visual, aural, oral and kinetic elements of classroom dramatizations and dramatic performances
- b. explain how the wants and needs of characters are similar to and different from their own
- c. articulate emotional responses to and explain personal preferences about whole dramatic performances as well as parts of those performances
- d. analyze classroom dramatizations and, using appropriate terminology, constructively suggest (1) alternative ideas for dramatizing roles, arranging environments, and developing situations, and (2) means of improving the collaborative processes of planning, playing, responding and evaluating

5 — 8

Students

- describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances (a)
- articulate and support the meanings constructed from dramatic performances (b)
- use articulated criteria to describe, analyze and constructively evaluate the effectiveness of artistic choices in dramatic performances (c)
- describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers and directors) to the collaborative process of developing improvised and scripted scenes (d)

9 — 12

Students

- (continues from previous level)
- construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national and international issues (a)
- articulate and justify personal aesthetic criteria for critiquing dramatic texts and events by comparing perceived artistic intent with the final performance (b)
- analyze and critique performances and constructively suggest alternative artistic choices (c)
- constructively evaluate their own and others' collaborative efforts in informal and formal productions (d)

Content Standard 8: Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods

K — 4

Students

a. identify and compare similar characters and situations in stories and dramas from and about various cultures, create classroom dramatizations based on these stories and dramas, and discuss how theatre reflects life

b. identify and compare the various settings and reasons for creating dramas and attending theatre

5 — 8

Students

describe and compare universal characters and situations in dramas from and about various cultures and historical periods, create improvised and scripted scenes based on these universal characters and situations, and discuss how theatre reflects a culture (a)

analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures (b)

explain how culture affects the content and design element of dramatic performances (c)

9 — 12

Students

compare similar themes in drama from various cultures and historical periods, create informal and formal performances using these themes, and discuss how theatre can reveal universal concepts (a)

identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods (b)

analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods (c) (from National Standard Advanced f.)

identify cultural and historical sources of American theatre and musical theatre (d) (from National Standard c.)

analyze the effect of their own cultural experiences on their dramatic work (e) (from National Standard d.)

Glossary for Theatre Standards

Action. The core of a theatre piece; the sense of forward movement created by the sense of time and/or the physical and psychological motivations of characters.

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aesthetic qualities. The emotional values and cognitive meanings derived from interpreting a work of art; the symbolic nature of art.

Artistic choices. Selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

Classical. A dramatic form and production techniques considered of significance in earlier times, in any culture or historical period.

Classroom dramatizations. The act of creating character, dialogue, action, and environment for the purpose of exploration, experimentation, and study in a setting where there is no formal audience observation except for that of fellow students and teachers.

Constructed meaning. The personal understanding of dramatic/artistic intentions and *actions and their social and personal significance, selected and organized from the aural, oral, and visual symbols of a dramatic production.

Drama. The art of composing, writing, acting, or producing plays; a literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Dramatic media. Means of telling of stories by way of stage, film, television, radio, or computer discs.

Electronic media. Means of communication characterized by the use of technology, e.g., radio, computers, e.g., virtual reality.

Ensemble. The dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Formal production. The staging of a dramatic work for presentation for an audience.

Front of house. Box office and lobby.

Improvisation. The spontaneous use of movement and speech to create a character or object in a particular situation.

Informal production. The exploration of all aspects of a dramatic work (such as visual, oral, aural) in a setting where experimentation is emphasized. Similar to classroom dramatizations with classmates and teachers as the usual audience.

New art forms. The novel combination of traditional arts and materials with emerging technology (such as performance art, videodiscs, virtual reality).

Role. The characteristic and expected social behavior of an individual in a given position (e.g., mother, employer). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

Script. The written dialogue, description, and directions provided by the playwright.

Social pretend play. When two or more children engage in unsupervised enactments; participants use the play to explore social skills and understandings.

Tension. The atmosphere created by unresolved, disquieting, or inharmonious situations that human beings feel compelled to address.

Text. The basis of dramatic activity and performance; a written script or an agreed-upon structure and content for an improvisation.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature; *drama; the milieu of actors and playwrights, the place that is the setting for dramatic performances. A performing art form which includes live improvised and scripted work as well as film, television, and other electronic media.

Theatre literacy. The ability to create, perform, perceive, analyze, critique, and understand dramatic performances.

Traditional forms. Forms that use time-honored theatrical practices.

Unified production concept. A brief statement, metaphor, or expression of the essential meaning of a play that orders and patterns all the play's parts; a perceptual device used to evoke associated visual and aural presuppositions serving to physicalize and unify the production values of a play.