

What is it we expect students to learn? Identifying Essential Standards

Grade Level: Drama

Subject: Fine Arts

Team Members: Conn

1. Standard/Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught?	6. Enrichment / Intervention Strategies
Pantomime Performance: Object Permanence and Body Language (FA 1-3)	TSW Perform a Pantomime	Memorization, Warming up, Stage Presence	TSW score at least a 75% on a pantomime based on a daily routine.	Introduced in September, revisited throughout the year.	
Following Stage Directions and Stage Movement Principles (FA 1-3)	TSW Perform a Scene with Stage Directions	Memorization, Walking, Standing, Sitting	TSW execute correct stage movement and directions for a given scene.	Introduced in October, revisited throughout the year.	
Purpose, Practice, and Performance of Improvisation (FA 1-3)	TSW Improvise a scene using the Basic Rules of Improv	Memorization, Basic stage movement, Stage Presence	TSW will score an 80% on both individual and partner scenes.	Introduced in September, revisited throughout the year	
Analyze a Character's Internal and External Traits (FA 1-4)	TSW Complete Character Analysis on selected character.	Reading Comprehension, Inferential Thinking, Inductive Reasoning	TSW will complete the Character Analysis Handout and perform a monologue.	Introduced in October, revisited throughout the year.	
Vocal Performance (FA 1-3)	TSW use his/her voice to articulate a variety of thoughts and emotions.	Memorization, Warming up, Stage Presence, Basic Stage Movement	TSW score at least an 80% on a performance of a prepared monologue.	Introduced in October, revisited throughout the year.	
Theatre Appreciation (FA 4-5)	TSW explain how theatre from various cultures has evolved and is connected to current forms.	Reading Comprehension, Inferential Thinking, Drawing Conclusions	TSW score an 80% on a presentation comparing/contrasting theatre different cultures and eras.	November-December	
Performance Evaluation (FA 1-3)	TSW explain the effective and ineffective choices made by performers and directors.	Drawing Conclusions, Character Analysis, Plot Structure, Suspense	TSW write a paper evaluating performance and direction of a film.	March	
Ensemble Acting (1-5)	TSW will work with a group to create original characters and an original plot, as well as make technical and directing choices for a film.	Pantomime, Movement, Improv, Character Analysis, Vocal Performance, Film Recording Editing	TSW Create a short film (minimum of five minutes)	Introduced with Improv in September, Assessed Again in November with whole-class Improv, in February with Awards Assembly Skit, and in May with Film	

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
6. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrich the essential standard?

Mattos, Buffum, Weber, 2010