

Diocese of Venice Standards for Theatre

9th-12th Grade



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Gifts of CHRIST[©] at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*[©] stands for **C**atholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12th grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

TH.K.C: Critical Thinking and Reflection	
	TH.K.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.K.C.1.1	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
	TH.K.C.2: Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance.
	TH.K.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
TH.K.C.3.1	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2	Share reactions to a live theatre performance.
TH.K.H: Historical and Global Connections	
	TH.K.H.2: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
TH.K.H.2.1	Identify how the elements of place and time can change a story.
	TH.K.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
TH.K.H.3.1	Describe feelings related to watching a play.
TH.K.F: Innovation, Technology, and the Future	
	TH.K.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
TH.K.F.1.1	Pretend to be an animal by imitating its movements and sounds.
	TH.K.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
TH.K.F.3.1	Exhibit age-appropriate dramatic play behaviors.
TH.K.O: Organizational Structure	
	TH.K.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
TH.K.O.1.1	Share opinions about a story with classmates.
	TH.K.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
TH.K.O.2.1	Draw a picture of a favorite scene from a play.
	TH.K.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

	TH.K.O.3.1	Compare a story that is read to one that is acted out.
TH.K.S: Skills, Techniques, and Processes		
	TH.K.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
	TH.K.S.1.1	Demonstrate appropriate audience behavior at a live performance.
	TH.K.S.1.2	Describe play-acting, pretending, and real life.
	TH.K.S.1.3	Describe personal preferences related to a performance.
	TH.K.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
	TH.K.S.2.1	Pretend to be a character from a given stor
	TH.K.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
	TH.K.S.3.1	Use imagination to show a person at work, using the body and voice to communicate ideas.
	TH.K.S.3.2	Describe the concept of beginning, middle, and ending in stories using dramatic play.
	TH.K.S.3.3	Demonstrate use of the stage space using dramatic play.
TH.1.C: Critical Thinking and Reflection		
	TH.1.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
	TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
	TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
	TH.1.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.1.C.2.1	Discuss what worked well and what didn't work well after acting out a story.
	TH.1.C.2.2	Identify elements of an effective performance.
	TH.1.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.1.C.3.1	Share opinions about selected plays.
TH.1.H: Historical and Global Connections		
	TH.1.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.1.H.1.1	Identify characters in stories from various cultures.
	TH.1.H.1.2	Describe how people respond to special events in the community.
	TH.1.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.1.H.2.1	Re-tell a story, demonstrating respect, from a culture other than one's own.

	TH.1.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
	TH.1.H.3.1 Identify similarities between plays and stories.
TH.1.F: Innovation, Technology, and the Future	
	TH.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
	TH.F.1.1 Pretend to be an animal or person living in an imagined place.
	TH.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
	TH.F.3.1 Describe and discuss how to work together as actors
TH.1.O: Organizational Structure	
	TH.1.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	TH.1.O.1.1 Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
	TH.1.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
	TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.
	TH.1.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	TH.1.O.3.1 Compare a play to an animated movie that tells the same story.
TH.1.S: Skills, Techniques, and Processes	
	TH.1.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	TH.1.S.1.1 Exhibit appropriate audience etiquette and response.
	TH.1.S.1.2 Demonstrate the differences between play-acting, pretending, and real life.
	TH.1.S.1.3 Explain personal preferences related to a performance.
	TH.1.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	TH.1.S.2.1 Collaborate with others to present scenes from familiar stories.
	TH.1.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.
	TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

	TH.1.S.3.3	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
TH.2.C: Critical Thinking and Reflection		
	TH.2.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
	TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.
	TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.
	TH.2.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.2.C.2.1	Discuss the purpose of a critique.
	TH.2.C.2.2	Describe how an actor in a play, musical, or film creates a character.
	TH.2.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.H: Historical and Global Connections		
	TH.2.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.2.H.1.1	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
	TH.2.H.1.2	Explain how to respond as an audience member in a different way, depending on the style of performance.
	TH.2.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.2.H.2.1	Identify universal characters in stories from different cultures.
	TH.2.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.2.H.3.1	Create dialogue for characters from a story.
TH.2.F: Innovation, Technology, and the Future		
	TH.2.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.2.F.1.1	Create and sustain a character inspired by a class reading or activity.
	TH.2.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.2.F.2.1	Identify the jobs people can have in a theater.
	TH.2.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.2.F.3.1	Identify what was successful about a collaborative theatre activity.

TH.2.O: Organizational Structure	
	TH.2.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	TH.2.O.1.1 Compare the differences between reading a story and seeing it as a play.
	TH.2.O.1.2 Explain the difference between the stage, backstage, and audience areas.
	TH.2.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
	TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
	TH.2.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	TH.2.O.3.1 Identify theatrical elements and vocabulary found in everyday life.
TH.2.S: Skills, Techniques, and Processes	
	TH.2.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
	TH.2.S.1.2 Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
	TH.2.S.1.3 Explain, using specific examples, why some individuals may or may not like a particular performance.
	TH.2.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	TH.2.S.2.1 Collaborate with others to perform a scene and solve challenges.
	TH.2.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	TH.2.S.3.1 Create imagined characters, relationships, and environments using basic acting skills.
	TH.2.S.3.2 Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
	TH.2.S.3.3 Create the stage space to communicate character and action in specific locales.
TH.3.C: Critical Thinking and Reflection	
	TH.3.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	TH.3.C.1.1 Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
	TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
	TH.3.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

	TH.3.C.2.1	Revise a formal or informal performance after receiving a critique.
	TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
	TH.3.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.3.C.3.1	Discuss the techniques that help create an effective theatre work.
TH.3.H: Historical and Global Connections		
	TH.3.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.3.H.1.1	Understand how cultural differences are expressed through character, environment, and theme.
	TH.3.H.1.2	Interview an adult and create a story from his or her life using any theatrical form.
	TH.3.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.3.H.2.1	Identify geographical or cultural origins of stories.
	TH.3.H.2.2	Create and tell a story, fable, or tale.
	TH.3.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.3.H.3.1	Identify interpersonal skills that are learned through participation in a play.
	TH.3.H.3.2	Discuss differences between stories that are presented in different modes or time periods.
	TH.3.H.3.3	Plan and perform a simple performance based on a theme from another content area.
TH.3.F: Innovation, Technology, and the Future		
	TH.3.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.3.F.1.1	Create and/or collect appropriate props and costumes and use them to help tell a story.
	TH.3.F.1.2	Arrange classroom furniture to create an environment for a story.
	TH.3.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.
	TH.3.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.3.F.3.1	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
TH.3.O: Organizational Structure		
	TH.3.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.3.O.1.1	Describe how an actor creates a character.
	TH.3.O.1.2	Discuss why costumes and makeup are used in a play.

	TH.3.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
	TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
	TH.3.O.2.2 Collaborate to create a collage to show the emotion(s) of a particular story or play.
	TH.3.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	TH.3.O.3.1 Compare the characteristics of theatre to television and movies.
TH.3.S: Skills, Techniques, and Processes	
	TH.3.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.
	TH.3.S.1.2 Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
	TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
	TH.3.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	TH.3.S.2.1 Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
	TH.3.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	TH.3.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
	TH.3.S.3.2 Use information gained from research to shape the creation of a character.
	TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
	TH.3.S.3.4 Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
TH.4.C: Critical Thinking and Reflection	
	TH.4.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	TH.4.C.1.1 Devise a story about an age-appropriate issue and explore different endings.
	TH.4.C.1.2 Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
	TH.4.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
	TH.4.C.2.1 Provide a verbal critique to help strengthen a peer's performance.

	TH.4.C.2.2	Reflect on the strengths and needs of one's own performance.
	TH.4.C.2.3	Describe the choices perceived in a peer's performance or desi
	TH.4.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.4.C.3.1	Identify the characteristics of an effective acting performance.
	TH.4.C.3.2	Create an original scene or monologue based on a historical event or person.
	TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.H: Historical and Global Connections		
	TH.4.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.4.H.1.1	Re-create a famous character from Florida history.
	TH.4.H.1.2	Define how a character might react to a new set of circumstances in a given story.
	TH.4.H.1.3	Identify playwrights whose lives or careers have a connection with Florida.
	TH.4.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.4.H.2.1	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
	TH.4.H.2.2	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
	TH.4.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.
	TH.4.H.3.2	Compare a historical play with actual historical events.
	TH.4.H.3.3	Create an original story after listening to music or viewing a work of art.
TH.4.F: Innovation, Technology, and the Future		
	TH.4.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.4.F.1.1	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
	TH.4.F.1.2	Create sound and lighting effects to suggest the mood of a story.
	TH.4.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
	TH.4.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.4.F.3.1	Identify the leadership qualities of directors, actors, and/or technicians.
TH.4.O: Organizational Structure		

	TH.4.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
TH.4.O.1.1	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2	Identify common audience conventions used when viewing a play.
	TH.4.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
TH.4.O.2.1	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2	Create a mask to show a comic or tragic character.
	TH.4.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
TH.4.O.3.1	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2	Explore how theatre is used to understand different cultures.
TH.4.S: Skills, Techniques, and Processes	
	TH.4.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
	TH.4.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
TH.4.S.2.1	Collaborate with others to share responsibilities for a production.
	TH.4.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
TH.4.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
TH.4.S.3.2	Use information gained from research to shape acting choices in a simple, historically based scene.
TH.4.S.3.3	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
TH.5.C: Critical Thinking and Reflection	
	TH.5.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

	TH.5.C.1.1	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
	TH.5.C.1.2	Create an original pantomime using instrumental music created or found to set the mood.
	TH.5.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.5.C.2.1	Change and strengthen one's own performance based on coaching from a director.
	TH.5.C.2.2	Write a self-critique of a performance.
	TH.5.C.2.3	Defend an artistic choice for a theatrical work.
	TH.5.C.2.4	Identify correct vocabulary used in a formal theatre critique.
	TH.5.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.
	TH.5.C.3.2	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
	TH.5.C.3.3	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.H: Historical and Global Connections		
	TH.5.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.5.H.1.1	Research and describe the context in which a specified playwright wrote a particular dramatic work.
	TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.
	TH.5.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.5.H.2.1	Recognize theatre works as a reflection of societal beliefs and values.
	TH.5.H.2.2	Identify types of early American theatre.
	TH.5.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.5.H.3.1	Identify symbolism in a play that is found in other art forms.
	TH.5.H.3.2	Compare theatre to other modes of communication.
	TH.5.H.3.3	Demonstrate how the use of movement and sound enhance the telling of a story.
	TH.5.H.3.4	Act out a character learned about in another content area.
TH.5.F: Innovation, Technology, and the Future		
	TH.5.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.5.F.1.1	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.

	TH.5.F.1.2	Create a new ending for a familiar story.
	TH.5.F.1.3	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
	TH.5.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
	TH.5.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.5.F.3.1	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.
TH.5.O: Organizational Structure		
	TH.5.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.5.O.1.1	Explain an actor's choices in the creation of a character for a scene or play.
	TH.5.O.1.2	Make a list of the types of props that might be found in a play.
	TH.5.O.1.3	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
	TH.5.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
	TH.5.O.2.1	Create a story board of the major events in a play.
	TH.5.O.2.2	Make a list of types of props that might be found in a play.
	TH.5.O.2.3	Predict the ending of a play or performance.
	TH.5.O.2.4	Collaborate with others to develop and refine original scripts, and justify writing choices.
	TH.5.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
	TH.5.O.3.1	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
	TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.S: Skills, Techniques, and Processes		
	TH.5.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
	TH.5.S.1.1	Describe the difference in responsibilities between being an audience member at live or recorded performances.
	TH.5.S.1.2	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.

	TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
	TH.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
	TH.5.S.2.1	Collaborate with others to create productions and solve challenges.
	TH.5.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
	TH.5.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.
	TH.5.S.3.2	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.
	TH.5.S.3.3	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
	TH.5.S.3.4	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
TH.68.C: Critical Thinking and Reflection		
	TH.68.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
	TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.
	TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
	TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
	TH.68.C.1.4	Create and present a design, production concept, or performance and defend artistic choices.
	TH.68.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
	TH.68.C.2.2	Keep a rehearsal journal to document individual performance progress.
	TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
	TH.68.C.2.4	Defend personal responses to a theatre production.
	TH.68.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
	TH.68.C.3.2	Compare a film version of a story to its original play form.
	TH.68.C.3.3	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.

TH.68.H: Historical and Global Connections		
	TH.68.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.68.H.1.1	Explore potential differences when performing works set in a variety of historical and cultural contexts.
	TH.68.H.1.2	Analyze the impact of one’s emotional and social experiences when responding to, or participating in, a play.
	TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
	TH.68.H.1.4	Create a monologue or story that reflects one’s understanding of an event in a culture different from one’s own.
	TH.68.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.68.H.2.1	Compare western theatre traditions with those of other cultures.
	TH.68.H.2.2	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
	TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.
	TH.68.H.2.4	Discuss the differences between presentational and representational theatre styles.
	TH.68.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
	TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
	TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
	TH.68.H.3.4	Describe the importance of wellness and care for the actor’s physical being as a performance instrument.
	TH.68.H.3.5	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
	TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.F: Innovation, Technology, and the Future		
	TH.68.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.68.F.1.1	Manipulate various design components to imagine the world of the character.
	TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
	TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.

	TH.68.F.1.4	Survey an aspect of theatre to understand the ways in which technology has affected it over time.
	TH.68.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
	TH.68.F.2.2	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
	TH.68.F.2.3	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
	TH.68.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
	TH.68.F.3.2	Develop a list of line items that would typically be found in a production budget for a performance.
TH.68.O: Organizational Structure		
	TH.68.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.68.O.1.1	Compare different processes an actor uses to prepare for a performance.
	TH.68.O.1.2	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
	TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
	TH.68.O.1.4	Discuss how the whole of a theatre performance is greater than the sum of its parts.
	TH.68.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
	TH.68.O.2.1	Diagram the major parts of a play and their relationships to each other.
	TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
	TH.68.O.2.3	Write alternate endings for a specified play.
	TH.68.O.2.4	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
	TH.68.O.2.5	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
	TH.68.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
	TH.68.O.3.1	Compare theatre and its elements and vocabulary to other art forms.
	TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.
	TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.

TH.68.S: Skills, Techniques, and Processes	
	TH.68.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
TH.68.S.1.1	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.1.4	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
	TH.68.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2	Discuss and apply the theatrical production process to create a live performance.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood
TH.68.S.2.4	Memorize and present a character’s lines from a monologue or scene.
	TH.68.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.2	Use the elements of dramatic form to stage a play.
TH.68.S.3.3	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.4	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.912.C: Critical Thinking and Reflection	
	TH.912.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.912.C.1.1	Devise an original work based on a global issue that explores various solutions to a problem.
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

	TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
	TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
	TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
	TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.		
	TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
	TH.912.C.2.2	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
	TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
	TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
	TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
	TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
	TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
	TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
TH.912.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.		
	TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
	TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
	TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.H: Historical and Global Connections		
	TH.912.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
	TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.

	TH.912.H.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
	TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
	TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
	TH.912.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
	TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
	TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
	TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
	TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
	TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
	TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
	TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
	TH.912.H.2.9	Create scenes that satirize current political or social events.
	TH.912.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
	TH.912.H.3.2	Compare the applications of various art forms used in theatre production.

	TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
	TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
	TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
TH.912.F: Innovation, Technology, and the Future		
	TH.912.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
	TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.
	TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
	TH.912.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
	TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
	TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
	TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
	TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
	TH.912.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
	TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
	TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
	TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
	TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.

	TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
	TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school even
	TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.O: Organizational Structure		
	TH.912.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
	TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
	TH.912.O.1.4	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
	TH.912.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
	TH.912.O.2.1	Apply the principles of dramatic structure to the writing of a one-act play.
	TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
	TH.912.O.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
	TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
	TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
	TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
	TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
	TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
	TH.912.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
	TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

	TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
	TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
	TH.912.O.3.4	Create a performance piece to document a significant issue or event.
	TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
	TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
	TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.S: Skills, Techniques, and Processes		
	TH.912.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
	TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
	TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
	TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
	TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
	TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
	TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
	TH.912.S.1.7	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
	TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
	TH.912.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
	TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
	TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
	TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
	TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.

TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.7	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
TH.912.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8	Direct a scene or one-act play.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic