

## Essential Criteria for 5<sup>th</sup> Grade Drama Students

This document represents the skills to be mastered by students enrolled in this drama program by the time they exit 5<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of drama skills taught throughout Polk County.

% Entry Level Achievement (August/Sept.)	Students completing an elementary school drama program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 5 <sup>th</sup> grade year.	% Exit Level Achievement (May)
	1. Use basic acting skills of breath control, diction, focus, and body isolation to create a character for the stage. <i>TH.A.1.2</i>	
	2. Can create imagined characters, relationships, and environments through basic acting skills, emotional recall, and improvisation. <i>TH.A.1.2</i>	
	3. Understand and apply the eight onstage positions. <i>TH.A.1.2</i>	
	4. Create characters, relationships, and environments using pantomime. <i>TH.A.1.2</i>	
	5. Given a script, students can interpret and develop the physical actions for a character. <i>TH.A.2.2</i>	
	6. Identify the elements of plot including, but not limited to, characterization, setting, and conflict. <i>TH.A.2.2</i>	
	7. Analyze a script to determine character's relationships, backgrounds, and motivations in a given situation. <i>TH.A.2.2</i>	
	8. Identify the nine areas of the stage and other areas of a theatre. <i>TH.A.3.2</i>	
	9. Know how theatre uses visual elements, sound, and movement to communicate. <i>TH.A.3.2</i>	
	10. Understand the relationships among scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and in formal productions. <i>TH.A.3.2</i>	
	11. Identify the difference between writing a narrative and writing a script. <i>TH.B.1.2</i>	
	12. Understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. <i>TH.C.1.2</i>	
	13. Evaluate and verbally critique a performance using theatre terms. <i>TH.D.1.2</i>	
	14. Apply basic performance etiquette for both actor and audience. <i>TH.D.1.2, TH.E.1.2</i>	
<b># of students tested: _____</b>	<i>School</i>	<b># of students tested: _____</b>

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Teacher Signature

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Date

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Principal Signature

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Date

## Essential Criteria for 8<sup>th</sup> Grade Middle School Drama

This document represents the skills to be mastered by students enrolled in this drama program by the time they exit 8<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of drama skills taught throughout Polk County.

% Entry Level Achievement (August/ September)	Students completing a middle school drama program will be expected to demonstrate the following skills with a minimum of 80% accuracy. Teachers will record the percentage of students meeting mastery at the beginning and end of the 8 <sup>th</sup> grade year.	% Exit Level Achievement (May)
	1. Identify and develop characters, relationships, and environments from written sources. <i>TH.A.1.3</i>	
	2. Use the elements of dramatic form to stage a play. <i>TH.A.2.3</i>	
	3. Identify the plot structure of a script (theme, conflict, plot, characters, etc.). <i>TH.A.2.3</i>	
	4. Identify and understand the use of technical theatre equipment. <i>TH.A.3.3</i>	
	5. Write and refine scripts based on heritage, imagination, literature, history, and personal experiences. <i>TH.B.1.3</i>	
	6. Use improvisation and pantomime to create a short scene based on a circumstance or audience suggestion. <i>TH.B.1.3</i>	
	7. Recognize and describe the basic genres of theatre. <i>TH.C.1.3</i>	
	8. Understand how cultures and historical periods are expressed through universal themes in theatre. <i>TH.C.1.3</i>	
	9. Analyze and critique a monologue, scene, or play through script or performance. <i>TH.D.1.3</i>	
	10. Select appropriate physical and vocal qualities to create a believable character. <i>TH.D.1.3</i>	
	11. Analyze and identify internal and external character motivations. <i>TH.D.1.3</i>	
	12. Understand the differences between film acting and stage acting. <i>TH.E.1.3</i>	
	13. Demonstrate knowledge and use of multi media technology. <i>TH.E.1.3</i>	
	14. Understand the production process and the responsibilities of the production staff. <i>TH.E.1.</i>	
	15. Demonstrate proper use and care of the “actor’s instrument” (vocal and physical appearance and care). <i>TH.E.1.3</i>	
<b># of students tested: _____</b>	<i>School</i>	<b># of students tested: _____</b>

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Teacher Signature

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Date

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Principal Signature

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Date

## Essential Criteria for 11<sup>th</sup> Grade High School Drama

This document represents the skills to be mastered by students enrolled in this drama program by the time they exit 11<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of drama skills taught throughout Polk County.

% Entry Level Achievement (August/ September)	Students completing their 11 <sup>th</sup> grade year in a high school drama program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and the end of the 11 <sup>th</sup> grade year. <i>Criteria used are for all drama levels, except where noted.</i>	% Exit Level Achievement (May)
	1. Demonstrate how stage movement can enhance characterization (master gesture, body language, effort shape). <i>TH.A.1.4</i>	
	2. Apply vocal acting techniques to portray the physical, emotional, and social dimensions of a character. <i>TH.A.1.4</i>	
	3. Use proper care and technique of the “actor’s instrument” (vocal and physical appearance and care). <i>TH.A.1.4</i>	
	4. Identify and apply production concepts (auditioning, directing, producing, and scheduling) and responsibilities of the production staff. <i>TH.A.2.4</i>	
	5. Apply stage positions and levels to create an appropriately aesthetic “stage picture.” <i>TH.A.2.4</i>	
	6. Identify the areas of the stage and theatre. <i>TH.A.3.2</i>	
	7. Understand the technical aspects of a theatrical production to create scenic, sound, and lighting designs, props, costumes, and make-up. <i>TH.A.3.4 (Drama II, Drama III)</i>	
	8. Identify and critique the technical elements of stage and media productions with regard to theme, mood, symbolism, pacing of, and overall relevance to the performance. <i>TH.A.3.4, TH.D.1.4 (Drama II, Drama III)</i>	
	9. Use improvisation and pantomime to create a short scene based on a set of given circumstances. <i>TH.B.1.3</i>	
	10. Define and illustrate the plot structure through the creation of a script (theme, conflict, plot, characters). <i>TH.B.1.4</i>	
	11. Write and perform a scene in the style of a specific time period. <i>TH.B.1.4 (Drama II, Drama III)</i>	
	12. Analyze a script to identify the intent of a playwright’s choices of dialogue and stage direction. <i>TH.B.1.4</i>	
	13. Dissect a scene into acting beats, while justifying those beats. <i>TH.B.1.4 (Drama II, Drama III)</i>	
	14. Identify and analyze the major historical theatre periods, their significant figures, and plays. <i>TH.C.1.4</i>	
	15. Describe the theatre structures and their evolution throughout history. <i>TH.C.1 (Drama II, Drama III)</i>	
	16. Explain and apply theatre etiquette and safety. <i>TH.E.1.4</i>	
<b># of students tested:</b> _____	<i>School</i>	<b># of students tested:</b> _____

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Teacher Signature

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Date

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Principal Signature

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Date