THEATRE Achievement Portfolio

Foundations I

(02030000001)

_____ Student
_____ Theatre Teacher
_____ Parent
_____ School and District

Practice Develops

Confidence

Description of Foundations I
There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. This is the entry-level course that introduces these two concepts. _No pre-requisite course is required._

Explanation of Standards
The Utah State Theatre Arts Core divides each of the goals of theatre education into standards which organize the curriculum into manageable and related units representing the artistry and craft of theatre as well as the critical thinking skills essential to the theatre process. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include existing school theatre equipment such as fly systems, lighting/sound systems and equipment, and stage craft equipment.

Listed below are all of the courses presented in the Theatre Arts Core Curriculum. There may be additional, elective courses available in some schools.

Foundations I (02030000001)   Foundations II (02030000002)
Foundations III (02030000010)   Foundations IV (02030000020)

Theatre Foundations I Student Achievement Portfolio

> Standard 1 **SCRIPT WRITING**
> Students will integrate character and plot in scripting dramatic presentations.

☐ **Objective A: *CHARACTER* Create appropriate character dialogue and physical attributes within a dramatic presentation.**
- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.

☐ **Objective B: *PLOT* Create linear and non-linear plot structures.**
- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.
- Play out linear and non-linear plot structures; e.g., improvise fairy tales using linear and non-linear plots.

> Standard *2* **ACTING**
> Students will develop the basic techniques of acting; i.e., movement, voice, sensory/emotional recall, character building, and ensemble/rehearsal techniques.

☐ **Objective A: *MOVEMENT* Develop expressive use of stage movement through body awareness and spatial perception.**
- Demonstrate comfortable movement when acting.
- Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation.

☐ **Objective B: *VOICE* Develop expressive use of the voice.**
- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.

☐ **Objective C: *SENSORY/EMOTIONAL RECALL* Develop sensory/emotional recall techniques.**
- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.

☐ **Objective D: *CHARACTERIZATION* Develop character building techniques.**
- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).

☐ **Objective E: *ENSEMBLE/REHEARSAL TECHNIQUES* Develop ensemble/rehearsal techniques.**
- Demonstrate rehearsal warm-up.

- Demonstrate basic blocking and staging rubric; e.g., stage directions, focus, levels, crosses, share.
- Demonstrate active listening skills.

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Standard 3 CONSTRUCTING MEANING
Students will develop critical thinking skills to construct meaning.

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☐ **Objective A:**
APPLYING LIFE SKILLS
Connect personal experiences with dramatic presentations to own life.
- Explain how theatre can contribute to lifelong learning.
- Explain how theatre can enhance and maintain complex thinking skills.
- Explain how theatre builds effective communication skills.
- Explain how theatre develops the ability to collaborate with others.
- Explain how theatre promotes responsible citizenship.

☐ **Objective B:**
SELF-ASSESSING
Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.
- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.

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LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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For resources to support progress through this document visit:
http://www.usoe.k12.ut.us/curr/FineArt
The space below is for written communication between student, teacher, and parent.

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