



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# THEATRE ART

## Georgia

## Standards of Excellence (GSE)

## Kindergarten – Grade 12

## Theatre Art Georgia Standards of Excellence

### *Fundamentals of Theatre*

Levels I -IV

#### Course Descriptions:

##### **52.02100**

**Fundamentals of Theatre I-** This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.

##### **52.02200**

**Fundamentals of Theatre II -** Enhances level-one skills by producing specific theatre styles in depth with performance opportunities.

##### **52.02300**

**Fundamentals of Theatre III -** Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

##### **52.02400**

**Fundamentals of Theatre IV -** Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.

### **Creating**

#### **TAHSFT.CR.1 Organize, design, and refine theatrical work.**

- a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse.
- b. Incorporate dramatic elements through improvisation.
- c. Recognize and interpret artistic choices in performance.

#### **TAHSFT.CR.2 Develop scripts through theatrical techniques.**

- a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process.
- b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script.
- c. Construct and critique elements of dramatic structure, character, and dialogue.
- d. Create and perform scenes for audiences.

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### Performing

#### **TAHSFT.PR.1 Act by communicating and sustaining roles in formal and informal environments.**

- a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement).
- b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters.
- c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development.
- d. Perform acting choices for an audience based on critiques.

#### **TAHSFT.PR.2 Execute artistic and technical elements of theatre.**

- a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers.
- b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management.
- c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms.
- d. Formulate effective theatrical designs in order to support the text and directorial concept.

### Responding

#### **TAHSFT.RE.1 Engage actively and appropriately as an audience member.**

- a. Articulate why the relationship between the audience and performers is critical to the success of the production and demonstrate appropriate audience behavior.
- b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.

#### **TAHSFT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.**

- a. Generate and use terminology for critiquing theatre presentations.
- b. Analyze performance and utilize various effective forms of criticism to respond to and/or improve performance.

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### Connecting

#### **TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content.**

- a. Examine how theatre reflects real life.
- b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience.
- c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre.
- d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

#### **TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.**

- a. Identify and analyze plays and dramas from a variety of historical periods and cultures.
- b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre.
- c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development.
- d. Interpret cultural and historical research for use in a production.