



(2) identify theatrical style and terminology including as a category of theatre spaces and

(third point) **Stylar** and form in early 19th-century literature.

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(1) develop oral and written versions about the visual, aural, and  
theatrical performances such as informal plays and formal  
theatre+

(1) identify audio elements in theatre, film, television, and other media and

(1) examine selected options in theatre such as director, stage manager,  
actor, designer, running crew, and others, and evaluate

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§117.212. Theatre, Middle School 2, Adopted 2013.

(a) Introduction.

(1) The fine arts include the study of dance, music, theatre, and the visual arts for  
unique experiences and empower students to perceive realities, relationships, and ideas.  
These disciplines engage and motivate all students through active learning, critical  
thinking, and innovation. The fine arts develop critical thinking  
and increase student academic achievement, higher order thinking, communication, and  
collaboration skills, making the fine arts a vital tool for readiness, career  
opportunities, and enrichment, social skills, and everyday life. Students develop  
aesthetic and cultural awareness through education, leading to creative expression.  
Creativity encouraged through the study of the fine arts, is essential for nurture and  
development of the child.

(1) Four basic strands form the foundation: inquiry and understanding, creative expression,  
historical and cultural relevance, and critical evaluation and responsible use.  
Through the strands, students are expected to acquire:  
Through the foundation: inquiry and understanding strand, students develop a personal  
self-human relationship, and the visual elements of drama and aesthetics of  
theatre. Through the creative expression strand, students communicate in a dramatic  
form, engage in artistic thinking, build self-esteem, relate interpersonally, and  
interact effectively in other content areas in a relevant manner. Through the historical  
and cultural relevance strand, students increase their understanding of heritage and  
traditions in theatre and the diversity of cultures as expressed in theatre. Through  
the critical evaluation and response strand, students engage in inquiry and dialogue,  
constructive criticism, reflect personal development, creative and critical  
thinking, and develop the ability to appreciate and evaluate live theatre.

(1) Statements that contain the following information are intended as possible illustrative examples.

(1) Grade and standards.

(1) Foundation: inquiry and understanding. The student develops a personal  
human relationship, and the environment using elements of drama and aesthetics of  
theatre. The student is expected to

(1) effective characterization using sensory and emotional reality+

(1) design and apply theatre preparation and warm-up techniques+

(1) create exercises and rhythmic movements+

(1) design an increased understanding of the mechanisms of production+

(2) demonstrate stage theatrical vocabulary and terminology

(\*) analyze and evaluate the structure and form of dramatic literature.

(1) create exercises to perform. The student interprets characters using the text and creatively and creates dramatizations. The student is expected to

(1) demonstrate safe use of the text and by

(1) define characters what they do, what they say, and what others say about them+

(1) select movements and dialogue to portray a character appropriately

(1) create stories creatively and individually that have dramatic structure+

(2) apply stage text and production techniques to express thoughts and feelings+

(\*) compare and contrast dramatic performances to life and

(G) create improvised scenes that include setting, character, and plot

(1) create exercises to produce. The student applies design, direction, and theatre production concepts and skills. The student is expected to

(1) determine production elements to create a safe setting and support character and action in improvised and scripted scenes+

(1) create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and plot appropriate to performances+

(1) define the role of the director and

(1) use technology in theatrical applications such as live theatre, stage, and film.

(3) historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to

(1) demonstrate stage theatre as a reflection of life in particular times, places, and cultures+

(1) define the relevance and influence of theatre heritage and dramatic texts on the student's daily life and





(1) define theatre heritage sub as historical and cultural influences as it is preserved in dramatic traditions, and customs and

(1) define the roles of theatre, film, television, and electronic media sub as by design, forms, and visual communication

(5) critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to

(1) understand and demonstrate appropriate audience etiquette at live performances

(1) describe the terminology and processes of evaluation sub as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary

(1) demonstrate the production elements in theatre, film, television, and other media and

(1) explore career and educational opportunities in theatre.