



Visual and Performing Arts Sample Learning Targets for Theatre

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Document Introduction

The Visual and Performing Arts are not only a vital component of a well-rounded education but also a powerful avenue for self-expression, creativity, and understanding. As educators, our mission is to cultivate these essential skills in our learners, enabling them to engage with the world around them through various artistic mediums.

This *Visual and Performing Arts Sample Learning Targets* document serves as a resource designed to guide educators in effectively implementing the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* within their classrooms.

The SC CCR VPAPS provide expectations for developmental growth across four artistic processes: Creating, Performing or Presenting, Responding, and Connecting. Within each of these artistic processes there is a framework of Benchmarks and Indicators. The Benchmarks simply establish the proficiency levels while the Indicators clearly outline what students should know and/or be able to demonstrate .

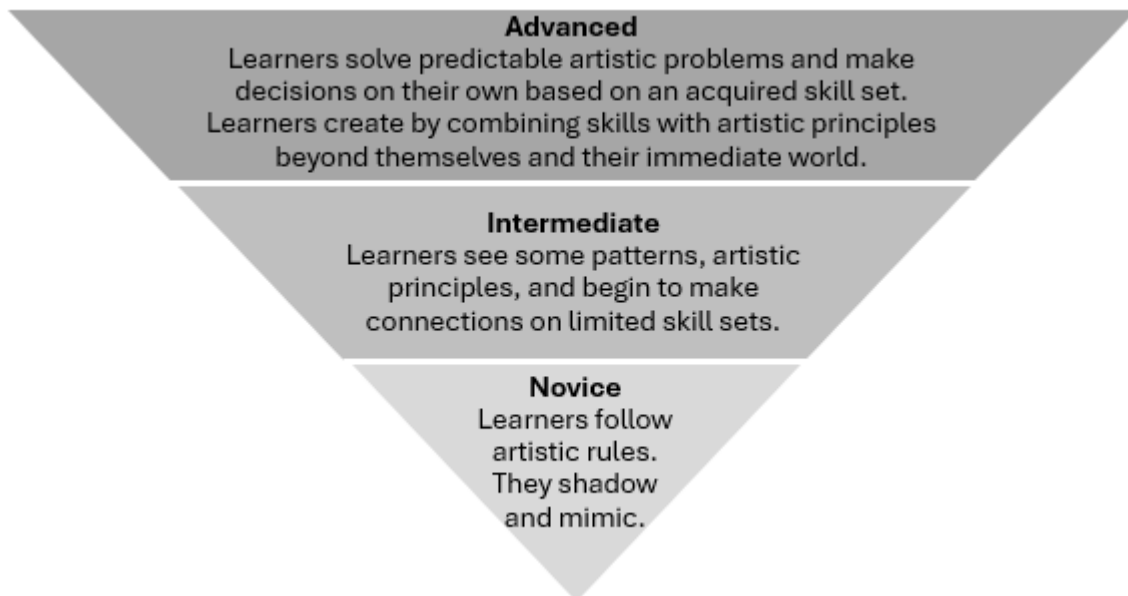
The Sample Learning Targets (SLT) included in this document are not intended to serve as a prescriptive curriculum or a one-size-fits-all approach. Instead, SLT are intended to provide educators with examples of how they might articulate instructional objectives related to the indicators. These SLT illustrate possible ways learners might demonstrate their abilities and understanding that can be adapted to fit the unique needs, context, and instructional style of each classroom.

Proficiency-Based Standards, Instruction, and Assessment

Proficiency-based standards represent a revolutionary approach to education that emphasizes mastery of skills and demonstration of knowledge. Learners progress toward proficiency at different rates, often influenced by instructional time, resulting in varied levels of proficiency among similarly aged learners. By prioritizing individual progress and personalized learning experiences, proficiency-based standards aim to cultivate a deeper understanding of the subject matter. The SC CCR VPAPS delineate a progression of skills based on proficiency rather than traditional grade levels, enabling educators to effectively identify and differentiate instruction and assessment for all learners. This document outlines indicators that learners should demonstrate at three distinct levels of proficiency.

Proficiency-based instruction and assessment rely on the planned, intentional use of clear learning objectives, formative assessment, and summative assessment. Personalized instruction and feedback mechanisms are essential components of the educational structure.

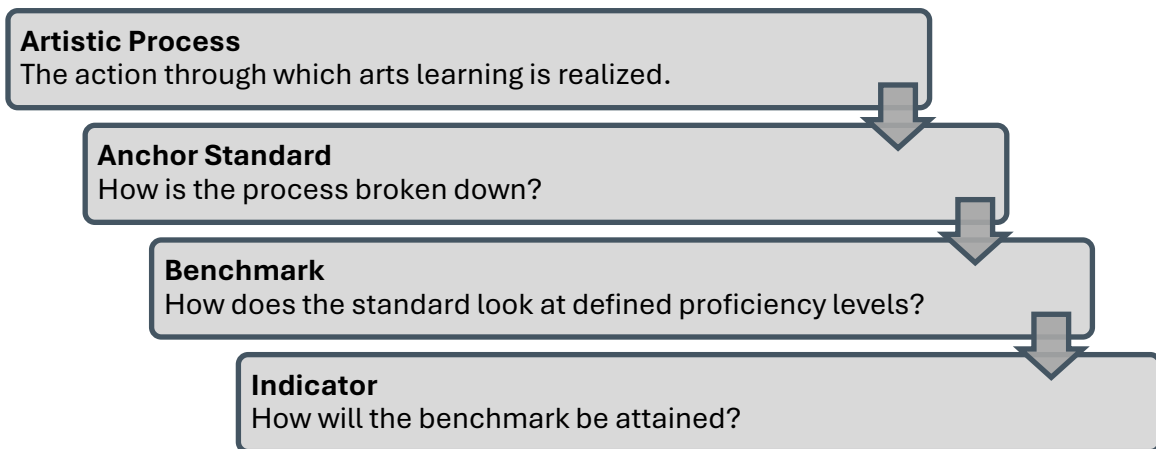
The three proficiency levels used within this document—Novice, Intermediate, and Advanced—are further subdivided into low, mid, and high sublevels.



SC CCR VPAPS Organization

The SC CCR VPAPS are organized according to the artistic processes outlined in the national arts standards, providing a unified structure for all arts disciplines. The order of the artistic processes and anchor standards is NOT intended to prescribe an instructional sequence.

Each artistic process is broken down into anchor standards that define learning and provide overarching goals. Benchmarks deconstruct the anchor standard into defined levels of proficiency to establish course or unit learning targets. Indicators dissect the benchmarks to further clarify specific learning goals.



Artistic Processes

The artistic processes are the cognitive and physical actions by which arts learning is realized. Inspired by the National Assessment of Educational Progress (NAEP) Arts Education Framework, the artistic processes are: Creating; Performing or Presenting; Responding; and Connecting. The collective inclusion of indicators from the four artistic processes in the development and alignment of instructional units differentiates what learners should experience in an arts education classroom versus what an individual might experience in a private studio.

The artistic processes are color-coded, as follows, for quick identification.

Artistic Process: Creating
Artistic Process: Performing/Presenting
Artistic Process: Responding
Artistic Process: Connecting

Creating, Responding, and Connecting are used in each of the arts disciplines; however, their “I can” descriptors may differ slightly from one discipline to another. Performing and Presenting are specific to their related disciplines. Performing is the artistic process demonstrated through dance, general music, choral music, instrumental music, and theatre. Presenting is the artistic process demonstrated through design, media arts, and visual arts.

Anchor Standards

Anchor standards provide broad, overarching guidelines that shape the learning process within artistic disciplines by expressing essential competencies developed consistently across all proficiency levels. All proficiency benchmarks map to these anchor standards, ensuring that each benchmark supports the overarching goals established by them.

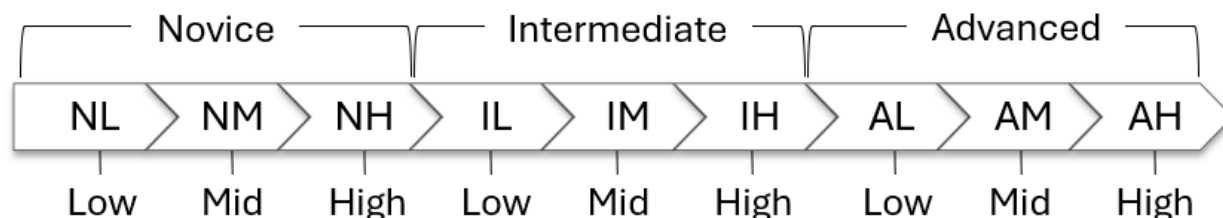
The anchor standards are color-coded similarly to artistic processes.

Artistic Process: Creating
Anchor Standard(s)
Artistic Process: Performing/Presenting
Anchor Standard(s)
Artistic Process: Responding
Anchor Standard(s)
Artistic Process: Connecting
Anchor Standard(s)

For instructional planning purposes, anchor standards should be utilized in the development of long-range goals for student achievement. Anchor standards are achieved over the course of a year or multiple years.

Benchmarks

Benchmarks are statements describing the skills and knowledge learners should demonstrate at each level of proficiency. Benchmarks begin with “I can,” empowering learners to chart their own progress fostering self-reflection, goal setting, and a strong sense of ownership over their individual learning journey towards mastery.



Building upon these foundations, benchmarks are carefully structured across a continuous spectrum of knowledge and skill acquisition. This continuum encompasses three primary levels (Novice, Intermediate, and Advanced), each representing a significant milestone in the learning process. It is important to note that these levels are not intended to directly correlate with traditional educational stages like elementary, middle, and high school. For example, a student in elementary school may exhibit Advanced proficiency in a specific discipline, while a high school student embarking on a new artistic pursuit may initially fall into the Novice category. Within each of these levels, further granularity is achieved through sub-levels designated as Low, Mid, and High. These sub-levels allow for a more nuanced assessment of progress. The benchmarks function as a series of progressive steps; learners should successfully demonstrate mastery of all indicators within a given benchmark before advancing to the subsequent, more challenging benchmark. This sequential structure ensures a steady and measured development of skills and knowledge, leading towards a comprehensive understanding of the art form.

For instructional planning purposes, benchmarks should be utilized in the development of unit goals and objectives for student achievement. Benchmarks are traditionally achieved over the course of a unit consisting of one or more lessons.

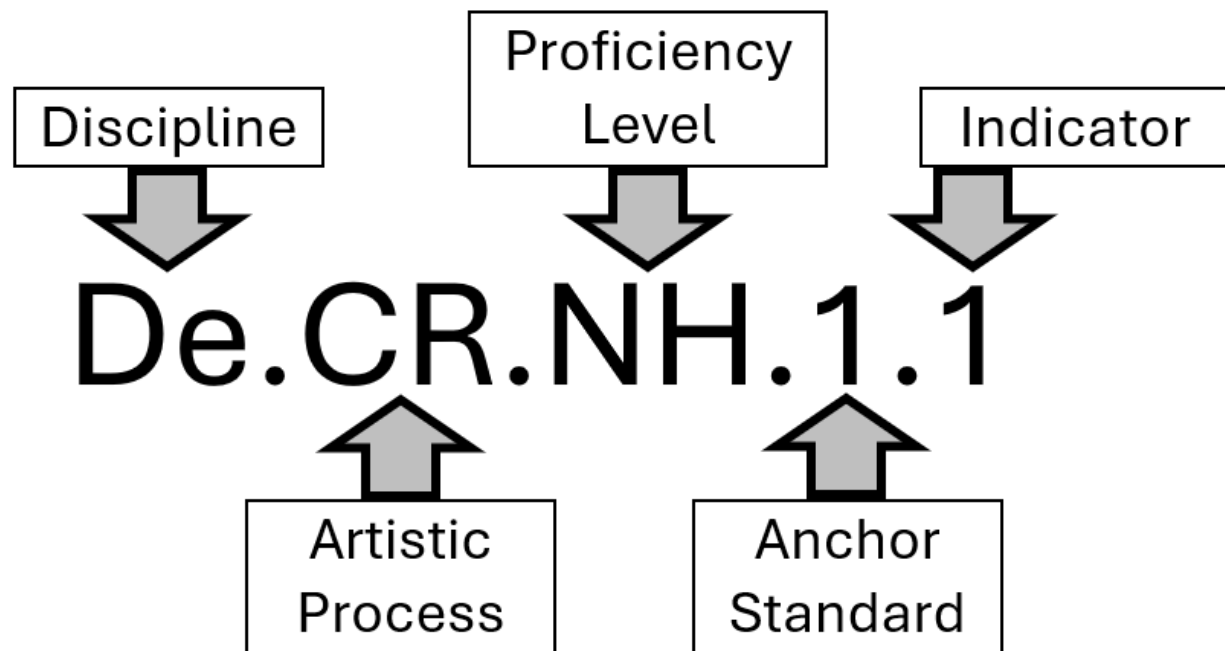
Indicators

Indicators serve as critical tools in the educational framework, breaking down benchmarks into specific, observable functions that outline the range of skills and knowledge a learner is expected to attain. These indicators clarify what learners should be able to demonstrate at various points in their learning journey, providing a clear set of expectations without prescribing the methods of instruction or assessment. By highlighting the “what” rather than the “how,” indicators empower educators with the flexibility to tailor their teaching strategies and assessment approaches to meet the unique needs of their students. This adaptability fosters an environment in which personalized learning can flourish, enabling educators to experiment with various pedagogical techniques while ensuring that each learner can achieve and demonstrate the necessary competencies outlined in the benchmarks.

For instructional planning purposes, indicators should be utilized in the development of individual lessons since they include the specific skills and knowledge that are both taught and assessed. The sequence in which indicators are addressed within a unit or lesson is flexible; while a logical progression may be beneficial, there is no strict requirement to teach indicators in a predetermined order. However, it is crucial to recognize that a student's successful achievement of a proficiency benchmark is only confirmed when they have successfully demonstrated mastery of all the indicators within that benchmark. This structure allows educators to adapt their teaching to suit the unique learning styles and needs of their students, while still ensuring a comprehensive and well-rounded understanding of the artistic discipline.

Coding System

The coding of the *SC CCR VPAPS* is presented in a format showing the arts discipline, artistic process, proficiency level, anchor standard number, and indicator number.



De.CR.NH.1.1 = Design, Creating, Novice High, Standard 1, Indicator 1

Theatre Introduction

Students who participate in standards-based visual and performing arts education programs in South Carolina are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state.

Theatre education serves as a dynamic platform for student expression, creativity, and personal growth in South Carolina. The *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* provide a comprehensive framework designed to cultivate these artistic abilities while fostering skills such as collaboration, communication, and critical thinking. By engaging students in the various aspects of theatre—from acting and directing to stage design and scriptwriting—these standards aim to empower learners to explore the multifaceted world of performance and storytelling.

Through hands-on experiences, such as rehearsals, performances, and technical production, students are given the opportunity to understand and appreciate the collaborative nature of theatre and the essential roles that various contributors play in bringing a production to life. Additionally, well-designed theatre curriculum and instruction can reinforce the five essential elements of literacy instruction—phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students who study theatre improve their reading comprehension and both verbal and non-verbal communication skills. Research supports the benefits of theatre education, illustrating its positive impact on student development. A study published by the *International Journal of Novel Research and Development* found that participation in theatre programs significantly enhances students' self-confidence, public speaking abilities, and empathy skills (Abhimanyu, 2023). Furthermore, theatre education promotes critical thinking and problem-solving as students navigate the complexities of character development, script interpretation, and stage dynamics.

In South Carolina, theatre programs often reflect the state's population and history. Students are encouraged to explore both classic and contemporary works, engage in community storytelling, and even create original pieces that resonate with their experiences and perspectives. The South Carolina Arts Commission emphasizes that these opportunities not only enrich students' artistic skills but also encourage civic engagement and a deeper understanding of various societal contexts. The *SC CCR VPAPS* are designed so learners can explore theatre as a collaborative art through creativity, connections, and critical engagement. All partners are encouraged to look at the interconnectedness of all the standards and the crossover from other arts disciplines to build strong theatre programs. By prioritizing artistic exploration and expression, these standards aim to enhance the educational experience and inspire a lifelong appreciation for the performing arts.

Novice Theatre Standards

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can create scenes and write scripts using story elements and structure.

Proficiency Level: Novice Low (NL)	Benchmark: T.CR.NL.1 – I can identify basic story elements in simple stories, plays, and scripts (e.g., plot, character, setting, theme, etc.).
Indicator	Sample Learning Targets
T.CR.NL.1.1 – I can identify basic plot elements from a prompt.	- I can label the beginning, middle, and end of a story. - I can answer questions about the conflict of a story.
T.CR.NL.1.2 – I can identify basic character qualities from a prompt.	- I can answer questions about the age of a character. - I can label the physical qualities of a character.
T.CR.NL.1.3 – I can identify details about the setting of a simple play or script.	- I can identify the time of the story. - I can identify the location of the story. - I can match the character to the setting of the story.
Proficiency Level: Novice Mid (NM)	Benchmark: T.CR.NM.1 – I can work with others to re-create a story through non-verbal communication (e.g., Pantomime/mime).
Indicator	Sample Learning Targets
T.CR.NM.1.1 – I can make choices about how to tell a story non-verbally.	- I can communicate the beginning, middle, and end of a story through tableau. - I can use pantomime to communicate setting.
T.CR.NM.1.2 – I can change elements of the story through movement.	- I can share ideas for alternate endings to a story. - I can create a new setting for a story. - I can develop additional character qualities for a character in a story.
Proficiency Level: Novice High (NH)	Benchmark: T.CR.NH.1 – I can work with others to add dialogue to a story.
Indicator	Sample Learning Targets
T.CR.NH.1.1 – I can collaborate with peers to create dialogues in a scene.	- I can collaborate with peers to add sound effects to the scene. - I can collaborate with peers to add dialogue to characters.
D.CR.NH.1.2 – I can collaborate with peers to improvise multiple dialogue choices.	- I can present different versions of a scene for feedback. - I can participate in theatre games that emphasize story elements.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can design and use technical elements for improvised scenes and written scripts.

Proficiency Level: Novice Low (NL)		Benchmark: T.CR.NL.2 – I can identify technical elements.	
Indicator		Sample Learning Targets	
T.CR.NL.2.1 – I can identify technical elements such as scenery, costumes, makeup, props, lighting, and sound in a prompt.		• I can recognize scenery in a production photo. • I can label technical elements of theatre in a production photo.	
T.CR.NL.2.2 – I can explain the relationship between technical elements.		• I can label examples of technical elements in an image. • I can describe how lighting affects scenery.	
Proficiency Level: Novice Mid (NM)		Benchmark: T.CR.NM.2 – I can recognize the function of the designers in the creation of technical elements.	
Indicator		Sample Learning Targets	
T.CR.NM.2.1 – I can explain the function of technical elements such as scenery, costumes, makeup, props, lighting, and sound.		• I can explain how scenery is used to tell a story. • I can explain how costume/makeup is used to enhance a character.	
T.CR.NM.2.2 – I can recognize the function of a designer in the theatre.		• I can match a designer to their design element. • I can find examples of scenic design. • I can find examples of costume/makeup design.	
Proficiency Level: Novice High (NH)		Benchmark: T.CR.NH.2 – I can use basic technical elements in the dramatic process.	
Indicator		Sample Learning Targets	
T.CR.NH.2.1 – I can demonstrate how to responsibly use basic technical elements.		• I can discuss possible safety hazards associated with technical theatre. • I can use a prop for its intended theatrical use.	
T.CR.NH.2.2 – I can use basic technical elements safely in a small project.		• I can use scenic design elements safely. • I can use costume/makeup design elements safely.	

Artistic Process: Performing - I can produce new artistic ideas and work from a variety of materials, techniques, and processes.

Anchor Standard 3: I can act in improvised scenes and written scripts.

Proficiency Level: Novice Low (NL)	Benchmark: T.P.NL.3 – I can use body and voice to communicate character traits and emotions in a guided drama experience.
Indicator	Sample Learning Targets
T.P.NL.3.1 – I can identify that the tools of the actor are the body, mind, voice, and collaboration.	- I can focus my body, mind, and voice in a guided drama experience. - I can list the tools that actors use in a drama experience.
T.P.NL.3.2 – I can recognize that pretend play is dramatic acting.	- I can pretend that I am a firefighter. - I can mimic the sounds a bird makes. - I can pretend to be an animal in front of my classmates.
T.P.NL.3.3 – I can participate collaboratively in guided drama experiences.	- I can participate in a guided drama activity using my body. - I can participate in a guided drama activity using my voice. - I can participate in a guided drama activity using my imagination.
T.P.NL.3.4 – I can demonstrate cooperation and support as a member of an ensemble.	- I can give and take focus in a guided dramatic work. - I can say my lines each time it is my turn.
Proficiency Level: Novice Mid (NM)	Benchmark: T.P.NM.3 – I can make choices to change body and voice to portray differences between myself and characters in a guided drama experience.
Indicator	Sample Learning Targets
T.P.NM.3.1 – I can make choices about using my body and/or voice to imitate a variety of characters, conditions, and emotions.	- I can make choices about specific changes in my voice to demonstrate elderly characters in a guided drama activity. - I can make choices about specific changes to my body to demonstrate villainous characters in a guided drama activity.
T.P.NM.3.2 – I can demonstrate ways that characters change in a guided dramatic experience.	- I can participate in a guided drama activity to show changes in my voice. - I can participate in a guided drama activity to show changes in my body.
Proficiency Level: Novice High (NH)	Benchmark: T.P.NH.3 – I can describe and demonstrate ways that characters react to other characters and conditions in a guided drama experience.
Indicator	Sample Learning Targets
T.P.NH.3.1 – I can experiment with a number of character choices in relation to other characters and conditions.	- I can portray a character in a specific setting. - I can improvise characters in an original scene.
T.P.NH.3.2 – I can adjust my acting choices based on feedback and side-coaching.	- I can redo a scene incorporating feedback from the audience. - I can alter a character choice based on feedback from the director.

Artistic Process: Performing - I can produce new artistic ideas and work from a variety of materials, techniques, and processes.

Anchor Standard 4: I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.

Proficiency Level: Novice Low (NL)		Benchmark: T.P.NL.4 – I can identify the function of performance and audience spaces.	
Indicator		Sample Learning Targets	
T.P.NL.4.1 – I can show the difference between performance and audience spaces.		• I can identify where the audience sits in various performance spaces. • I can identify where the actor performs in various performance spaces.	
T.P.NL.4.2 – I can define the purpose of different performance and audience spaces.		• I can identify the different performance spaces. • I can explain the requirements necessary for different types of performance spaces.	
Proficiency Level: Novice Mid (NM)		Benchmark: T.P.NM.4 – I can respond effectively to directions and side coaching.	
Indicator		Sample Learning Targets	
T.P.NM.4.1 – I can respond appropriately to directions and side coaching given to the group as well as myself.		• I can adjust my facial gestures based on given directions. • I can adjust my tone of voice based on given directions.	
T.P.NM.4.2 – I can demonstrate simple blocking techniques.		• I can cheat out towards the audience. • I can use different levels to create stage pictures.	
Proficiency Level: Novice High (NH)		Benchmark: T.P.NH.4 – I can explain and justify the role of the director in theatre.	
Indicator		Sample Learning Targets	
T.P.NH.4.1 – I can describe the function of the director in the theatre.		• I can list the responsibilities of a director. • I can explain the function of the director. • I can explain how I would cast a production.	
T.P.NH.4.2 – I can explore the basic history of directing.		• I can explain the basic history of a director. • I can research famous directors.	

Artistic Process: Responding – I can interpret and evaluate how the arts convey meaning.

Anchor Standard 5: I can interpret and evaluate live or recorded dramatic performances as an active audience member.

Proficiency Level: Novice Low (NL)	Benchmark: T.R.NL.5 – I can model audience etiquette while watching a live or recorded performance.
Indicator	Sample Learning Targets
T.R.NL.5.1 – I can model appropriate audience behaviors for the specific performance type.	• I can watch a live or recorded performance with appropriate audience engagement. • I can control my body and voice while watching a scene in class. • I can value the work of my classmates during in-class performances.
T.R.NL.5.2 – I can explain why audience etiquette is necessary.	• I can identify appropriate theatre etiquette. • I can discuss with peers the impact of inappropriate theatre etiquette.
Proficiency Level: Novice Mid (NM)	Benchmark: T.R.NM.5 – I can recognize artistic elements in live or recorded performances.
Indicator	Sample Learning Targets
T.R.NM.5.1 – I can recognize that a performance is made of many different production elements.	• I can create a poster listing various production elements. • I can identify technical elements in a production.
T.R.NM.5.2 – I can recognize that a performance is made of many different theatre conventions.	• I can identify a flashback within a play. • I can identify when the actor acknowledges there is an audience during the performance. • I can explain why cheating out is important.
Proficiency Level: Novice High (NH)	Benchmark: T.R.NH.5 – I can recognize artistic choices in live or recorded performances.
Indicator	Sample Learning Targets
T.R.NH.5.1 – I can recognize that a performance is made of many different artistic choices.	• I can identify a lighting choice in a scene. • I can identify a costume choice for a character in a play. • I can identify how pantomime was used as an artistic choice in a performance.
T.R.NH.5.2 – I can justify why an artistic choice was made in a theatrical performance.	• I can justify a casting choice. • I can justify a style of music in a soundscape.

Artistic Process: Responding – I can interpret and evaluate how the arts convey meaning.

Anchor Standard 6: I can practice theatre professionalism through observation and self-reflection.

Proficiency Level: Novice Low (NL)	Benchmark: T.R.NL.6 – I can identify the function of the performer/theatre artist and how it relates to the piece.
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Indicator	Sample Learning Targets
T.R.NL.6.1 – I can recognize that the performer/theatre artist has a separate job from the audience.	- I can list the basic responsibilities of a performer/theatre artist. - I can make a graphic organizer that depicts the role of the audience and the performer/theatre artist.
T.R.NL.6.2 – I can recognize that the performer has a responsibility to the audience.	- I can explain how the role of the performer is different in a live and recorded performance. - I can explain why vocal projection is important to the audience's understanding of the scene.

Proficiency Level: Novice Mid (NM)	Benchmark: T.R.NM.6 – I can explain the function of a performer/theatre artist's responsibilities and how they relate to the piece.
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Indicator	Sample Learning Targets
T.R.NM.6.1 – I can justify why the performer/theatre artist has a separate job from the audience.	- I can select and match specific performer responsibilities from a list of general theatre responsibilities. - I can participate in a web quest of theatre jobs.
T.R.NM.6.2 – I can recognize how the relationship between the theatre artist and the audience can affect one another.	- I can evaluate how the audience is important to this process. - I can respond to mock scenes that show the relationship between the theatre artist and the audience. - I can justify how the role of the performer is different in a live and recorded performance.

Proficiency Level: Novice High (NH)	Benchmark: T.R.NH.6 – I can describe some performer/theatre artist choices in live or recorded performances based on a text.
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Indicator	Sample Learning Targets
T.R.NH.6.1 – I can describe the responsibilities of a theatre artist through artistic choices within the context of a live or recorded production.	- I can create a poster listing the artistic choices of the theatre artist in response to a live or recorded production. - I can describe why the lighting designer selected a specific color scheme for a production.
T.R.NH.6.2 – I can evaluate why theatre artist professionalism is necessary.	- I can create a list of theatre artist etiquette. - I can provide examples of theatre professionalism shown in my classroom and stage productions.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can examine the role of theatre through history and culture.

Proficiency Level: Novice Low (NL)	Benchmark: T.C.NL.7 – I can recognize and demonstrate characters from some cultures and historical time periods.
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Indicator	Sample Learning Targets
T.C.NL.7.1 – I can recognize that all cultures explore theatrical elements.	- I can identify which characters I want to play in a theatrical exercise. - I can explain similarities and differences between myself and the character.
T.C.NL.7.2 – I can participate in theatre games to explore characters from other cultures and historical periods.	- I can, in a small group, relate a character’s experiences to my own. - I can play “Park Bench” as a historical character.

Proficiency Level: Novice Mid (NM)	Benchmark: T.C.NM.7 – I can relate to character experiences of a specific culture.
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Indicator	Sample Learning Targets
T.C.NM.7.1 – I can recognize how a specific culture explores theatrical elements.	- I can interview family members to discover cultural traditions and how they relate to the story. - I can re-cast the story using my family members as characters. - I can create an “I AM” poem for a character. - I can retell a story using my family and/or cultural traditions.
T.C.NM.7.2 – I can make cultural and personal connections between myself and my classmates.	- I can present my own cultural history monologue to the class. - I can interview a classmate about their cultural experiences.

Proficiency Level: Novice High (NH)	Benchmark: T.C.NH.7 – I can relate to character experiences of a specific historical time period.
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Indicator	Sample Learning Targets
T.C.NH.7.1 – I can alter a story based on a specific time period.	- I can re-create a monologue based on a historical character. - I can work as a team to brainstorm various ways of updating classical stories.
T.C.NH.7.2 – I can alter a story based on an historical time period.	- I can change the time period of the story Cinderella. - I can alter the characters in an Aesop Fable based on a given historical period. - I can, after viewing the personal history monologues, identify similarities and differences culturally and experientially between my classmates and me.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can relate theatre to other content areas, arts disciplines, and careers.

Proficiency Level: Novice Low (NL)	Benchmark: T.C.NL.8 – I can explore theatre concepts among arts disciplines, other content area, as well as things about theatre that interest me.
Indicator	Sample Learning Targets
T.C.NL.8.1 – I can identify non-arts concepts in a theatrical work.	- I can recognize how lighting changes the mood of a scene. - I can recognize how the study of biology affects makeup design. - I can use plot structure to write a simple scene.
T.C.NL.8.2 – I can identify topics in theatre that interest me.	- I can create an informational poster about a play that interests me. - I can write an essay about a playwright that I choose.
Proficiency Level: Novice Mid (NM)	Benchmark: T.C.NM.8 – I can identify and demonstrate theatre concepts among arts disciplines, content areas, and related careers.
Indicator	Sample Learning Targets
T.C.NM.8.1 – I can demonstrate a relationship between theatre and another subject.	- I can define the art of theatre. - I can identify similarities and differences between theatre and other art forms. - I can explain how the specific mechanics of lighting can be changed to impact a scene.
T.C.NM.8.2 – I can identify and demonstrate the skills in theatre that interest me.	- I can perform as a specific member of a theatre production team (e.g., light design, costume design, etc.) for a short scene. - I can complete a theatre career interest survey.
Proficiency Level: Novice High (NH)	Benchmark: T.C.NH.8 – I can apply theatre concepts among arts disciplines, other content areas, and related careers.
Indicator	Sample Learning Targets
T.C.NH.8.1 – I can demonstrate and describe the relationship between theatre and a concept from another subject.	- I can use math ratios to sketch simple scale models. - I can describe how facial anatomy can impact makeup design.
T.C.NH.8.2 – I can identify specific careers in theatre.	- I can share with the class the role of the dramaturg. - I can create a flowchart showing the responsibilities of a director.
T.C.NH.8.3 – I can describe how professional theatre artists work together.	- I can write in my journal how the makeup artist and set designer work together. - I can create a diagram to show how theatre jobs are related.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 9: I can use a variety of resources to research multiple aspects of theatre.

Proficiency Level: Novice Low (NL)		Benchmark: T.C.NL.9 – I can identify familiar theatre topics as they relate to what I already know about a particular theatre topic.	
Indicator		Sample Learning Targets	
T.C.NL.9.1 – I can identify familiar historical elements in a theatrical work.		• I can look at an image and determine the historical period of the costume. • I can watch a scene and determine what historical period it is set in.	
T.C.NL.9.2 – I can identify familiar cultural elements in a theatrical work.		• I can look at an image of a costume and determine its cultural influence. • I can watch a scene and determine its cultural influence.	
Proficiency Level: Novice Mid (NM)		Benchmark: T.C.NM.9 – I can cite sources to reinforce what I already know about a particular theatre topic.	
Indicator		Sample Learning Targets	
T.C.NM.9.1 – I can collect sources to justify my theatre choices.		• I can create a list of resources on a particular theatre topic. • I can collect fabric swatches for a costume design.	
T.C.NM.9.2 – I can ask and answer questions to clarify my understanding of a particular theatre topic.		• I can question my peers about their research. • I can participate in a Socratic Seminar about information found during the research process.	
Proficiency Level: Novice High (NH)		Benchmark: T.C.NH.9 – I can recognize the value of research to improve my theatre practice.	
Indicator		Sample Learning Targets	
T.C.NH.9.1 – I can examine how the research of a theatre topic improves my knowledge.		• I can create a chart about the research process of a particular theatre topic. • I can use masks in a Greek Theatre style.	
T.C.NH.9.2 – I can research and analyze information from electronic and/or non-electronic sources for use in theatre activities.		• I can locate relevant information about theatre topics using both digital and print sources (e.g., websites, scripts, books, videos). • I can analyze research to understand how it applies to performance, design, or production (e.g., historical context, character motivations, staging practices).	

Intermediate Theatre Standards

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can create scenes and write scripts using story elements and structure.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.CR.IL.1 – I can analyze stories and scripts for basic dramatic structure.
Indicator	Sample Learning Targets
T.CR.IL.1.1 – I can classify additional elements of dramatic structure (i.e., exposition, inciting incident, rising action, conflict, climax, falling action, resolution, and denouement).	- I can compare the format of scripts with other types of writing. - I can illustrate additional elements of dramatic structure from a text on a plot structure diagram.
T.CR.IL.1.2 – I can describe how conflict is the essence of drama.	- I can describe an example of conflict in various texts. - I can explain the conflict correlates to theme of a text.
T.CR.IL.1.3 – I can demonstrate my knowledge of proper script format.	- I can write stage directions. - I can tell a story through written dialogue. - I can understand the unities (i.e., time, place and action) of a story.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.CR.IM.1 – I can write samples of a script using basic dramatic structure.
Indicator	Sample Learning Targets
T.CR.IM.1.1 – I can outline specific elements in my dramatic text.	- I can create a graphic organizer that clearly displays specific elements in my dramatic text. - I can illustrate elements of dramatic structure from my script on a plot structure diagram.
T.CR.IM.1.2 – I can draft specific elements in a dramatic text.	- I can construct a draft of a short script using specific elements (e.g., conflict, theme, climax, resolution, setting, character, and plot). - I can write a narrative monologue that contains a conflict.
T.CR.IM.1.3 – I can revise specific elements in a dramatic text.	- I can self-edit my draft. - I can peer edit my draft. - I can apply revisions and feedback to a new draft.
Proficiency Level: Intermediate High (IH)	Benchmark: T.CR.IH.1 – I can write short scenes and monologues using basic dramatic structure.
Indicator	Sample Learning Targets
T.CR.IH.1.1 – I can write a short scene or monologue using proper script format.	- I can write a scene that includes stage directions. - I can write a scene that includes multiple character dialogue.
T.CR.IH.1.2 – I can revise the script structure of a short scene or monologue.	- I can revise a draft of a detailed scene with a peer. - I can revise a draft of an original monologue incorporating feedback from the teacher.
T.CR.IH.1.3 – I can collaborate with actors to bring my short scene or monologue to life.	- I can conduct a workshop performance of my short scene or monologue. - I can revise my short scene or monologue based on performance observations.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can design and use technical elements for improvised scenes and written scripts.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.CR.IL.2 – I can analyze stories, scripts, and performances to identify essential technical elements.
Indicator	Sample Learning Targets
T.CR.IL.2.1 – I can determine the technical elements necessary for a theatrical work.	• I can make a prop list. • I can make a costume plot.
T.CR.IL.2.2 – I can examine the work of professional technical theatre artists.	• I can write a report on a professional technical theatre designer to study their techniques. • I can video chat with a professional lighting designer. • I can re-create a mask design from a Broadway production.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.CR.IM.2 – I can analyze simple dramatic texts for technical requirements and justify my choices.
Indicator	Sample Learning Targets
T.CR.IM.2.1 – I can identify design challenges in production for a dramatic text.	• I can generate a list of design challenges within a script that requires more than one designer. • I can mark a script that shows sound design challenges.
T.CR.IM.2.2 – I can explain and present solutions to design challenges in a theatrical work.	• I can create a rough sketch or outline for scenic design elements necessary for a technical work. • I can generate a list of solutions to a sound design challenge in a theatrical work.
Proficiency Level: Intermediate High (IH)	Benchmark: T.CR.IH.2 – I can analyze story elements in order to design a visual representation of a technical element.
Indicator	Sample Learning Targets
T.CR.IH.2.1 – I can create a design from a technical element inspired by a professional designer.	• I can design an original male and female costume from a theatrical work. • I can create a model for an original set.
T.CR.IH.2.2 – I can connect dramatic texts to reference materials in order to justify my designs.	• I can compile reference materials that are specific to my theatrical work. • I can cross-reference multiple materials in order to explain my design choices.

Artistic Process: Performing – I can produce new artistic ideas and work from a variety of materials, techniques, and processes.

Anchor Standard 3: I can act in improvised scenes and written scripts.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.P.IL.3 – I can experiment with physical and vocal characterization choices in a simple theatrical work.
Indicator	Sample Learning Targets
T.P.IL.3.1 – I can portray a character within the context of a story using my body (i.e., pantomime) and voice (i.e., projection, tone, diction, rate, pitch).	- I can participate in a theatre warm-up, exercise, or game. - I can portray a character in a radio show. - I can portray a character through pantomime.
T.P.IL.3.2 – I can examine the work of a professional actor or theatre theorist to learn their technique.	- I can create a brochure on a theatre theorist. - I can demonstrate the theatre theorist’s technique for the class.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.P.IM.3 – I can use acting techniques to develop characters and create meaning in a simple theatrical work.
Indicator	Sample Learning Targets
T.P.IM.3.1 – I can identify various acting techniques (i.e., sensory recall) used to make bold choices.	- I can participate in a discussion on how to use sensory recall. - I can research a specific acting technique and its influence on character development.
T.P.IM.3.2 – I can research and observe people to create characters.	- I can write a journal entry on observations about those around me. - I can present my observations on a subject to my class.
T.P.IM.3.3 – I can apply different acting techniques in improvised and scripted scenes.	- I can incorporate Alienation Theory into my character development. - I can apply Viola Spolin’s improvisation games to my character development.
Proficiency Level: Intermediate High (IH)	Benchmark: T.P.IH.3 – I can refine character choices using given circumstances, objective, obstacles, and tactics in a simple theatrical work.
Indicator	Sample Learning Targets
T.P.IH.3.1 – I can analyze a script to determine given circumstances.	- I can read a text and pinpoint the given circumstances. - I can read a scene to describe the different parts of the setting.
T.P.IH.3.2 – I can define my character’s motivation, objective, obstacles, and tactics.	- I can list the tactics for a character in a dramatic text. - I can mark a script for its units and beats.
T.P.IH.3.3 – I can connect character motivation, objective, obstacles, and tactics to a performance.	- I can perform an improvised scene that demonstrates a character’s motivation and objective. - I can rehearse a scene incorporating character obstacles to test my ideas.

Artistic Process: Performing– I can produce new artistic ideas and work from a variety of materials, techniques, and processes.

Anchor Standard 4: I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.P.IL.4 – I can distinguish between parts of the stage and various performance spaces and how they impact directing.
Indicator	Sample Learning Targets
T.P.IL.4.1 – I can identify stage geography.	- I can diagram the various stage areas (e.g., upstage, downstage). - I can direct classmates to move to the various stage areas.
T.P.IL.4.2 – I can identify parts of a stage.	- I can label the parts of a stage (e.g., borders, apron, and wings). - I can direct classmates to move to the various parts of the stage.
T.P.IL.4.3 – I can distinguish between different types of performance spaces used by directors.	- I can identify the different performance spaces (e.g., arena, thrust, proscenium). - I can explain how a performance on a thrust stage could be directed.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.P.IM.4 – I can make choices about stage composition and simple blocking techniques.
Indicator	Sample Learning Targets
T.P.IM.4.1 – I can explore levels in the stage picture.	- I can use levels in directing scenes to create focus. - I can change the original levels of a scene to affect character.
T.P.IM.4.2 – I can explore movement patterns to block a simple scene.	- I can use blocking patterns and directed movement in simple scenes. - I can change a blocking pattern to reflect different types of stages.
Proficiency Level: Intermediate High (IH)	Benchmark: T.P.IH.4 – I can collaborate with others in small groups to make directing choices in a theatrical work
Indicator	Sample Learning Targets
T.P.IH.4.1 – I can apply a director’s vision to a simple scene.	- I can lead a small group in creating a small scene. - I can explain my directing choices to a sound designer to produce sound effects (SFX) for a simple scene.
T.P.IH.4.2 – I can make and explain directing choices in small groups.	- I can explain my directing concept clearly to my actors in an open scene. - I can create blocking to make my concept clear in an open scene.

Artistic Process: Responding – I can interpret and evaluate how the arts convey meaning.

Anchor Standard 5: I can interpret and evaluate live or recorded dramatic performances as an active audience member.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.R.IL.5 – I can express my reaction to a live or recorded performance.
Indicator	Sample Learning Targets
T.R.IL.5.1 – I can identify what I like or dislike in a live or recorded performance.	• I can document what I like about a performance. • I can journal about what I do not like in a performance.
T.R.IL.5.2 – I can share my own likes and dislikes of artistic choices within a theatrical work with others.	• I can participate in a group discussion about a performance. • I can discuss, with a partner, my feelings about a performance.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.R.IM.5 – I can recognize that artistic choices are made to evoke particular reactions from the audience.
Indicator	Sample Learning Targets
T.R.IM.5.1 – I can evaluate artistic choices and their effect on the audience in a live or recorded performance.	• I can summarize the artistic and aesthetic choices of a director. • I can summarize the artistic and aesthetic choices of a costume designer.
T.R.IM.5.2 – I can evaluate and justify artistic choices.	• I can compare and contrast design choices of two productions of a specific play. • I can discuss with peers the specific artistic choices made by a design team.
Proficiency Level: Intermediate High (IH)	Benchmark: T.R.IH.5 – I can interpret and justify my opinion, based on the artistic choices made in a live or recorded performance.
Indicator	Sample Learning Targets
T.R.IH.5.1 – I can communicate my own aesthetic and artistic preferences.	• I can give a presentation, highlighting my own aesthetic preferences. • I can create a portfolio of various art pieces that demonstrate my aesthetic preferences.
T.R.IH.5.2 – I can express my opinion about a live or recorded performance, based on my own aesthetic and artistic preferences.	• I can participate in a Socratic Seminar about a live or recorded performance. • I can participate in a virtual chatroom about a live performance.

Artistic Process: Responding – I can interpret and evaluate how the arts convey meaning.

Anchor Standard 6: I can practice theatre professionalism through observation and self-reflection.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.R.IL.6 – I can demonstrate theatre artist professionalism while participating in theatrical work.
Indicator	Sample Learning Targets
T.R.IL.6.1 – I can use rehearsal time effectively.	- I can participate in scene rehearsal. - I can use appropriate websites to research lighting design techniques. - I can find swatches for a costume design. - I can make and adhere to a personal rehearsal schedule.
T.R.IL.6.2 – I can prepare for rehearsal.	- I can memorize my lines for a scene. - I can develop the backstory for my character.
T.R.IL.6.3 – I can use theatre equipment safely.	- I can safely use a sewing machine to construct a simple costume piece. - I can safely use a glue gun to build a prop.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.R.IM.6 – I can explain my choices in the rehearsal process.
Indicator	Sample Learning Targets
T.R.IM.6.1 – I can describe how my performance choices contributed to the production process.	- I can share how my performance choices contributed to the production process with a partner. - I can explain how my makeup design choice enhances the characters.
T.R.IM.6.2 – I can describe how choices in stagecraft contributed to the production process.	- I can justify directions to an actor. - I can, as the playwright, justify given circumstances to further the plot.
Proficiency Level: Intermediate High (IH)	Benchmark: T.R.IH.6 – I can reflect on my rehearsal to figure out the next step in the production process.
Indicator	Sample Learning Targets
T.R.IH.6.1 – I can describe choices that did and did not contribute to the rehearsal process.	- I can identify the steps in the rehearsal process. - I can keep a journal describing what I learned from the rehearsal process.
T.R.IH.6.2 – I can plan the next step in my rehearsal process.	- I can create an outline showing my plan for the next steps I will take in the rehearsal process. - I can, as a director, create a rehearsal schedule. - I can, as a designer, create a mask for an actor incorporating production specifications.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can examine the role of theatre through history and culture.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.C.IL.7 – I can examine the role of theatre within a specific culture and/or historical time period.
Indicator	Sample Learning Targets
T.C.IL.7.1 – I can create simple scenes/projects using my knowledge of a specific culture or historical time period.	• I can create Greek masks. • I can develop a production poster advertising a Restoration comedy.
T.C.IL.7.2 – I can examine the role of theatre within my own culture and time period.	• I can bring in clothing from my culture or family's tradition to share with the class and tell its story. • I can work in small groups to tell a folktale from my culture or family history.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.C.IM.7 – I can research the role of theatre within a specific culture and/or historical time period and present what I discovered.
Indicator	Sample Learning Targets
T.C.IM.7.1 – I can read a visual or aural text from another culture to create a simple scene or project.	• I can listen to traditional Chinese music and create a Chinese New Year parade. • I can examine a photograph from the 1920s and create a monologue.
T.C.IM.7.2 – I can participate in theatre games to explore characters from other cultures and historical periods.	• I can create a scene using the Renaissance as inspiration. • I can create a passport inspired by a piece of music from another culture.
Proficiency Level: Intermediate High (IH)	Benchmark: T.C.IH.7 – I can create a simple scene or project by applying characteristics from a specific culture or historical time period.
Indicator	Sample Learning Targets
T.C.IH.7.1 – I can create a simple scene/project using another historical period as an inspiration.	• I can examine a clothing item and create a story about the character who wears it. • I can examine an artifact to create a character monologue.
T.C.IH.7.2 – I can make cultural and personal connections between myself and my classmates.	• I can create a scene based on my understanding of the historical period. • I can create a tableau using a theme from a social studies class as inspiration.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can relate theatre to other content areas, arts disciplines, and careers.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.C.IL.8 – I can explore a range of skills shared among arts disciplines, other content areas, and how they can be applied in a theatre career.
Indicator	Sample Learning Targets
T.C.IL.8.1 – I can apply theatre concepts to other arts disciplines and content areas.	- I can create a lighting plot for a dance piece. - I can write a scene featuring prominent individuals from the Revolutionary War.
T.C.IL.8.2 – I can identify specific skills required for various careers in theatre.	- I can explain why a costume designer would need to be good at math/measurements. - I can explain the difference between color mixing in light and pigment.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.C.IM.8 – I can recognize specific skills shared among arts disciplines, other content areas, and how they can be applied in a theatre career.
Indicator	Sample Learning Targets
T.C.IM.8.1 – I can examine the relationship between theatre and specific content from another arts discipline and content area.	- I can portray characters based on an instrumental musical selection. - I can read a visual or aural text from another art area for meaning.
T.C.IM.8.2 – I can demonstrate and describe the skills needed for careers in theatre.	- I can use accounting principles to plan a fundraising event. - I can design costumes for a dance piece. - I can re-create a well-known artwork through lighting.
T.C.IM.8.3 – I can design effective marketing and informational materials for a dramatic production.	- I can design a promotional poster for a production that includes time, date, ticket price, title of show, etc. - I can design a playbill for a production.
Proficiency Level: Intermediate High (IH)	Benchmark: T.C.IH.8 – I can analyze the concepts and materials used among arts disciplines, other content areas, and how they are used in a theatre career.
Indicator	Sample Learning Targets
T.C.IH.8.1 – I can apply concepts from other arts disciplines and content areas to work in theatre.	- I can participate in a Socratic Seminar about the value of good communication for a director. - I can apply animal habitat and biology to a realistic animal makeup design.
T.C.IH.8.2 – I can research topics about careers in theatre that interest me.	- I can create a portfolio of a specific costume designer's body of work. - I can present a collage of work from a specific auteur director.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 9: I can use a variety of resources to research multiple aspects of theatre.

Proficiency Level: Intermediate Low (IL)	Benchmark: T.C.IL.9 – I can compare and contrast evidence from credible sources to analyze a particular theatre topic.
Indicator	Sample Learning Targets
T.C.IL.9.1 – I can collect available print and non-print resources for a topic.	- I can create a stage makeup morgue using images from web sources. - I can gather gels for a lighting design.
T.C.IL.9.2 – I can examine resources for information about a particular theatre topic.	- I can use print sources (e.g., books, newspapers, magazines, etc.) to create a plan for a set design. - I can take a virtual field trip to examine puppetry throughout history.
T.C.IL.9.3 – I can use resources to answer my questions about a theatre topic.	- I can use specific web searches to find information about lighting design. - I can read theatre reviews to determine which play to attend.
Proficiency Level: Intermediate Mid (IM)	Benchmark: T.C.IM.9 – I can examine evidence from credible texts to support analysis of a particular theatre topic.
Indicator	Sample Learning Targets
T.C.IM.9.1 – I can examine available resources to find those with the most pertinent information.	- I can create a PowerPoint of multiple resources I used on a particular theatre topic. - I can select the most effective gels to create a specific look for a scene.
T.C.IM.9.2 – I can identify what makes a source credible.	- I can generate a list of criteria for credible research sources. - I can determine which sources provide credible information.
T.C.IM.9.3 – I can examine sources of collected research information for their credibility.	- I can defend my credible research sources through a list of criteria. - I can analyze video clips of different actors' portrayals of Puck in <i>A Midsummer Night's Dream</i>.
Proficiency Level: Intermediate High (IH)	Benchmark: CM.C.IH.9 – I can interpret evidence from credible texts to form an opinion on a particular theatre topic.
Indicator	Sample Learning Targets
T.C.IH.9.1 – I can utilize credible sources to extract information about a theatre topic.	- I can examine Roman statues for a costume design. - I can examine Renaissance paintings for a lighting design.
T.C.IH.9.2 – I can express my own opinions about a theatrical topic while citing information from multiple credible sources.	- I can compare my own opinion about a theatrical topic to information found during research. - I can defend my opinion in a mock debate on Shakespeare's authorship.

Advanced Theatre Standards

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can create scenes and write scripts using story elements and structure.

Proficiency Level: Advanced Low (AL)	Benchmark: T.CR.AL.1 – I can write and revise a scripted theatrical work focusing on style, genre, form, and theatre conventions.
Indicator	Sample Learning Targets
T.CR.AL.1.1 – I can write a scripted dramatic work focusing on style, genre, form, and theatre conventions.	- I can compare and contrast different styles, genres, forms, and theatre conventions in theatre. - I can use my knowledge of style, genre, forms, and theatre conventions to write an original theatrical work.
T.CR.AL.1.2 – I can evaluate a scripted theatrical work for areas that need improvement.	- I can differentiate between strong and weak choices within my scripted work. - I can prioritize the corrections that need to be made within my scripted work.
T.CR.AL.1.3 – I can revise a scripted theatrical work focusing on style, genre, form, and theatre conventions.	- I can self-edit my original scripted theatrical work focusing on style. - I can peer edit my original scripted theatrical work focusing on genre.
Proficiency Level: Advanced Mid (AM)	Benchmark: T.CR.AM.1 – I can adapt and revise a scripted theatrical work focusing on style, genre, form, and theatre conventions.
Indicator	Sample Learning Targets
T.CR.AM.1.1 – I can adapt a dramatic work focusing on style, genre, form, and theatre conventions.	- I can compare and contrast adapted works with their original work. - I can use my knowledge of style, genre, forms, and theatre conventions to write an adapted work.
T.CR.AM.1.2 – I can evaluate an adapted script for areas that need improvement.	- I can differentiate between strong and weak written choices within my adapted work. - I can prioritize the corrections that need to be made within my adapted work.
T.CR.AM.1.3 – I can revise an adapted script focusing on style, genre, form, and theatre conventions.	- I can self-edit my adapted theatrical work. - I can peer edit my adapted theatrical work.

Proficiency Level: Advanced High (AH)	Benchmark: T.CR.AH.1 – I can reimagine and revise a scripted theatrical work focusing on style, genre, form, and theatre conventions.
Indicator	Sample Learning Targets
T.CR.AH.1.1 – I can reimagine a scripted dramatic work focusing on style, genre, form, and theatre conventions.	• I can compare and contrast derivative works with its original work. • I can use my knowledge of style, genre, forms, and theatre conventions to write a reimagined work.
T.CR.AH.1.2 – I can evaluate a reimagined theatrical work for areas that need improvement.	• I can differentiate between strong and weak written choices within my reimagined work. • I can prioritize the corrections that need to be made within my scripted work.
T.CR.AH.1.3 – I can revise a reimagined theatrical work focusing on style, genre, form, and theatre conventions.	• I can self-edit my reimagined theatrical work. • I can peer edit my reimagined theatrical work.
T.CR.AH.1.4 – I can collaborate with actors to bring my theatrical work to life.	• I can conduct a workshop of my theatrical work. • I can lead a table read of my original scripted work.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can design and use technical elements for improvised scenes and written scripts.

Proficiency Level: Advanced Low (AL)	Benchmark: T.CR.AL.2 – I can analyze and identify technical requirements in a complex dramatic text and justify my choices.
Indicator	Sample Learning Targets
T.CR.AL.2.1 – I can examine a complex text for its technical elements.	• I can read a complex text to select lighting elements. • I can read a complex text to select sound elements.
T.CR.AL.2.2 – I can examine the relationship of my designs with direction, actor abilities, and other technical elements.	• I can communicate the vision and logistics of my set design to the actors. • I can communicate the vision and logistics of my set design to the director. • I can participate in a mock design team meeting.
Proficiency Level: Advanced Mid (AM)	Benchmark: T.CR.AM.2 – I can construct original designs that support a dramatic text.
Indicator	Sample Learning Targets
T.CR.AM.2.1 – I can make artistic choices incorporating production history and other research and apply them to a complex design.	• I can create a budget for my lighting design. • I can research previous productions of a dramatic text. • I can justify my complex design choices based on my research.
T.CR.AM.2.2 – I can construct original designs from my renderings using available resources.	• I can select fabric swatches that complement my original costume design. • I can construct a scale model of a set.
Proficiency Level: Advanced High (AH)	Benchmark: T.CR.AH.2 – I can collaborate as part of a design team to construct original theatrical designs that support a dramatic text.
Indicator	Sample Learning Targets
T.CR.AH.2.1 – I can integrate my original designs into the overall production vision.	• I can create a production budget with the design team. • I can alter my scenic design choices after a discussion with the production team. • I can justify choreographic choices and explain how they are used to intensify artistic intent.
T.CR.AH.2.2 – I can adapt my design to the needs of the production.	• I can participate in a discussion about the production needs. • I can defend my design choices. • I can revise my designs to fit the needs of the production.
T.CR.AH.2.3 – I can collaborate to construct technical elements using available resources for a production.	• I can collaborate with the stage crew to construct a set. • I can collaborate with the seamstress to construct my costume design.

Artistic Process: Performing – I can produce new artistic ideas and work from a variety of materials, techniques, and processes.

Anchor Standard 3: I can act in improvised scenes and written scripts.

Proficiency Level: Advanced Low (AL)	Benchmark: T.P.AL.3 – I can use a number of styles and genres to portray complex characters.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
T.P.AL.3.1 – I can identify different styles and genres appropriate to my character in a theatrical work.	- I can define a number of styles and genres of theatre based on their characteristics. - I can perform a scene in two different theatrical styles.
T.P.AL.3.2 – I can use my research of different styles and genres of theatre to sustain my character.	- I can compare and contrast two styles of theatre. - I can compare and contrast two genres of theatre.
T.P.AL.3.3 – I can incorporate different styles and genres into my character choices.	- I can play the same scene using two different styles of theatre. - I can play a character in a scene from a particular genre of theatre.

Proficiency Level: Advanced Mid (AM)	Benchmark: T.P.AM.3 – I can use essential text information, research, and the director's concept to influence character choices in a complex theatrical work.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
T.P.AM.3.1 – I can identify essential text information in a play.	- I can create a character breakdown from the text. - I can mark a complex script for its units and beats.
T.P.AM.3.2 – I can examine research materials to inform and sustain character choices.	- I can examine the historical context of a play to sustain character choices. - I can examine the cultural context of a play to sustain character choices.
T.P.AM.3.3 – I can incorporate the director's vision into my character choices.	- I can follow direction even if I do not agree with it. - I can consult with the director in a character conference.

Proficiency Level: Advanced High (AH)		Benchmark: T.P.AH.3 – I can apply a variety of researched acting techniques to seamlessly sustain character in a complex theatrical work.
Indicator		Sample Learning Targets
T.P.AH.3.1 – I can synthesize my knowledge of acting techniques to create a complex character.		• I can explore a variety of acting techniques in rehearsal to refine my character. • I can select a final acting technique to deepen my characterization in keeping with the style of the production.
T.P.AH.3.2 – I can demonstrate artistic discipline to sustain my character choices throughout the entire performance.		• I can prepare myself both physically and mentally for a performance. • I can maintain dual consciousness throughout my performance.
T.P.AH.3.3 – I can apply a variety of researched acting techniques to seamlessly sustain character in a complex theatrical work.		• I can synthesize my knowledge of acting techniques to create a complex character during a performance. • I can apply a particular acting technique for the run of a production.
T.P.AH.3.4 – I can explore a variety of acting techniques in rehearsal to refine my character.		• I can select a final acting technique to deepen my characterization in keeping with the style of the production. • I can demonstrate artistic discipline to sustain my character choices throughout the entire performance using a specified acting technique.

Artistic Process: Performing – I can produce new artistic ideas and work from a variety of materials, techniques, and processes.

Anchor Standard 4: I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.

Proficiency Level: Advanced Low (AL)	Benchmark: T.P.AL.4 – I can explain and justify the role of production staff in unifying the director’s vision.
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Indicator	Sample Learning Targets
T.P.AL.4.1 – I can identify the roles of members of the production team.	- I can create an organizational chart detailing the production teams. - I can write my directorial vision for a theatrical work.
T.P.AL.4.2 – I can justify why each member of the production team is important to a successful production.	- I can explain how each production team member works together to create a show. - I can explain how the costume and makeup designers work together to enhance characters based on the directorial concept.
T.P.AL.4.3 – I can explain the relationship between the director and production team.	- I can role play the relationship between the director and the production team during a production. - I can explain how lighting and sound designers work together to create a show based on the directorial concept.

Proficiency Level: Advanced Mid (AM)	Benchmark: T.P.AM.4 – I can direct short scenes incorporating simple techniques (i.e., blocking, theme, and characterization).
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Indicator	Sample Learning Targets
T.P.AM.4.1 – I can mark a script as a director.	- I can clearly present a concept (director’s vision) using justification from a script. - I can mark the costume changes of actors in my script.
T.P.AM.4.2 – I can pre-block a simple scene.	- I can diagram a scene using blocking. - I can rehearse with actors to experiment with blocking choices. - I can present a scene in class that I have directed.
T.P.AM.4.3 – I can direct actors to create effective blocking, focus, and stage presence and to deepen characterization.	- I can present my work in class, for an invited audience, or for the community. - I can lead a talk-back of my work for an audience.

Proficiency Level: Advanced High (AH)		Benchmark: T.P.AH.4 – <i>I can direct a complex theatrical piece by interpreting, applying, and justifying artistic choices regarding stage movement, character development, language, theme, and technical elements.</i>
Indicator		Sample Learning Targets
T.P.AH.4.1 – I can mark a one act or longer piece as a director.		• I can make notes on primary blocking for a one-act or longer piece. • I can create a rehearsal schedule for my actors.
T.P.AH.4.2 – I can research themes and ideas drawn from a detailed reading of a script.		• I can present my directing concept to the class. • I can research themes incorporating honesty for my play.
T.P.AH.4.3 – I can explain and justify my concept to a production team.		• I can lead a rehearsal in front of the class. • I can meet with my lightning designer to explain my lightning concepts.
T.P.AH.4.4 – I can direct a complex theatrical piece by interpreting, applying, and justifying artistic choices regarding stage movement, character development, language, theme, and technical elements.		• I can mark a one act or longer piece as a director. • I can prepare a director’s promptbook (e.g., set, costume, props, etc.).

Artistic Process: Responding – I can interpret and evaluate how the arts convey meaning.

Anchor Standard 5: I can interpret and evaluate live or recorded dramatic performances as an active audience member.

Proficiency Level: Advanced Low (AL)	Benchmark: T.R.AL.5 – I can critique a live or recorded performance based the skills and techniques of the theatre artists.
Indicator	Sample Learning Targets
T.R.AL.5.1 – I can evaluate artistic elements in a live or recorded performance.	- I can summarize all of the artistic elements that are available for critique for a live performance. - I can view a live performance and provide feedback for possible areas of improvement.
T.R.AL.5.2 – I can develop objective and subjective criteria and vocabulary by which to evaluate a performance.	- I can create a checklist of items to assess in a critique of a production. - I can evaluate samples of theatre critiques.
Proficiency Level: Advanced Mid (AM)	Benchmark: T.R.AM.5 – I can construct and analyze social meaning, themes, and ideas from theatre performances and dramatic texts.
Indicator	Sample Learning Targets
T.R.AM.5.1 – I can evaluate a text or watch a performance and summarize recurring and overall themes.	- I can read a short play and summarize the overall theme. - I can watch a play and summarize the overall theme.
D.R.AM.5.2 – I can evaluate a performance or dramatic text’s themes in relation to social, historical, and cultural context.	- I can discuss how the theme of a play relates to social contexts. - I can discuss how the theme of a play relates to historical contexts.
Proficiency Level: Advanced High (AH)	Benchmark: T.R.AH.5 – I can construct and analyze personal meaning within the context of the performance and the world of theatre.
Indicator	Sample Learning Targets
T.R.AH.5.1 – I can evaluate a text or watch a performance for personal meaning.	- I can watch a play for its cathartic experience. - I can infer artistic intent for a particular performance. - I can evaluate the success of artistic intent in a performance.
T.R.AH.5.2 – I can write a detailed evaluation of a full length live or recorded performance, analyzing the effect it had on me.	- I can write a critique on a live performance, incorporating my own aesthetic preferences. - I can write a critique for a recorded performance, incorporating my own aesthetic preferences.

Artistic Process: Responding – I can interpret and evaluate how the arts convey meaning.

Anchor Standard 6: I can practice theatre professionalism through observation and self-reflection.

Proficiency Level: Advanced Low (AL)	Benchmark: T.R.AL.6 – I can justify a list of strategies to improve my rehearsal and performance.
Indicator	Sample Learning Targets
T.R.AL.6.1 – I can evaluate my techniques in rehearsal and performance.	- I can participate in an interview with the director to solve challenges that arise during a rehearsal. - I can evaluate the best place for me to call the show as the stage manager.
T.R.AL.6.2 – I can predict and justify how my artistic choices will improve the final performance.	- I can justify the next steps in the rehearsal process in order to contribute to the overall success of the production. - I can write a journal entry analyzing my role in the production. - I can organize a prompt book to contribute to the flow of the production.
Proficiency Level: Advanced Mid (AM)	Benchmark: T.R.AM.6 – I can collaborate in an ensemble, contributing to a positive work environment.
Indicator	Sample Learning Targets
T.R.AM.6.1 – I can evaluate how my artistic choices affect the roles of others around me.	- I can memorize my lines in a timely manner. - I can share a well-developed backstory for my character based on my research and discussion with the director. - I can share a well-developed design plan based on the world of the play in discussion with other designers.
T.R.AM.6.2 – I can assist others in the production process.	- I can assist others in learning lines for a production. - I can assist others in their makeup choices for a production.
Proficiency Level: Advanced High (AH)	Benchmark: T.R.AH.6 – I can synthesize the work of others and myself in production to deepen my technique for future projects.
Indicator	Sample Learning Targets
T.R.AH.6.1 – I can evaluate and reflect on my commitment and work ethic during a theatre production/project.	- I can write a self-reflection of my job collaborating in a production. - I can compile a portfolio evidencing my growth as a theatre artist. - I can advocate for a local theatre program in a school. - I can participate in a post-mortem after a production.
T.R.AH.6.2 – I can reflect and evaluate the professionalism of production members in order to strengthen my technique in future productions.	- I can document how collaborating as an ensemble member improves my appreciation for the art of theatre. - I can perform as a theatre artist in future productions using skills I have gained from others.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can examine the role of theatre through history and culture.

Proficiency Level: Advanced Low (AL)	Benchmark: T.C.AL.7 – I can explore the influence of historical events and cultural traditions on contemporary theatrical works.
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Indicator	Sample Learning Targets
T.C.AL.7.1 – I can research how other cultures influence theatre today.	- I can justify historical elements used in a production. - I can work with actors to incorporate various multicultural narratives in rehearsal.
T.C.AL.7.2 – I can alter a story based on an historical time period.	- I can collaborate with peers to create a play set in the future. - I can incorporate revisions into a final performance.

Proficiency Level: Advanced Mid (AM)	Benchmark: T.C.AM.7 – I can examine the way theatre continues to influence history and culture.
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Indicator	Sample Learning Targets
T.C.AM.7.1 – I can compile evidence showing the influence of theatre on modern culture.	- I can identify terminology that is rooted in theatre vocabulary. (e.g., words created by Shakespeare) - I can recognize theatre archetypes found in modern culture.
T.C.AM.7.2 – I can examine the role of theatre within my own culture and time period.	- I can collaborate with peers to brainstorm ways that the musical <i>Hamilton</i> will influence future cultures. - I can incorporate revisions into a final performance.

Proficiency Level: Advanced High (AH)	Benchmark: T.C.AH.7 – I can create, analyze, and perform a theatrical work based on multiple historical and cultural traditions.
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Indicator	Sample Learning Targets
T.C.AH.7.1 – I can create a production concept for a complex theatrical work respectfully incorporating aspects of other cultures, global issues, and other historical periods.	- I can justify a production idea through the issues addressed in the piece, the cultural elements, and historical periods used in a production meeting. - I can work with actors to incorporate global issues, aspects of different cultures and different historical periods into my theatrical work. - I can work with actors to incorporate various theatrical styles and genres into my work.
T.C.AH.7.2 – I can participate in theatre games to explore characters from other cultures and historical periods.	- I can participate in tableau exercises based on a historical text/image. - I can participate in a “Hot Seat” game as a character from a different culture.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 8: I can relate theatre to other content areas, arts disciplines, and careers.

Proficiency Level: Advanced Low (AL)	Benchmark: T.C.AL.8 – I can explore how theatre is the synthesis of the arts and analyze how my interests and skills will prepare me for a career.
Indicator	Sample Learning Targets
T.C.AL.8.1 – I can explain how various arts content areas are used in theatre.	- I can explain how art theory and history are applied to a specific production (e.g., <i>Sunday in the Park with George</i>). - I can select music pieces to support/enhance a short scene.
T.C.AL.8.2 – I can identify the skills, training, and education necessary to pursue a career in theatre that interests me.	- I can work with an accountant to create a budget for a theatrical project. - I can create a stage manager's prompt book. - I can interview a theatre professional.
Proficiency Level: Advanced Mid (AM)	Benchmark: T.C.AM.8 – I can explain how economic conditions, cultural values, and location influence theatre and the need for theatre-related careers.
Indicator	Sample Learning Targets
T.C.AM.8.1 – I can explore a theatre-related career in various economic conditions, cultural values, and locations.	- I can compare and contrast performances within my local theatre community. - I can research careers in TV and film. - I can explain the role of theatre in another culture.
T.C.AM.8.2 – I can investigate opportunities that will lead me to a career in theatre.	- I can research classes and workshops available for specific theatre techniques and skills. - I can discover acting opportunities in my community.
T.C.AM.8.3 – I can demonstrate my collaboration with other artists.	- I can collaborate with others to present my multi-disciplinary theatrical piece/project to an audience. - I can participate in a production meeting.
Proficiency Level: Advanced High (AH)	Benchmark: T.C.AH.8 – I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.
Indicator	Sample Learning Targets
T.C.AH.8.1 – I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work.	- I can collaborate with my peers to create a work based on a current political issue. - I can write a short play based on a current cultural issue.
T.C.AH.8.2 – I can demonstrate skills necessary for a career in theatre.	- I can explain the process for becoming a member of a professional industry organization or union. - I can create my own theatrical resume. - I can prepare a portfolio of my technical theatre work/designs.
T.C.AH.8.3 – I can demonstrate my readiness for a college or career path.	- I can prepare monologues for a college/career audition. - I can create a design portfolio. - I can provide my resume to industry personnel.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 9: I can use a variety of resources to research multiple aspects of theatre.

Proficiency Level: Advanced Low (AL)	Benchmark: T.C.AL.9 – I can justify the role of a dramaturg for a theatrical work.
Indicator	Sample Learning Targets
T.C.AL.9.1 – I can identify the necessary skills needed by a dramaturg.	- I can research how a dramaturg finds information. - I can present a report on a famous dramaturg.
T.C.AL.9.2 – I can explain how a dramaturg works with other theatre professionals in theatrical work.	- I can role-play a conversation between a dramaturg and an actor during the production process. - I can interview a theatre professional about a dramaturg’s influence on their production.
T.C.AL.9.3 – I can research and analyze examples of dramaturgy.	- I can examine the work of professional dramaturges and discuss their merits. - I can dissect a theatre review for its dramaturgical content.
T.C.AL.9.4 – I can identify current technologies that are available for use in theatrical productions.	- I can use current theatre apps (e.g., Article Search or Library of Congress Virtual Tour) to complete dramaturgical research. - I can evaluate various sound programs for my theatre department.
Proficiency Level: Advanced Mid (AM)	Benchmark: T.C.AM.9 – I can assume the role of a dramaturg for a theatrical work.
Indicator	Sample Learning Targets
T.C.AM.9.1 – I can use credible sources to research information for a theatrical work.	- I can use web searches and printed texts to learn about the time period in which a dramatic text is set. - I can use multiple biographies to gather information about a playwright.
T.C.AM.9.2 – I can apply research from print and non-print sources to plan theatrical work.	- I can use multiple credible sources to find historical information about a dramatic text. - I can write a production history for a performance.
T.C.AM.9.3 – I can compile research for a theatrical work into a presentation for other theatre professionals.	- I can compile research about a dramatic text into a portfolio. - I can present a historically accurate prop for a production.
Proficiency Level: Advanced High (AH)	Benchmark: T.C.AH.9 – I can defend dramaturgical choices for a theatrical work.
Indicator	Sample Learning Targets
T.C.AH.9.1 – I can collaborate with theatre artists to assemble a theatrical work that incorporates budget, schedule, and publicity.	- I can discuss dramaturgical elements with a production team. - I can function as a producer during a production meeting.
T.C.AH.9.2 – I can collaborate with other theatre professionals to apply dramaturgic research to a theatre work.	- I can present dramaturgical research about a theatrical work to a committee of theatre artists. - I can consult with the wig and makeup designer in order to produce historically accurate construction.

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