

COMPETENCIES FOR SECONDARY TEACHERS: DRAMA, 7-12

In addition to the Arkansas Teaching Standards (ATS) and the competencies for the Teacher Excellence and Support System (TESS), including competencies regarding the knowledge and use of educational technology that reflect the International Society for Technology in Education standards, the teacher of Drama, grades 7-12, shall also demonstrate knowledge and competencies in the following areas:

1. SCRIPT WRITING

NCAS: Anchor Standards
1,3,9,11

NSTE: Standard 1

Standard 1: The ability to create improvised/devised work, scripted scenes, and refined scripts based on personal experience and heritage, imagination, literature, and history by

- 1.1 Collaborating to create characters, environments, and actions that create tension and suspense
- 1.2 Refining and documenting dialogue and action, which will convey story and meaning to an audience through collaboration with actors.

2. ACTING

NCAS: Anchor Standards
1,2,3,4,5,6,9

NSTE: Standard 2

Standard 2: The ability to develop basic acting skills by developing and portraying characters, who interact in improvised and scripted scenes, and who may be sustained over time by

- 2.1 Imagining and clearly describing characters, their relationships, and their environments
- 2.2 Using variations of locomotor and non-locomotor movement and vocal pitch, tempo, and tone for different characters
- 2.3 Interacting as the invented characters, exhibiting concentration and contributing to the action of classroom dramatizations, improvisations, and scripted scenes, based on personal experience and heritage, imagination, literature, and history
- 2.4 Analyzing descriptions, dialogue, and actions to discover, articulate, and justify character motivation, objectives, and tactics and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people
- 2.5 Demonstrating acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices
- 2.6 Comparing and demonstrating various classical and contemporary acting techniques and methods
- 2.7 Analyzing the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media
- 2.8 Using an ensemble to create and sustain characters that communicate with audiences

COMPETENCIES FOR SECONDARY TEACHERS: DRAMA, 7-12

3. DESIGN AND PRODUCTION

NCAS: Anchor Standards
1,2,3,4,5,6,9

NSTE: Standard 3

FACF: P.5.THIII.7

Standard 3: The ability to design by developing environments for improvised and scripted scenes, and conceptualizing and realizing artistic interpretations for informal or formal productions by

3.1 Collaborating to establish playing spaces for classroom dramatizations by selecting and safely organizing available materials that suggest scenery, properties, lighting, sound, costumes, and makeup

3.2 Developing focused ideas for the environment by visualizing and constructing designs to communicate locale and mood, using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources

3.3 Explaining the functions and interrelated nature of these dramatic elements and how they are appropriate for the drama

3.4 Explaining the basic physical and chemical properties of these technical aspects of theatre such as light, color, electricity, paint, and makeup

3.5 Analyzing improvised and scripted scenes for technical requirements

3.6 Analyzing a variety of dramatic texts from cultural and historical perspectives to determine production requirements, and develop designs using visual and aural elements to convey environments that clearly support the text

3.7 Designing coherent stage management, promotional, and business plans at the higher grade levels

3.8 Enforcing appropriate safety practices in theatre such as personal protective equipment, proper use of tools and chemicals, situational awareness, exit procedures, etc.

4. DIRECTING

NCAS: Anchor Standards
1,2,3,4,6,9

NSTE: Standard 4

Standard 4: The ability to direct by planning and organizing rehearsals for classroom dramatizations, improvised and scripted scenes, and formal productions

4.1 Collaborating in small groups in planning visual and aural elements and in rehearsing classroom dramatizations, and improvised and scripted scenes, demonstrating social, group, and consensus skills

4.2 Developing multiple interpretations and visual and aural production choices for scripts and production ideas and choosing those that are most interesting

4.3 Justifying selections of text, interpretation, and visual and aural artistic choices

4.4 Effectively communicating directorial choices to a small ensemble for improvised or scripted scenes and formal productions

COMPETENCIES FOR SECONDARY TEACHERS: DRAMA, 7-12

5. RESEARCH

NCAS: Anchor Standards
1,2,3,4,5,6,9,10,11

NSTE: Standard 5

Standard 5: The ability to research, evaluate, and synthesize cultural and historical information in order to support classroom dramatizations and improvised and scripted scenes by

5.1 Communicating information to peers about people, events, time, and place related to classroom dramatizations

5.2 Applying research from print and non-print sources to script writing, acting, design, and directing choices.

5.3 Identifying and researching cultural, historical, and symbolic clues in dramatic texts and evaluating the validity and practicality of the information to assist in making artistic choices for informal and formal productions

6. COMPARING AND INTEGRATING ART FORMS

NCAS: Anchor Standards
7,8,9

NSTE: Standard 6

Standard 6: The ability to compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), dance, music, visual arts, and new art forms by

6.1 Describing visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts and comparing how ideas and emotions are expressed in these dramatic mediums

6.2 Describing characteristics and comparing the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts

6.3 Incorporating elements of dance, music, and visual arts to enhance the mood of classroom dramatizations

6.4 Expressing and comparing personal reactions to several art forms

6.5 Expressing ideas and emotions in improvised and scripted scenes, illustrating the integration of several arts media in informal presentations

6.6 Describing and comparing the functions and interaction of performing artists, visual artists, and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

6.7 Describing and comparing the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts

6.8 Determining how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre

7. ANALYZING, CRITIQUING, AND CONSTRUCTING MEANINGS

NCAS: Anchor Standards
1,2,4,7,8,9,10,11

NSTE: Standard 7

Standard 7: The ability to analyze, evaluate, and construct meanings from classroom dramatizations, improvised and scripted scenes and from theatre, film, television, and electronic media productions by

7.1 Describing, evaluating, and analyzing classroom dramatizations and other dramatic performances

7.2 Improving the collaborative processes of planning, playing, responding, and evaluating based on overall effectiveness of artistic choices found in dramatic performances

7.3 Articulating and supporting the meanings constructed from their and others' dramatic performances

COMPETENCIES FOR SECONDARY TEACHERS: DRAMA, 7-12

7.4 Describing and analyzing the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

7.5 Articulating and justifying personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement

7.6 Using articulated criteria and considering the context, constructively suggesting alternative ideas for dramatizing roles, arranging environments, and developing situations

7.7 Constructing social meanings from informal productions, formal productions, and various cultural and historical dramatic performances, and relating these to current personal, national, and international issues

7.8 At the high school level, articulating and justifying personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement

7.9 At the high school level, using articulated criteria and considering the context, constructively suggesting alternative ideas for dramatizing roles, arranging environments, and developing situations

7.10 At the high school level, constructing social meanings from informal productions, formal productions, and various cultural and historical dramatic performances, and relating these to current personal, national, and international issues

8. UNDERSTANDING CONTEXT

NCAS: Anchor Standards
1,2,7,8,9,10,11

NSTE: Standard 8

Standard 8: The ability to understand context by analyzing the role of theatre and other dramatic forms such as film, radio, television, and electronic media in the past and present, in daily life, in the community, and in other cultures by

8.1 Describing and comparing universal characters and situations in dramas from and about various cultures and historical periods, illustrated in classroom dramatizations and improvised and scripted scenes, and discussing how theatre reflects life and a culture

8.2 Identifying and comparing the various settings and reasons for creating and attending theatre and other dramatic forms such as film, radio, television, and electronic media productions

8.3 At the middle school level, explaining the knowledge, skills, and discipline needed to pursue careers and vocational opportunities in theatre, film, television, and electronic media

8.4 Comparing how similar themes are treated in drama from various cultures and historical periods, illustrating this comparison with informal performances, and discussing how theatre can reveal universal concepts

8.5 Explaining how culture affects the content and production values of dramatic performances, and analyzing the effect of their own cultural experiences on their dramatic work

COMPETENCIES FOR SECONDARY TEACHERS: DRAMA, 7-12

8.6 Analyzing the emotional and social impact of dramatic events in their lives, in the community, and in other cultures

8.7 Explaining how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, and empathy apply in theatre and daily life

8.8 Identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods and, in particular, cultural and historical sources of American theatre and musical theatre