

Theatre Standards

FINAL

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THEATRE STANDARDS

- Standard I.*** The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre.
- Standard II.*** The theatre teacher understands and applies skills for creating, utilizing, and/or performing dramatic material.
- Standard III.*** The theatre teacher understands and applies skills for producing and directing theatrical productions.
- Standard IV.*** The theatre teacher understands and applies knowledge of design and technical theatre.
- Standard V.*** The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.
- Standard VI.*** The theatre teacher understands and applies skills for responding to, analyzing, and evaluating theatre and understands the interrelationship between theatre and other disciplines.

Standard I. The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <ul style="list-style-type: none"> 1.1k content and performance standards for theatre that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a theatre curriculum; 1.2k skills and concepts appropriate for theatre education at different grade levels; 1.3k students' intellectual, social, emotional, and physical development and the significance of developmental factors for theatre education in grades EC-12; 1.4k how to plan, implement, and evaluate theatre instruction; 1.5k teaching methods that integrate theatre instruction with other art forms and other subject areas for students at different grade levels; 1.6k strategies for teaching theatre effectively to students with diverse backgrounds and needs; 1.7k methods and purposes of various kinds of assessment in theatre; 1.8k the skills needed to form critical judgments about students' theatrical performances and the constructive use of feedback when evaluating students' theatre-related skills and performances; 1.9k procedures for effectively managing and organizing theatre classes; 1.10k career and avocational opportunities in theatre and dramatic media, and skills and preparation required for these vocations and avocations; 1.11k professional development resources and strategies for the theatre educator; and 	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <ul style="list-style-type: none"> 1.1s create a safe and supportive environment that encourages student learning, motivation, collaboration, and positive forms of risk taking; 1.2s identify and use developmentally appropriate instructional strategies to promote students' development of theatre concepts, knowledge, and skills; enhance critical and creative thinking in theatre contexts; and foster appreciation of the arts; 1.3s organize, sequence, and self-assess lessons in ways that promote effective student learning in theatre; 1.4s develop and use instructional strategies that encourage active learning and are responsive to the strengths and needs of all students, including students with diverse backgrounds and needs; 1.5s guide students with various skills and interests to explore avenues of self-discovery and self-expression through performance, dramatic play, design, play writing, technical production, and other aspects of theatre; 1.6s analyze the benefits and relevance of theatre experiences for students' academic and personal development (e.g., exploring content-area topics experientially, facilitating creative problem solving, promoting self-knowledge, enhancing understanding of interpersonal relationships, improving self-confidence through performance); 1.7s foster student learning and creativity by offering opportunities to engage in developmentally appropriate forms of drama, including forms that are process-centered (e.g., creative drama) and production-centered (e.g., scenes, plays, musicals);

Standard I. The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

1.12k additional theatrical resources, opportunities, and experiences for students.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

- 1.8s integrate instructional and communication technologies to enhance teaching and learning in theatre;
- 1.9s use multiple forms of assessment and knowledge of the TEKS to evaluate and monitor student progress and to plan instruction in theatre;
- 1.10s develop and apply appropriate evaluation standards based on students' abilities and experience, offer appropriate feedback to enhance student performance, and teach students to critique their own and others' performances;
- 1.11s manage time, instructional resources, and physical space effectively for theatre classes;
- 1.12s analyze the training, skills, self-discipline, and artistic discipline needed to pursue career and avocational opportunities in theatre and dramatic media;
- 1.13s apply strategies for integrating awareness of careers and avocational opportunities; and
- 1.14s analyze the uses and benefits of various professional development resources and strategies.

Standard II. The theatre teacher understands and applies skills for creating, utilizing, and/or performing dramatic material.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>2.1k sources of ideas for improvisations and dramatic play (e.g., literature, history, current events, imagination, personal stories, folklore);</p> <p>2.2k basic principles of playwriting and dramatic structure;</p> <p>2.3k methods for communicating ideas, feelings, and experiences through improvisation, pantomime, dramatic play, story dramatization, storytelling, role playing, and playwriting;</p> <p>2.4k basic principles, forms, and methods of process-centered drama (e.g., theatre-in-education, creative drama);</p> <p>2.5k the use of improvisation and theatre games as preparatory techniques for performance, including improvisation activities and theatre games appropriate for developing various performance skills and techniques;</p> <p>2.6k elements related to an actor’s analysis of a text, including identification of movement, beats, subtext, actions, objectives, and key words and phrases;</p> <p>2.7k methods for developing an actor’s focus, sensory perception, and characterization skills, including activities directed at sensory awareness and sensory and emotional recall;</p> <p>2.8k various classical and contemporary acting techniques, methods, and styles, including emergent performance practices;</p> <p>2.9k vocal techniques used in acting, including warm-ups to prepare the voice, elements of sound production (e.g., diction, phrasing, pitch, breath control, projection), vocal safety and injury avoidance procedures, dialect work, and ways to use voice and speech (e.g., pitch, tempo, tone, timing, pacing) to communicate feelings and ideas and to develop characterization;</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>2.1s create a safe and supportive environment that encourages student learning, motivation, collaboration, and positive forms of risk taking;</p> <p>2.2s apply skills for improvising, writing, and refining monologues and scenes that effectively communicate character, plot, setting, theme, and mood;</p> <p>2.3s apply skills for formatting a script (e.g., identifying stage directions, characters, acts, and scenes; spacing);</p> <p>2.4s use improvisation to generate ideas for stories, movements, characters, and environments for process-centered or production-centered experiences;</p> <p>2.5s analyze scripts to determine the physical, intellectual, psychological, cultural, political, and social dimensions of characters and character relationships, and divide scripts into their component parts;</p> <p>2.6s apply and teach students to apply methods for strengthening focus, sensory perception, and characterization;</p> <p>2.7s apply and teach students to apply skills for using the voice and body expressively to perform scripts written in a variety of time periods and styles;</p> <p>2.8s apply and teach students to apply skills for creating roles, developing character relationships, and reflecting on human experiences in improvised and scripted scenes;</p> <p>2.9s apply knowledge of techniques for engaging in ensemble work and collaborative creative processes;</p>

Standard II. The theatre teacher understands and applies skills for creating, utilizing, and/or performing dramatic material.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

- 2.10k physical techniques used in acting, including warm-ups to prepare the body, relaxation techniques, centering, isolation of body parts, psychological gesture, neutral and character masks, and techniques for using body position and gesture to communicate meaning and develop characterization;
- 2.11k methods for interacting effectively with others in role playing, improvisation, rehearsal, and performance;
- 2.12k the use of critical-thinking skills in creating, utilizing, and/or performing dramatic material; and
- 2.13k safety practices relevant to creative expression and performance, including practices related to emotional well-being and the safe use of the voice and body.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

- 2.10s provide students with developmentally appropriate opportunities to use movement and dialogue to portray characters and themes drawn from personal experience, heritage, literature, current events, and history; to dramatize literary selections; and to create and improvise stories that include a beginning, a middle, and an end;
- 2.11s provide students with developmentally appropriate opportunities to apply critical-thinking skills as they create and perform dramatic material; and
- 2.12s select appropriate materials and strategies for demonstrating students' knowledge and skills.

Standard III. The theatre teacher understands and applies skills for producing and directing theatrical productions.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–12</i></p>	<p><i>Teachers of Students in Grades EC–12</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>3.1k the director's role as a leader, communicator, unifying force, problem solver, interpreter of script, and collaborator;</p>	<p>3.1s identify and analyze elements involved in directing and producing student theatrical productions, including selecting works that reflect an understanding of student development, cultural diversity, audience characteristics, and production factors (e.g., performance space, number of participants); coordinating an efficient rehearsal schedule; obtaining performance rights;</p>
<p>3.2k the director's relationship and responsibility to the script, actors, designers, stage manager, and audience;</p>	<p>3.2s evaluate and compare various methods of holding auditions (e.g., prepared monologues, cold readings, improvisation) and casting (e.g., casting according to learning objectives, nontraditional casting);</p>
<p>3.3k principles and techniques for directing theatrical productions, including selecting, researching, analyzing, and interpreting a script; creating and communicating a unified vision that results in a clear production concept; motivating and guiding company members through rehearsal and performance, using communication, collaboration, trust, consensus building, and creativity;</p>	<p>3.3s apply methods for analyzing a script to determine a message for the work and how its component parts help communicate that message to an audience;</p>
<p>3.4k considerations and procedures for casting, including types and methods of auditions;</p>	<p>3.4s analyze factors in developing a groundplan, stage movement, and blocking and select composition techniques appropriate for various needs and goals;</p>
<p>3.5k elements involved in staging theatrical performances (e.g., groundplan, stage movement, blocking, focus, levels, balance);</p>	<p>3.5s apply methods for guiding actors in creating roles and developing character relationships;</p>
<p>3.6k procedures for scheduling, budgeting, planning, promoting, and managing theatrical performances; and</p>	<p>3.6s apply skills and techniques for creating a safe and positive working environment that encourages and promotes collaboration, trust, consensus building, and creativity among all members of the production team;</p>
<p>3.7k legal issues (e.g., royalties, copyrights, liability, contracts) related to theatrical productions.</p>	<p>3.7s provide students with developmentally appropriate opportunities to learn and apply skills and concepts for directing, scheduling, budgeting, planning, promoting, and managing theatrical productions, including demonstrating responsibility, creative problem solving, critical thinking, and artistic discipline in a variety of contexts; and</p>

Standard III. The theatre teacher understands and applies skills for producing and directing theatrical productions.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

3.8s use knowledge of student characteristics (e.g., prior experiences, developmental level, interests) to select appropriate materials and strategies for promoting student learning and skills acquisition related to producing and directing theatrical productions.

Standard IV. The theatre teacher understands and applies knowledge of design and technical theatre.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k design principles and elements relevant to theatrical productions, the functions of design in theatrical productions, and design styles and their characteristics;</p> <p>4.2k basic lighting and sound technology, equipment, and safety practices;</p> <p>4.3k principles, elements, and techniques of lighting and sound design for a theatrical production;</p> <p>4.4k technical aspects of set and property construction (e.g., unit set, flats, drops, platforms, painting), including power tools and safety practices;</p> <p>4.5k basic functions of costumes in theatrical production;</p> <p>4.6k historical, regional, and cultural styles of dress;</p> <p>4.7k construction techniques, materials, and safety practices for creating costumes, and other methods of obtaining costumes;</p> <p>4.8k the characteristics and functions of different types of makeup and makeup materials, techniques for applying makeup to suggest character and communicate the concept of the production, and safety and removal procedures for makeup;</p> <p>4.9k different types of performance spaces (e.g., proscenium stage, studio/black box, thrust stage, classroom, arena, found space) and their characteristics;</p> <p>4.10k backstage procedures (e.g., setting and striking techniques, unit set preparation, curtain and fly rail operation, set and lighting crew preparation, backstage etiquette and safety);</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>4.1s analyze dramatic texts, including themes, settings, times, literary styles, genres, and characters, to determine technical requirements;</p> <p>4.2s analyze ways in which the characteristics of a performance space can influence production decisions;</p> <p>4.3s analyze the interrelatedness of lighting, costumes, makeup, sound, properties, scenery, acting, and direction in a unified theatrical production;</p> <p>4.4s evaluate the effectiveness of lighting, sound, scenery, properties, costumes, and makeup choices in communicating the concept of a production;</p> <p>4.5s select lighting, sound, scenery, properties, costumes, and makeup to help create a particular theatrical environment;</p> <p>4.6s apply knowledge of design principles and elements as they relate to set and property design, costumes, lighting, sound, and makeup;</p> <p>4.7s analyze and safely apply basic techniques of theatrical lighting and sound production (e.g., skills for using color medium (gels), designing and reading a light plot and instrument schedule, selecting and designing sound effects and background music);</p> <p>4.8s analyze and safely apply basic techniques of scenery and property construction, (e.g., manufacturing flats, constructing a unit set, painting scenery, operating tools and machinery);</p> <p>4.9s analyze and safely apply basic principles and techniques of costume construction and makeup application (e.g., cutting, dyeing, sewing, care and maintenance of costumes; character makeup and simple prosthetics);</p>

Standard IV. The theatre teacher understands and applies knowledge of design and technical theatre.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>4.11k roles and responsibilities of individuals involved in technical theatre (e.g., stage manager, production manager, technical director, production crew); and</p> <p>4.12k safety practices and procedures relevant to technical theatre, including practices related to emotional and physical well-being.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>4.10s promote students' ability to identify and use technical elements (e.g., properties, costumes, scenery, lighting, sound) to define and support character, environment, mood, action, and theme and to alter space to create suitable environments for dramatic play and performance;</p> <p>4.11s provide students with developmentally appropriate opportunities to learn and apply skills and concepts for technical theatre, including demonstrating responsibility, creative problem solving, critical thinking, and artistic discipline in a variety of contexts; and</p> <p>4.12s assemble a production crew and teach them proper etiquette, safety, and backstage techniques.</p>

Standard V. The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>5.1k characteristics and techniques associated with theatre from different historical periods and cultural traditions;</p> <p>5.2k historical and cultural developments in theatrical styles and genres;</p> <p>5.3k major theatrical figures from a variety of historical periods and cultural traditions;</p> <p>5.4k major plays from a variety of historical periods and cultural traditions; and</p> <p>5.5k theatre heritage as it is preserved in dramatic text, traditions, and conventions.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>5.1s analyze and evaluate influences on theatre in different times, places, and cultures;</p> <p>5.2s analyze ways in which specific dramatic texts and contemporary theatre conventions reflect theatre heritage;</p> <p>5.3s analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods;</p> <p>5.4s analyze the lives, works, and influences of major theatrical figures in various cultures and historical periods;</p> <p>5.5s analyze and compare aesthetic philosophies and the treatment of characters, situations, and themes in dramatic works from various cultures and historical periods;</p> <p>5.6s analyze ways in which cultural diversity and other aspects of U.S. society have influenced contemporary American theatre;</p> <p>5.7s analyze the role and influence of live theatre and dramatic media in U.S. society (e.g., prompting examination of ideas and values, enhancing multicultural and gender awareness, promoting self-awareness) and the emotional and social effects of theatre on individuals, communities, and cultures; and</p> <p>5.8s use a variety of developmentally appropriate instructional approaches, activities, and resources (e.g., films, Web sites) to promote students' ability to appreciate, understand, and critically analyze theatre from different times, places, and cultures.</p>

Standard VI. The theatre teacher understands and applies skills for responding to, analyzing, and evaluating theatre and understands the interrelationship between theater and other disciplines.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>6.1k concepts of evaluation for theatrical presentations;</p> <p>6.2k vocabulary of dramatic criticism and dramaturgy, including basic vocabulary related to theatrical conventions (e.g., fourth wall, catharsis, alienation effect);</p> <p>6.3k techniques and procedures used in criticism of theatre and dramatic media (e.g., film, video, television, radio, electronic media), including ethical considerations;</p> <p>6.4k resources available for research regarding theatrical productions (e.g., published scripted materials, electronic resources, current technologies, theatre professionals);</p> <p>6.5k relationship of theatre to other art forms and other disciplines; and</p> <p>6.6k appropriate audience behavior, etiquette, and safety at various types of theatrical performances.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>6.1s apply concepts of evaluation to live theatre and dramatic media;</p> <p>6.2s use appropriate procedures, criteria, and vocabulary to evaluate theatre and dramatic media;</p> <p>6.3s analyze how specific artistic choices are used to support the major themes of theatrical productions;</p> <p>6.4s analyze the effect of various factors (e.g., publicity, physical environment, talkbacks, study guides) on an audience's response to and appreciation of a theatrical production;</p> <p>6.5s compare and contrast theatre and other dramatic media, including their uses of dramatic structure;</p> <p>6.6s analyze the ways in which other art forms are used in theatrical productions;</p> <p>6.7s examine similarities and differences between theatrical experiences and other literary and artistic experiences;</p> <p>6.8s provide students with varied, developmentally appropriate learning experiences that promote their ability to analyze, evaluate, appreciate, and construct meaning from theatre, film, television, and electronic media productions;</p> <p>6.9s develop and implement dramatic activities that enhance students' understanding of content in other disciplines; and</p> <p>6.10s teach students appropriate audience etiquette for various types of theatrical performances.</p>