

NORTH CAROLINA STANDARD COURSE OF STUDY

K - 12 Theatre

The 2024 North Carolina Standard Course of Study for theatre arts is intended to provide a Comprehensive Arts Education while developing students as artists. The abilities to create, present, respond to, and make connections with theatre arts build competence by expanding foundational knowledge and skills within each grade band and proficiency level. The standards are organized within the four artistic practices of Connect, Create, Present, and Respond, which are supported by the National Arts Education Standards created by the National Coalition for Arts Standards.

Arts Education nurtures healthy, inclusive communities where all points of view are respected; helps students understand their cultural roots and appreciate the cultures and traditions of others; and fosters a more positive, safer school environment. Additionally, Arts Education supports literacy and the durable skills within the NC Portrait of a Graduate. Advanced courses provide the opportunity for students to be competitive in postsecondary pursuits.

Skills progress at different levels due to a number of factors, including continuity and quality of instruction; informal exposure to theatre arts through community interaction; opportunities to access theatre arts programs in K-12 education; student developmental level and ability; motivation and resources available for individual practice; etc. The K - 5 theatre arts standards and objectives are written for elementary students who are taught by a licensed theatre arts educator for at least 50 minutes per week. The grade 6-8 standards and objectives are written for middle school students who are taught by a licensed theatre arts educator for at least 90 minutes per week. Levels Beginning through Advanced courses for high school credit are intended to develop proficiency in the artform of a students' choice and to support a well-rounded education. These courses meet for as long as other high school courses meet and are also taught by a licensed theatre arts educator. Credit earned from middle and high school courses meeting these minimums satisfies the Arts Education Graduation requirement and applies toward the Arts Education Diploma Endorsement. Courses that do not meet these minimums are not designed to build proficiency and are often used to spark interest in more intensive proficiency-based study later in a student's education.

To account for variations in skill progression, as well as to embed multiple entry points across the K-12 spectrum, the objectives in the high school NCSCOS for theatre arts are organized by proficiency level, rather than grade level. Minimum proficiency outcomes are provided at each level to show what a student should know and be able to do by the end of a course or program when they create, present, respond to, and make connections with theatre arts. Beginning High School standards are designed for students with no or limited K-8 progression in theatre arts education. Intermediate High School music standards are designed for those students who have had a complete K-8 progression in theatre arts education or who have achieved beginning level high school standards and objectives. Courses using the Accomplished and Advanced High School standards are inherently honors.

The North Carolina theatre arts Standards maintain the respect for local control of each Public School Unit (PSU). These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a PSU or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for K-12 theatre arts programs, and the proficiency level objectives show the minimum student outcomes for each skill.



NORTH CAROLINA STANDARD COURSE OF STUDY 9 -12 Technical Theatre

North Carolina Arts Education Standards ***Beginning Technical Theatre***

Note on Numbering: B - High School Beginning

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning and accomplished (9-12). Beginning High School Technical Theatre standards are designed for students with no or limited K-8 progression in technical theatre education.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
B.CN.1 Relate technical theatre ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	B.CN.1.1 Describe the historical development of theatre technology.
	B.CN.1.2 Apply skills and knowledge learned in other disciplines and personal experiences to solve technical theatre problems.
B.CN.2 Explore advancements in the field of technical theatre.	B.CN.2.1 Define the roles and work of production artists and craftspersons in technical theatre.
	B.CN.2.2 Explain how innovations and technology impact technical theatre.

CREATE	
CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
B.CR.1 Create original technical theatre ideas and works, independently and collaboratively.	B.CR.1.1 Describe how improvisation and problem solving occurs during the design and production process.
	B.CR.1.2 Develop innovative concepts and technical designs.
	B.CR.1.3 Implement original technical designs for theatrical works incorporating available facilities, technology, and tools.
B.CR.2 Adapt original technical theatre ideas and works, and those of peers and other artists, independently and collaboratively.	B.CR.2.1 Generate ideas for costumes, props, lighting, sound, and sets that support the story, given circumstances, and characters in theatrical works.
	B.CR.2.2 Compare artistic adaptation, appropriation, fair use, copyright, public domain, open source, and creative commons.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
B.PR.1 Perform technical theatre works from a variety of styles, cultures, and genres.	B.PR.1.1 Identify steps to improve based on specific objective feedback and criteria.
	B.PR.1.2 Apply stagecraft skills and concepts.
B.PR.2 Develop technical theatre presentations.	B.PR.2.1 Develop technical solutions to production needs in theatrical works.
	B.PR.2.2 Analyze how the procedures and behaviors of a production crew impact an audience.
	B.PR.2.3 Implement technical elements to tailor theatrical works for designated audiences, spaces, or budgets.
	B.PR.2.4 Analyze various theatrical spaces and their technical capabilities.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
B.RE.1 Analyze technical theatre works from a variety of styles, cultures, and genres using content-specific vocabulary.	B.RE.1.1 Identify choices and approaches of established technical theatre artists.
	B.RE.1.2 Analyze aesthetic and practical choices made by technical theatre artists.
B.RE.2 Evaluate technical theatre works using content-specific vocabulary.	B.RE.2.1 Explain how personal preferences impact the ability to view theatrical works objectively.
	B.RE.2.2 Critique technical choices objectively.

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North Carolina Arts Education Standards **Accomplished Technical Theatre**

Note on Numbering: AC - High School Accomplished

Note on Strands: CN - Connect, CR - Create, PR - Present, RE - Respond

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning and accomplished (9-12). Accomplished High School Technical Theatre standards are designed for those students who have achieved beginning level high school standards for technical theatre.

CONNECT	
CN - Explore and relate artistic ideas and works to past, present, and future societies and cultures.	
Standard	Objectives
AC.CN.1 Relate technical theatre ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.	AC.CN.1.1 Analyze how historical technical theatre practices have been used and adapted throughout various time periods.
	AC.CN.1.2 Apply interdisciplinary skills to the execution of technical theatre tasks.
AC.CN.2 Explore advancements in the field of technical theatre.	AC.CN.2.1 Identify the training, skills, and plan of action necessary for success in a selected career in technical theatre.
	AC.CN.2.2 Predict how the use of changing technology will impact theatrical works in the future.

CREATE	
CR - Create and adapt new artistic ideas and work individually or collaboratively.	
Standard	Objectives
AC.CR.1 Create original technical theatre ideas and works, independently and collaboratively.	AC.CR.1.1 Improvise solutions to solve creative problems or production tasks.
	AC.CR.1.2 Develop innovative technical designs and processes, considering aesthetics, functionality, and thematic relevance.
	AC.CR.1.3 Implement original technical designs reflecting specific situations, styles, or genres incorporating available facilities, technology, and tools.
AC.CR.2 Adapt original technical theatre ideas and works, and those of peers and other artists, independently and collaboratively.	AC.CR.2.1 Apply researched concepts and techniques used by technical theatre artists to personal, artistic, and creative works.
	AC.CR.2.2 Explain how to gain the legal right to use another artist's work.

PRESENT	
PR - Present, perform, produce, and develop artistic ideas and works.	
Standard	Objectives
AC.PR.1 Perform technical theatre works from a variety of styles, cultures, and genres.	AC.PR.1.1 Refine materials used in designs for production in response to directorial feedback.
	AC.PR.1.2 Refine stagecraft skills or concepts to support theatrical works.
AC.PR.2 Develop technical theatre presentations.	AC.PR.2.1 Produce designs with stylistic choices that meet the production needs and performance requirements for theatrical works.
	AC.PR.2.2 Describe the impact of various theatrical spaces and practices upon audience engagement.
	AC.PR.2.3 Implement original technical designs effectively to enhance theatrical works.
	AC.PR.2.4 Identify advantages and disadvantages of designs for various theatre spaces.

RESPOND	
RE - Analyze and evaluate how the arts communicate.	
Standard	Objectives
AC.RE.1 Analyze technical theatre works from a variety of styles, cultures, and genres using content-specific vocabulary.	AC.RE.1.1 Analyze the aesthetic impact of major technical elements on written and presented theatrical works.
	AC.RE.1.2 Describe the impact of choices made by technical theatre artists on performers, audience, and the production.
AC.RE.2 Evaluate technical theatre works using content-specific vocabulary.	AC.RE.2.1 Describe how previously experienced work can impact personal preference.
	AC.RE.2.2 Provide constructive feedback offering justifications for suggested improvements in terms of utility and effectiveness.