



North Carolina Essential Standards Beginning Theatre Arts

Note on Numbering:

B-Beginning High School Standards

Note on Strands:

C - Communication, **A** - Analysis, **AE** – Aesthetics, **CU** - Culture

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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Beginning High School Theatre Arts standards are designed for students with no or limited K-8 progression in Theatre Arts education.

Communication

	Essential Standard	Clarifying Objectives	
B.C.1	Use movement, voice, and writing to communicate ideas and feelings.	B.C.1.1	Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.
		B.C.1.2	Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.
		B.C.1.3	Understand how to read and write scripts that communicate conflict, plot, and character.
B.C.2	Use performance to communicate ideas and feelings.	B.C.2.1	Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.
		B.C.2.2	Interpret various selections of dramatic literature through formal and informal presentations.

Analysis

	Essential Standard	Clarifying Objectives	
B.A.1	Analyze literary texts and performances.	B.A.1.1	Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.
		B.A.1.2	Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.

Aesthetics

	Essential Standard	Clarifying Objectives	
B.AE.1	Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	B.AE.1.1	Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.
		B.AE.1.2	Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.

Culture

	Essential Standard	Clarifying Objectives	
B.CU.1	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	B.CU.1.1	Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.
		B.CU.1.2	Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.
B.CU.2	Understand the traditions, roles, and conventions of theatre as an art form.	B.CU.2.1	Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.
		B.CU.2.2	Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

**North Carolina Essential Standards
Intermediate Theatre Arts**

Note on Numbering:

I - Intermediate High School Standards

Note on Strands:

C - Communication, **A** - Analysis, **AE** – Aesthetics, **CU** - Culture

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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Intermediate High School Theatre Arts 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 for Theatre Arts.

Communication

	Essential Standard	Clarifying Objectives	
I.C.1	Use movement, voice, and writing to communicate ideas and feelings.	I.C.1.1	Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.
		I.C.1.2	Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression appropriately to theatrical texts, such as monologues and scenes.
		I.C.1.3	Produce scripts based on literature texts.
I.C.2	Use performance to communicate ideas and feelings.	I.C.2.1	Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.
		I.C.2.2	Interpret scenes through formal and informal presentations.

Analysis

	Essential Standard	Clarifying Objectives	
I.A.1	Analyze literary texts and performances.	I.A.1.1	Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.
		I.A.1.2	Evaluate the works of theatre artists for strengths, weaknesses, and suggestions for improvement.

Aesthetics

	Essential Standard	Clarifying Objectives	
I.AE.1	Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	I.AE.1.1	Use technical knowledge and design skills to formulate designs.
		I.AE.1.2	Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.

Culture

	Essential Standard	Clarifying Objectives	
I.CU.1	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	I.CU.1.1	Use theatre arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.
		I.CU.1.2	Exemplify the concepts of civics and economics through the creation of theatrical works.
I.CU.2	Understand the traditions, roles, and conventions of theatre as an art form.	I.CU.2.1	Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.
		I.CU.2.2	Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

**North Carolina Essential Standards
Proficient Theatre Arts**

Note on Numbering:

P - Proficient High School Standards

Note on Strands:

C - Communication, **A** - Analysis, **AE** – Aesthetics, **CU** - Culture

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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Proficient High School Theatre Arts standards are designed for those students who have achieved intermediate level Theatre Arts standards at the high school level.

Communication

	Essential Standard	Clarifying Objectives	
P.C.1	Use movement, voice, and writing to communicate ideas and feelings.	P.C.1.1	Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.
		P.C.1.2	Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.
		P.C.1.3	Create original works, such as monologues, scenes, or performance pieces.
P.C.2	Use performance to communicate ideas and feelings.	P.C.2.1	Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.
		P.C.2.2	Interpret monologues through formal and informal presentations.

Analysis

	Essential Standard	Clarifying Objectives	
P.A.1	Analyze literary texts and performances.	P.A.1.1	Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.
		P.A.1.2	Distinguish the evolution of written texts to theatrical performances.

Aesthetics

	Essential Standard	Clarifying Objectives	
P.AE.1	Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	P.AE.1.1	Analyze design concepts for aesthetic impact of technical elements.
		P.AE.1.2	Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences

Culture

	Essential Standard	Clarifying Objectives	
P.CU.1	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	P.CU.1.1	Understand the role of theatre arts in United States history as a means of interpreting past eras within an historical context.
		P.CU.1.2	Exemplify the concepts of United States History through the creation of theatrical works.
P.CU.2	Understand the traditions, roles, and conventions of theatre as an art form.	P.CU.2.1	Understand how the rules of audience etiquette originated, how they have evolved, and for what purpose.
		P.CU.2.2	Analyze the interrelationships of theatre roles.

**North Carolina Essential Standards
Advanced Theatre Arts**

Note on Numbering:

A-Advanced High School Standards

Note on Strands:

C - Communication, **A** - Analysis, **AE** – Aesthetics, **CU** - Culture

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 Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Advanced High School Theatre Arts standards are designed for those students who have achieved proficient level Theatre Arts standards at the high school level.

Communication

	Essential Standard	Clarifying Objectives	
A.C.1	Use movement, voice, and writing to communicate ideas and feelings.	A.C.1.1	Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.
		A.C.1.2	Use voice to create character dialects.
		A.C.1.3	Use constructive criticism to improve original works both written and read orally.
A.C.2	Use performance to communicate ideas and feelings.	A.C.2.1	Use improvisation and acting skills to perform for a formal audience using prompts provided by the audience.
		A.C.2.2	Interpret scripts through formal and informal presentations.

Analysis

	Essential Standard	Clarifying Objectives	
A.A.1	Analyze literary texts and performances.	A.A.1.1	Differentiate the plot structure, pacing, given circumstances, and character development within plays from a variety of theatre genres.
		A.A.1.2	Critique performances of written texts based on a set of given criteria.

Aesthetics

	Essential Standard	Clarifying Objectives	
A.AE.1	Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	A.AE.1.1	Use technical knowledge and design skills to formulate designs for a specific audience.
		A.AE.1.2	Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

Culture

	Essential Standard	Clarifying Objectives	
A.CU.1	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	A.CU.1.1	Interpret theatre arts from personal, cultural, and historical contexts.
		A.CU.1.2	Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.
A.CU.2	Understand the traditions, roles, and conventions of theatre as an art form.	A.CU.2.1	Design strategies to encourage appropriate audience etiquette.
		A.CU.2.2	Integrate conventions and structures of theatre when creating formal or informal theatre productions.