



## ***2020 Theatre Arts Standards of Learning***

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## **Instructional Guide**

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## **Introduction**

The K-12 Theatre Arts Instructional Guide, a companion document to the 2020 [Theatre Arts Standards of Learning](#), amplifies the Standards by defining the core knowledge and skills in practice, supporting teachers and their instruction. Instructional supports are accessible on the [fine arts instruction page of the VDOE website](#) and support the decisions local school divisions must make concerning local curriculum development and how best to help students meet the goals of the standards. The local curriculum should include a variety of information sources, readings, learning experiences, and forms of assessment to create a rigorous instructional program.

The Instructional Guide is divided into sub-sections for each strand: Understanding the Strand, Standards, Concepts, Supporting Questions, Student Look-fors, Assessment Strategies, Content Connections, and Instructional Supports. The purpose of each section is explained below.

## **Understanding the Strand**

The [Theatre Arts Standards of Learning](#) are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. Although the strands are presented separately for organizational purposes, they are integrated throughout visual arts instruction, regardless of the learning experience.

## **Standards**

All Standards can be viewed by strand in the Theatre Arts SOL Progression Charts for [Elementary](#), [Middle](#), and [High School](#).

## **Concepts**

This section outlines concepts that transcend grade levels and weave through the K through 12 program as appropriate at each level. Each numbered standard in grades K-12 relate to the corresponding concept. The concepts are listed in this section of the Instructional Guide for each strand.

## **Supporting Questions**

Supporting questions frame student inquiry and promote students' critical thinking. They serve as a focal point around which students investigate and explore a topic. Supporting questions can guide student research, discussions, and problem-solving efforts throughout a lesson or unit. Good supporting questions are open-ended, challenging, age-appropriate, and relevant to real-world issues. Supporting questions engage students in using critical thinking to examine and explore multiple perspectives. These questions do not have definitive answers.

## Skills in Practice

Skills in Practice are sample learning experiences that a teacher could expand on to facilitate the achievement of concepts of the SOL in the strand. Skills in practice could relate to one or multiple concepts of the strand. If standards are the *what*, then Skills in Practice are the *how*. The learning activities in this section are designed and curated by experienced Virginia teachers. Curriculum writers and teachers could use these strategies to plan instruction and deepen their understanding of broader unit and course objectives. ***This is not meant to be an exhaustive list of applicable strategies.***

## Student Look-fors

Student look-fors represent observable measures of student success. They answer the question: What will a teacher see from students when they are successfully meeting learning objectives based on standards? Look-fors could be used to assist educators in developing assessment of learning throughout the year.

## Assessment Strategies

For each strand, examples of formative and summative assessments are listed. Strategies listed for each strand can assist educators in developing ways to assess student learning of the concepts and skills in the strand. In practice, skills based on standards from different strands should be integrated throughout instruction and in assessment.

- **Diagnostic assessment**, a form of pre-assessment given prior to instruction, helps identify the level of student skills and knowledge, provides a starting point for designing instruction, and helps teachers identify long- and short-term plans. Diagnostic assessment also provides teachers with baseline measures for each student, allowing the measurement of student growth.
- **Formative assessments** are used informally and continuously during instruction to monitor student progress and learning. Teachers use formative assessments to identify learning gaps; adjust for differentiation; solicit and provide quick actionable feedback; refine instructional practice; and involve students in decision making about their learning. Students can learn about their personal strengths and weaknesses and address their own development toward learning targets. Formative assessments may or not be graded and are generally low stakes assignments that bridge to larger summative assessments.
- The purpose of **summative assessments** is to evaluate a student's understanding of skills, knowledge, and techniques in a definitive way at the end of a unit. They are the final evidence of student learning and determine the extent to which students have mastered skills and met the stated learning objectives. Teachers utilize summative assessments to:
  - Communicate to students and parents how well a student has met a learning goal.
  - Measure and reflect on instructional effectiveness, adjusting if necessary.
  - Provide the teacher with data that will help guide future instruction.

## Content Connections

Potential connections across disciplines are described by theme, with related standards listed for each content area. Teachers can build off the instructional strategies to design learning experiences that meet high standards in multiple disciplines. Students meet cross-curricular learning objectives when they explore connections between disciplines to gain deeper learning in each content area.

## Instructional Supports

Instructional supports listed in this section include instructional plans, support materials, and national and state instructional materials. Additional instructional supports are available on the [Theatre Arts Instructional Resources page of the VDOE website](#).

- The VDOE fine arts program has created a resource called [Key Features of Effective Lesson and Unit Plans](#). This resource is intended to be used by educators, school, and division leadership to evaluate instructional materials for quality. When lesson plans, unit plans, and other instructional activities are from outside sources, division staff and educators may use and adapt these key features to evaluate the materials. In addition, these key features can be used as a guide for locally developed instructional materials that support the curriculum.
- The [Theatre Arts Teacher Observations](#) resource supports school and division administrators in observations and coaching conversations for visual arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the 2020 Fine Arts *Standards of Learning*. Instructional strategies listed in this resource do not encompass what could be seen in a single observation session. Instead, the observer would see these characteristics over time. The strategies in this list can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning community. It could also be a tool for teacher self-reflection. The Theatre Arts Teacher Observations resource **is not meant to be evaluative**; therefore, school divisions should employ their evaluation systems for formal evaluation purposes.

# Creative Process

## Understanding the Strand

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing, and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process and product. Through creative processes, students use their knowledge and skills flexibly to develop an original voice and vision for a variety of theatre roles including actor, playwright, performer, director, theatre technician, and producer.

## Standards

[Creative Process – Theatre Arts Grades K-5](#)

[Creative Process – Theatre Arts Grades 6-8](#)

[Creative Process – Theatre Arts I-IV](#)

## Concepts

1. Think and act creatively by employing originality, flexibility, and imagination in developing theatrical works.
2. Understand and apply creative processes for developing ideas and theatrical works.

## Supporting Questions

- How can I use theatre to tell stories?
- How can self-reflection transform my artistic choices?
- How do I develop and monitor learning goals for theatre arts?
- How do I create a character?
- How do I turn my ideas into scripts or performances?
- How do theatre artists create original performances?
- What are components of creative processes for theatre?
- What are techniques to develop an idea into a theatrical story?
- What is improvisation, and how is it used to support creativity?

## Skills in Practice

- Allow students to work at their own pace by implementing flexible timelines for projects. This can include checkpoints that provide students with structure while also giving them space to explore their creative process.
- Create a classroom culture where setbacks are viewed as valuable learning experiences. Implement reflection sessions where students can share their challenges and breakthroughs.
- Develop students' improvisation skills and creative thinking through theatre games and exercises.
- Engage students in the collaborative development of evaluation criteria. Conduct workshops focused on identifying successful elements in performance and writing, allowing students to contribute ideas and actively participate in shaping their assessment guidelines.
- Engage students in various forms of storytelling - written, oral, visual, film, etc.
- Facilitate a collaborative environment where students can brainstorm and develop scripts together.
- Guide students in selecting themes or issues for their work that resonate deeply with their own experiences or current societal topics. Encourage them to research and discuss these themes.
- Guide students through structured improvisation exercises.
- Have students maintain a reflective journal documenting personal growth, challenges faced and overcome, and development in theatre arts.
- Implement regularly scheduled workshops that promote peer feedback and group brainstorming sessions, allowing students to bounce ideas off each other and develop ideas.
- Include students in decision-making regarding performance and production
- Introduce a variety of improvisation exercises that include both structured frameworks and opportunities for spontaneous creativity. This dual approach can help students learn to adapt and think on their feet.
- Organize guest speaker sessions or virtual interviews with theatre arts professionals to provide students with insights into the varied creative processes employed by professionals in the field.
- Provides opportunities for reflection on the work and the process in ways such as small or large group critique, exit tickets, video or audio reflections, self-assessments, or artist statements
- Support advanced students in identifying and articulating their unique artistic voice through one-on-one mentorship sessions. Help them explore their personal perspectives and how these can shape their original works, fostering deeper connections to the material.

### Student Look-fors

- Articulates and documents creative processes
- Constructs or improvises theatrical stories
- Documents ideas and processes, providing evidence of creative processes
- Engages in creative problem solving for performances and productions individually, in groups, or as a class
- Documents ideas, work, and creative processes
- Develops theatre-related research or inquiry questions for investigation
- Develops and track personal goals for theatre
- Engages in theatre games and warm-ups to develop creative thinking and improvisational skills
- Incorporates feedback to refine theatre skills
- Produces theatrical stories with a beginning, middle, and end
- Uses imagination, knowledge, and skills to develop and refine original work, individually and collaboratively

### Assessment Strategies

- After rehearsals, gather students for a reflection session.
- Ask questions for clarification and understanding of skill development in improvisation and original work.
- Conduct progress and process checks, providing ongoing feedback.
- Have students submit exit tickets where they share key insights from class, challenges faced, and goals.
- Implement rehearsal journals for students to document their growth and progress during rehearsal activities.
- Use graphic organizers to facilitate brainstorming and idea development.
- Provide feedback on first drafts of original scripts.

### Content Connections

- **Kindergarten – Illustrations and Stories: Theatre Arts K.1 and English K.RL.3.A** - Using text evidence helps students make conclusions and demonstrates comprehension of literary texts. In theatre, students develop characters by using their bodies and face expressively. Have students create a tableau (essentially, a freeze-frame of a scene) to depict key moments in a story or narrative.
- **Grade Two – Storytelling: Theatre Arts 1.1 and English 2.RL.1.A** - As students engage in telling and retelling of stories, oral language and literacy skills grow. Improvising theatrical scenes to retell stories, develop characters and settings allows students to use a creative process to generate ideas and refine work as a part of a creative

community. Have students create a scene sequence from a story that includes a beginning, middle, and end, with important plot details.

### **Instructional Supports**

- [National Theatre: How We Make Theatre](#) - The National Theatre discuss the creative process from early stages of ideas and concepts to production.
- [PBS Learning Media: Expression Through Theater](#) - Learning resources for creative expression in theatre arts.
- [The Kennedy Center: Plotting a Story](#) - Identify and apply elements of a plot — conflict, climax, and resolution to collaboratively write original plot summaries, then individually write original stories using the same plot. Record and share their plot summaries through audio storytelling.

# Critical Thinking and Communication

## Understanding the Strand

Students analyze theatrical works and dramatic literature when they describe works using appropriate vocabulary, classify properties of works in various ways, compare and contrast aspects of theatrical works, and recognize properties and characteristics. Students interpret the work of self and others for messages and meaning. Evaluating the work of self and others allows students to apply content knowledge deeply and to develop informed responses. Students recognize and articulate personal attitudes, preferences, and opinions regarding theatrical works. Students examine their opinions, attitudes, and beliefs and recognize the value of learning about the diverse responses of others. Collaboration and communication skills for theatre arts include developing as an ensemble, compromise, sharing responsibility, teamwork, active listening, recognizing and effectively using verbal and nonverbal cues, presenting work and ideas, and providing and receiving constructive feedback.

## Standards

[Critical Thinking and Communication – Theatre Arts Grades K-5](#)  
[Critical Thinking and Communication – Theatre Arts Grades 6-8](#)  
[Critical Thinking and Communication – Theatre Arts I-IV](#)

## Concepts

3. Develop critical thinking skills through analyzing, interpreting, and evaluating the work of self and others.
4. Formulate and justify personal responses to theatre arts.
5. Apply collaboration and communication skills for rehearsal, performance, and production of theatrical works.

## Supporting Questions

- How and why are collaboration and teamwork essential to theatre and the production process?
- How and why does a theatrical work mean different things to different people?
- How can constructive criticism transform my artistic choices?
- How does the interpretation of a script influence artistic choices in performance and production?
- How do theatre games and activities develop communication and collaboration skills?
- How do you make connections between theatre and literature?

- What are successful communication strategies for successful collaboration and teamwork?
- What does movement look like when it is connected to emotions?
- What key vocabulary words help us discuss theatre with one another?

### **Skills in Practice**

- Analyze and interpret scripts to identify themes, circumstances, characterization, objectives, obstacles, tactics, and more. This process helps students prepare for performing a role or designing technical elements.
- Assign script analysis tasks where students must dissect a scene or monologue, identifying key components like character motivations, pacing, and dramatic structure.
- Create opportunities for students to identify and develop the communication skills needed to address issues that may arise during rehearsals, performances, and lessons.
- Develop criteria for evaluating a theatrical work as a class activity. Students will use criteria to give and receive feedback from one another.
- Emphasize appropriate audience etiquette for a variety of theatre settings or venues.
- Engage in peer reviews to provide and receive constructive feedback.
- Explicitly teach and use theatre-specific vocabulary
- Facilitate discussions where students describe and justify reactions to a theatrical work. Compare reactions and discuss how personal experiences, culture, and current events influence individual responses.
- Play theatre games that focus on team building to develop and refine communication and collaboration skills. These games create a safe space for students to learn and grow as artists and performers.
- Provide question prompts, sentence stems, and vocabulary to support writing about and discussing theatre.
- Provide multiple opportunities for students to hear, read, and use theatre vocabulary in speaking and writing.
- Watch a live or recorded performance as a class and reflect on the artistic decisions made using theatre vocabulary.
- Work with students to establish norms, procedures, and expectations related to how students communicate with and relate to one another in the theatre classroom, rehearsals, and performances.

### **Student Look-fors**

- Analyzes theatrical works and performances critically
- Collaborates effectively with peers in theatrical processes, theatre games, and class activities
- Engages in class discussions with personal insights
- Evaluates performances using established criteria

- Expresses opinions and ideas using relevant theatre vocabulary
- Presents ideas effectively using a variety of age-appropriate communication skills
- Reflects on class experiences through verbal discussions and writing
- Uses appropriate theatre vocabulary when speaking and writing about theatre

### Assessment Strategies

- Create structured observation guides for students to use while viewing performances. This can help them focus on specific elements such as acting, staging, and audience engagement.
- Develop criteria for theatre analysis to include elements such as themes, character development, and directorial choices.
- Develop interactive quizzes and games to enhance theatre vocabulary. Use online platforms to make them more engaging and allow for immediate feedback.
- Facilitate written or verbal evaluations where students assess performances based on artistic choices, acting techniques, and production design. Incorporate criteria rubrics to guide their evaluations.
- Implement self-assessments like reflective journals where students regularly document their learning experiences, insights, and personal growth throughout the course.
- Organize peer-to-peer feedback sessions where students can share their feedback of each other's work, either on scripts or performances. Provide guidelines to help them offer constructive criticism.

### Content Connections

- **Kindergarten - Describing Personal Connections and Experiences: Theatre Arts K.4 and English K.C.2.A, K.C.2.B** - Articulating personal responses to theatrical works requires appropriate vocabulary and an understanding of their characteristics. Students must express these connections clearly, using proper pacing and voice level to develop communication and collaboration skills. Instructional strategies may involve students sharing their personal experiences and interests related to theatre performances in complete sentences. Teachers can guide this process and provide sentence stems to support oral language practice.
- **Grade One - Collaboration and Communication: Theatre Arts 1.5 and History and Social Sciences 1.1.a, 1.1.b, 1.1.c, 1.1.d** - Understanding audience etiquette for a variety of theatrical settings is key to creating a respectful environment. Students practice citizenship in theatre environments through respectful listening, showing kindness, and practicing self-control.

- **Grade Two - Point of View/Perspective: Theatre Arts 2.4 and English 2.W.1.C:** In theatre classrooms, students express opinions during classroom discussions of theatre performances. Teachers can guide students to write opinions with supporting statements after viewing or reading theatrical works.
- **Grade Three - Character Properties: Theatre Arts 3.3 and English 3.RL.2.A - Character Properties** - Identifying how an author uses sensory language impacts the comprehension of characters, settings, and plots in a literary text. Through character, setting, and plot analysis, students identify how authors and playwrights use characters and settings to advance a story.
- **Shared Academic Vocabulary: Theatre Arts 8.3.a and English 8.RV.1** - Words do not exist in isolation; they are essential for students to express their knowledge across disciplines. Shared academic vocabulary enhances understanding and meaning in various contexts. In the arts, familiarity with academic language is crucial for analyzing and interpreting works. When vocabulary is applied in multiple subjects, students develop a deeper comprehension and can effectively use words in diverse settings. It's important to identify common vocabulary across arts and core subjects, encouraging students to use context clues to grasp meanings, define terms, and engage in discussions across subjects.

### Instructional Supports

- [PBS Learning Media: Appreciation and Analysis of Theatrical Works](#) - Learning resources for theater appreciation, theater vocabulary and concepts, interpretation of theater, and evaluation of theater.
- [The Kennedy Center: A Character Life Box](#) - Students analyze characteristics, props, or features of characters and collect props for interpreting the character's identity.
- [The Kennedy Center: Character Building](#) - Analyze characteristics of fictional characters, friends, and family and create a profile of an original character to use in writing an original scene with other characters.
- [The Kennedy Center: Character Sketches](#) - Analyze how a character's personality traits, actions, and motives influence the plot of a story.
- [The Kennedy Center: Multimedia Hero Analysis](#) - Analyze the positive character traits of heroes as depicted in music, art, and literature. Gain an understanding of how cultures and societies have produced folk, military, religious, political, and artistic heroes and create original multimedia representations of heroes.
- [The Kennedy Center: Know Before You Go](#) - This lesson provides expectations of an audience member at different types of performances.
- [Thinking Routines from Harvard Project Zero](#) - Resources from Project Zero focusing on artful thinking and thinking routines.



# History, Culture, and Citizenship

## Understanding the Strand

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for creating from the perspective of many time periods, people, and places. Students understand that theatre arts are integral to communities and cultures. Students identify and interact with theatre as a community member and citizen, developing a lifelong engagement with theatre as a supporter, advocate, creator, performer, and viewer. Students identify and understand ethical and legal considerations for engaging with theatrical resources and source materials responsibly.

## Standards

[History, Culture, and Citizenship – Theatre Arts Grades K-5](#)  
[History, Culture, and Citizenship – Theatre Arts Grades 6-8](#)  
[History, Culture, and Citizenship – Theatre Arts I-IV](#)

## Concepts

6. Understand cultural and historical influences of theatre arts.
7. Nurture a lifelong engagement with theatre as a performer, supporter, advocate, and informed viewer.
8. Identify and understand ethical and legal considerations for engaging with and using theatrical resources and source materials.

## Supporting Questions

- How can good digital citizenship be applied to theatre?
- How can we build or expand our audience?
- How does a theatrical work reflect the time and culture in which it was created?
- How have theatre arts changed throughout history and in different places, especially regarding acting, directing, storytelling, playwriting, technical design, and theatre architecture?
- What different types of theatre venues exist? How do unique characteristics of theatre venues influence the performance or production?
- What resources do we have in our community related to theatre?

- What strategies are most successful for promoting a performance to my school community?
- What are copyright laws related to theatre production and performance?

### **Skills in Practice**

- Collaborate to develop marketing strategies aimed at connecting with target audiences within the community.
- Cover a variety of theatre styles and literature from a variety of historical and cultural influences.
- Discuss the requirements of the licensing agreement from the publishing company.
- Encourage students to create theatrical works that promote and express their voices and perspectives.
- Facilitate discussion topics around theatre's influence on the culture and lives of students.
- Present information about theatre that connects to current events and topics that students can relate to.
- Provide students with a list of theatre styles from various historical periods and cultural influences. Students should select, research, and present their chosen style. As part of the presentation, students will perform in the style they have selected.
- Students can develop and execute a publicity and marketing campaign for an upcoming class or extracurricular performance.
- When selecting audition or performance repertoire or using premade sound effects and music in a production, it is important to acknowledge that copyright applies to that material. Any unit that incorporates these elements should include a corresponding lesson on digital citizenship.

### **Student Look-fors**

- Adheres to copyright laws related to licensing, fair use, digital piracy, etc.
- Analyzes the characteristics of theatrical works from a variety of cultures
- Appropriately cites theatre and media resources
- Engages in discourse around reasons why people create, perform, and participate in theatrical experiences and the value that theatre has to people and society
- Identifies cultural influences of theatrical works
- Identifies the similarities and differences between theatrical works of various time periods and cultural influences
- Research specific historical eras and significant historical and cultural works of theatre
- Takes responsibility for theatre spaces, tools, equipment, and props

### **Assessment Strategies**

- Create checklists for adherence to copyright and intellectual property.
- Engage in learning games related to historical and cultural contexts in theatre arts.
- Evaluate character profiles for connections to historical and cultural context.
- Have students create a poster or a simple infographic that explains a concept they learned about copyright. Assess their understanding based on accuracy and communication.
- Keep a participation checklist of students' contributions during discussions and seek responses from students who don't normally participate.
- Use exit tickets to evaluate student understanding of historical and cultural concepts discussed in class.
- Use a peer feedback form to assess how well students presented and explained a theatre topic.

### Content Connections

- **Grade One – Cultural Influences: Theatre Arts 1.6 and History and Social Sciences 1.4, 1.5** - Understanding the lives of historical leaders in Virginia and their contributions to the Commonwealth provides valuable context for modern life. Students can engage with the material through discussions, tableaux, or living pictures of specific events, providing details to demonstrate their understanding. Additionally, they may perform short theatre scenes that highlight historical figures and their contributions to history.
- **Grade Five – Legal and Ethical Considerations: Theatre 5.8 and English 5.R.1.F** - Understanding the ethical and legal considerations of using theatre resources and source material is crucial for maintaining integrity across various fields of knowledge. Create mock scenarios for securing rights to the works being produced, paying royalties for the materials used, or establishing a "theatre code of ethics" for the classroom concerning these works.

### Instructional Supports

- [Google Arts and Culture: An Introduction to the History of Theatre](#) - A brief journey through theatre's history.
- [PBS Learning Media: Society and History of Theater](#) - Learning resources for theater and society, theater in world cultures, and history of theater.

# Innovation in the Arts

<b>Understanding the Strand</b>
Students connect theatre arts content, processes, and skills to career pathways, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on theatre production and performance and develop problem-solving skills by cultivating connections between fields of knowledge.
<b>Standards</b>
<a href="#">Innovation in the Arts – Theatre Arts Grades K-5</a> <a href="#">Innovation in the Arts – Theatre Arts Grades 6-8</a> <a href="#">Innovation in the Arts – Theatre Arts I-IV</a>
<b>Concepts</b>
9. Connect theatre arts content, skills, and processes to career options, college opportunities, and the workplace. 10. Understand and explore the impact of current and emerging technologies on theatre arts. 11. Cultivate authentic connections between theatre skills, content, and processes with different fields of knowledge to develop problem-solving skills.
<b>Supporting Questions</b>
<ul style="list-style-type: none"><li>• How can other art forms be integrated to enrich theatrical productions?</li><li>• How can technology be utilized to enhance a theatrical production and storytelling?</li><li>• How has technology transformed theatre throughout history and in different cultures?</li><li>• How are acting and production different for film and camera than for live theatre and the stage?</li><li>• How are theatre arts similar to and different from other art forms?</li><li>• What professional career pathways exist in theatre?</li><li>• What skills are needed to pursue a career in theatre, and how can one prepare for this path?</li></ul>
<b>Skills in Practice</b>

- As part of a devised theatre unit, challenge students to incorporate technology into their performances.
- Demonstrate practical use of current technology for production and performance.
- Demonstrate effective uses of technology for use in creative processes.
- Examine various theatre portfolios to identify essential components. Consider comparing physical portfolios with digital ones. Students will begin to construct personal theatre portfolios, tailoring them to the areas of theatre that interest them the most.
- Explore how various cultures and traditions intertwine theatre, music, and dance.
- Explore cross-curricular connections between theatre and other subject areas.
- Facilitate discussions around ways that technological developments and enhancements influence the way people view, share, produce, perform, and create theatrical works.
- Participate in workshops led by creative professionals.
- Watch interviews with artists discussing their journeys to become professional theatre artists. Identify and explore the skills and pathways needed to prepare for specific theatre careers.
- When investigating theatre careers, arrange interviews with alumni who are pursuing careers in theatre, as well as with professional theatre artists. Meeting former students—those who once stood where current students are—can make the pursuit of professional theatre careers feel more attainable.

### **Student Look-fors**

- Creates and maintains a portfolio to document growth, development, and attainment of relevant skills and experiences over time
- Demonstrates practical problem-solving skills for theatre production, performances, and processes
- Describes how skills and concepts learned in theatre prepare students for the workplace
- Discusses how theatre production methods change over time
- Explores, investigates, or researches theatre-related careers, especially those that go beyond actor and director
- Makes connections between theatre skills and content with other subject areas
- Uses current technologies to engage in creative processes

### **Assessment Strategies**

- Clearly communicate learning objectives related to problem-solving skills and use a rubric to evaluate how well students meet these objectives when planning for a theatre performance or production.
- Develop a portfolio checklist to help students include elements that showcase their readiness for post-secondary education.
- Have students list and discuss theatre skills learned in class and how they relate to jobs in the arts and other fields.
- Start a lesson with an entrance ticket where students share knowledge of technology tools for theatre production and how they are used.

### Content Connections

- **Grade Three - College, College, Career, and Workplace Readiness: Theatre Arts 3.9 and English 3.C.3.A** - Skills learned in the arts help learners develop critical thinking, collaboration, and problem-solving abilities for college, career, and workplace readiness. Instructional strategies include creating simple presentations that highlight various careers in music, theater, dance, or visual art using images, text, audio, and animation tools to enhance the overall presentation. Teachers model each component of the presentation and support students in providing evidence to support their main ideas.
- **Grade Four – Solving Real-world Problems: Theatre Arts 4.11 and English 5.C.3.A, 5.C.3.B** - Cultivating authentic connections between theatre skills and other fields of knowledge builds problem-solving skills and understanding of processes of cross-curricular learning. Multimedia components and the ability to communicate messages and themes builds strong communication and collaboration skills. Instructional strategies may include creating engaging presentations identifying theatre skills and how they are used in real-world scenarios. Students may organize well developed theatre skills, traits, and qualities into multimodal presentations demonstrating how skills are used, such as, oral communication skills, creative problem solving, motivation and commitment, working cooperatively and independently, time-budgeting, respect for deadlines, colleagues, authority, flexibility, the ability to work under pressure, and a healthy self-image.
- **Grade Four – Theatre Industries, Innovations, and Advancements: Theatre Arts 4.10 and History and Social Science VS.13** - Virginia has a rich history of theatre participation. Technology has impacted the theatre greatly since 1900. Instructional strategies may include students will exploring innovative ways technology has enhanced the theatre in the 21<sup>st</sup> century and how these advancements and innovations play a role in the economy of Virginia.
- **Research Skills: Theatre Arts III.9 and English/Research 11.R.1.A and 11.R.1.b** - Through theatre study, students develop workplace readiness skills. These skills open up various career paths both in and outside of theatre careers. Students can research career options related to theatre by reading, formulating questions, and focusing on topics of

interest. They can investigate career pathways and write a description of their qualifications, showcasing the skills needed for success. Sharing this work with peers or potential employers will provide valuable feedback.

### **Instructional Supports**

- [Example Careers in Theatre Arts](#) - This document provides examples of careers in and related to theatre arts.
- [PBS Learning Media: Application of Technology to Theatre](#) - Learning resources emphasize technological applications and advancements in theatre arts.
- [PBS Learning Media: The Theatre Profession](#) - Learning resources for careers in theater, theater institutions, and theater resources.
- [PBS Learning Media: Theater and Other Domains](#) - Learning resources for cross-curricular theater connections.
- [Theatre Arts Education and Workplace Readiness Skills](#) - Virginia's theatre arts instructional programs reinforce [Virginia's 22 Workplace Readiness Skills](#). These skills are organized around three core areas that promote opportunities and reinforce student understanding of Virginia's workplace readiness skills: Personal qualities and abilities, interpersonal skills, and professional competencies.
- [Virginia 5Cs and Theatre Arts Education](#) - The Theatre Arts *Standards of Learning* are intentionally and directly aligned with the skills outlined in the [Profile of a Virginia Graduate](#). The goal statements are taken directly from the 2020 Theatre Arts SOL document and re-organized to demonstrate alignment to the 5 Cs: creative thinking, critical thinking, communication, collaboration, and citizenship.

# Technique and Application

## Understanding the Strand

Students will develop skills and techniques for multiple means of expression in theatre arts. They will design and implement creative presentations consistent with form and expressive intent while applying concepts and skills inherent to theatrical design, production, and performance. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with theatre.

## Standards

[Technique and Application – Theatre Arts Grades K-5](#)  
[Technique and Application – Theatre Arts Grades 6-8](#)  
[Technique and Application – Theatre Arts I-IV](#)

## Concepts

### Grades K-5

12. Develop and refine vocal techniques for performance.
13. Develop physical and vocal techniques for performance.
14. Understand foundations of technical theatre.
15. Understand roles and responsibilities in theatre.
16. Apply safety procedures in all theatre settings.

### Grades 6-8 and Theatre Arts I-IV

12. Develop and refine vocal and physical techniques for performance.
13. Engage in actor preparation techniques and activities.
14. Develop performance skills.
15. Understand and demonstrate roles and relationships for theatre production.
16. Demonstrate and understand components and roles in technical theatre.

## Supporting Questions

- How do actors prepare a role for performance?
- How do actors prepare for auditions?
- How do directors prepare for and lead rehearsals?
- How do I safely use my voice for communication and expression of a character?
- How do I use design to tell a story on a stage?
- How do the artistic leadership, theatre management, production team, and actors collaborate to create a theatrical production?
- What are preferred methods of individual actor preparation?
- What role do arts administrators play in theatre arts and the production process?
- What safety guidelines are there for working in the theater and what is their purpose?

### **Skills in Practice**

- As a class, identifying the technical requirements of a play. Then, students create a design for one of the technical elements, adhering to a provided budget and outlining all materials needed and their costs.
- Create and execute a plan for promoting an upcoming performance, which might include posters, social media postings, video or audio trailers, etc.
- Emphasize student safety in the use of tools, equipment, materials, and properties.
- Engage students in warm-up activities and proper technique to prevent injury.
- Establish procedures for keeping the theatre classroom clean and organized to prevent unsafe situations.
- Explicitly teach technical vocal and physical acting skills.
- Explore audition types, including monologues, sides, cold readings, etc. Culminate a unit in a round of mock auditions where students practice and demonstrate audition preparation techniques.
- Explore different ways to move as a character using gestures, movement, and physical adaptations.
- Guide students through different vocal, physical, and imagination techniques before they start a larger theatre activity.
- Guide students through a series of techniques to help them memorize lines.
- Identify tools, their uses, and proper handling.
- Participate in voice and movement warm-ups, exercises, and games.
- Recognize students for growth and improvement in skill development.
- Select and read favorite children's books aloud to the class, giving each character their unique vocal style.

- Students work in groups, with some as directors and others as actors, to prepare and perform various scenes. The teacher might assign scenes or allow groups to select their own.
- Utilize praise to build confidence and motivation.

### **Student Look-fors**

- Applies performance warm-ups and techniques (vocal, physical, and mental)
- Demonstrates safe and healthy practices
- Designs and creates technical theatre elements
- Develops and presents characters with appropriate vocal and physical techniques
- Identifies theatre roles and relationships such as director, stage manager, and production team
- Memorizes lines
- Understands stage blocking and stage directions

### **Assessment Strategies**

- After performances and rehearsals, facilitate feedback sessions where students can share insights and discuss areas for improvement collaboratively.
- Design templates for character profiles that include aspects like physical traits, vocal techniques, objectives, and backstory. Have each actor complete their profile and assess for understanding and interpretation.
- Develop a checklist of warm-up activities for students to complete before rehearsals. This may include physical stretches, vocal exercises, and relaxation techniques.
- Develop detailed checklists that outline specific tasks and deadlines tailored to each cast and production team member. Distribute these checklists to ensure accountability.
- Develop rubrics for evaluating the learning objectives associated with devised monologues. Share these with students so they understand the assessment criteria.
- Empower students to demonstrate understanding by taking the lead to teach warm-up sessions or other theatre skills.
- Establish rubrics for key production elements such as scene painting, makeup, and costuming. Provide students with clear criteria for evaluation and feedback.
- Involve students in creating mood boards that visualize the scenic elements of the production.
- Schedule regular check-ins to review memorized lines with students. Provide constructive feedback and help them refine their performances.

## Content Connections

- **Kindergarten – Storytelling: Theatre Arts K.13, K.14 and English K.C.2.B, K.C.2.D** - Two important components of early literacy are oral comprehension and oral language. The kindergarten student will expand listening and speaking vocabularies by listening to texts read aloud, participating in conversations, and learning to collaborate effectively with others. As students engage in telling and retelling of stories- their oral language and future literacy skills grow. Theatre skills develop and refine techniques for multiple means of expression. Instructional strategies include engaging students in telling or re-telling stories that have a beginning, middle, and ending, speaking audibly with appropriate pacing, prosody, and voice level. Students will recognize the use of body, voice, and imagination to communicate stories with expressive intent.
- **Grade Five – Recreating History: Theatre Arts 5.12, 5.13, History and Social Science USI.5, and English 5.W.1.B, 5.W.2.A** - Engaging students in writing using relevant facts, and multiple sources provides students with relevant evidence to use when synthesizing information into summaries of important concepts. By writing scripts using relevant facts, and details, a short theatre script comparing the lives of various Colonial American groups, students can explain the interdependence of religions, economic relationships, and characteristics and differences among the Southern colonies, or wealthy colonies, scenes can be created and reenacted through original one-act plays.

## Instructional Supports

- [PBS Learning Media: Theatre Styles](#) - Learning resources for the exploration of theatre styles.
- [PBS Learning Media: Theatrical Creation, Participation, and Performance](#) - Learning resources for acting, directing, expression through theatre, reading dramatic scripts, technical theatre production, and theatrical performance.
- [The Kennedy Center: Musical Theater in America](#) - This multi-part audio series introduces you to musical theatre using examples from Broadway, the history, its legacy, and how you can create a musical.