



Elementary School

Theatre
Essential Learner Outcomes

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Elementary
School

THEATRE OUTCOME I

Perceiving, Performing, and
Responding –
Aesthetic Education

The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Expectation A

The student will describe ways that theatre depicts universal themes and stories.

Indicators of Learning

1. The student will listen to, read, and compare stories and dramas from various cultures.
2. The student will communicate information to peers, through classroom dramatizations about people, events, times, and places.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will read, or have read to him or her, several versions of the classic children's story *Cinderella*. Cultural examples include John L. Steptoe's *Mufaro's Beautiful Daughters* (A South African folk tale from Zimbabwe), Shirley Climo's *The Egyptian Cinderella*, Ai-Ling Louie's *Yeh-Chen: A Cinderella Story from China*, Shirley Climo's *The Korean Cinderella*, and Rafe Martin's *Rough-Faced Girl* (Algonquin, Native American). Students will be placed in groups and will select one of the versions of *Cinderella* to analyze. Students will identify the who, what, where, when, and why of each story. **In responding to this indicator, each group of students will report its findings to the entire class. The class will create a chart that describes and visually reinforces similarities and differences among several versions of the *Cinderella* story.**

Sample Strategy for **Indicator Two (2)**

Students will be placed in groups and will be given a version of *Cinderella* from the titles previously cited for Indicator I. Students will transform the selected version into script form. Students will perform a dramatization developed for the story and identify and share observations from the cultures represented. **In responding to this indicator, students will create simple costumes, props, and settings relating to the cultural aspects of the selected version of *Cinderella* and will present their dramatic interpretations for the class. After the performances, students will identify, compare, and share cultural similarities and differences as portrayed in the several versions.**

A long time ago, in a certain place in Africa, a small village lay across a river and half a day's journey from a city where a great king lived. A man named Mufaro lived in this village with his two daughters, who were called Manyara and Nyasha.

- John Steptoe, *Mufaro's Beautiful Daughters*





Elementary School

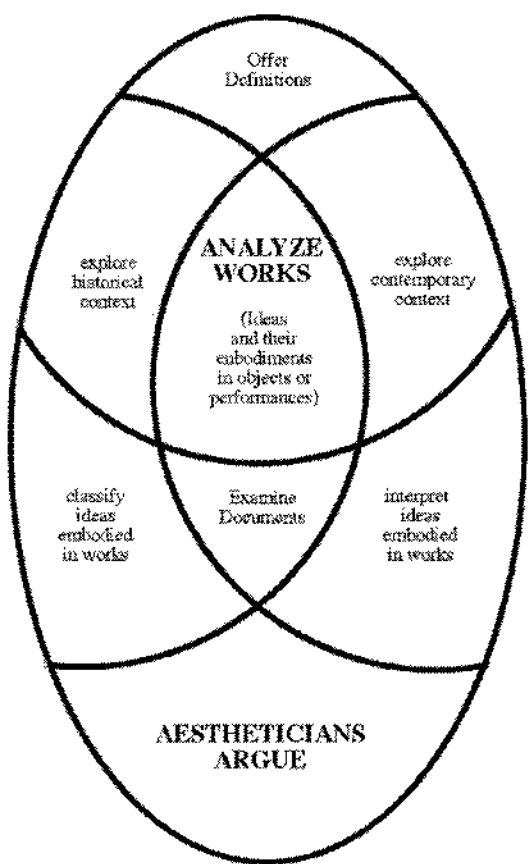
THEATRE OUTCOME I

Perceiving, Performing, and
Responding –
Aesthetic Education

The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Expectation B

The student will identify and describe the visual, aural, oral, and kinetic elements of dramatic performances.



Indicators of Learning

1. The student will improvise and record short scenes based on personal, imagined, historical and cultural themes.
2. The student will develop dramatic activities, using the elements and organizing principles of several art forms.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will brainstorm ideas for a scene drawn from personal or imagined experiences as well as historical or cultural themes. The student will also identify and describe elements necessary to a scene: the who, what, where, when, and why. A video recording of the scene will be used for analysis. **In responding to this indicator, the student will adhere to a typical improvisational format. One student will establish the scene non-verbally by creating a person in a place doing an activity. Other students may join the improvised scene by portraying characters identified in the brainstorming session. Another student will begin the dialogue. Students who subsequently join the improvised scene should be reminded to reinforce the elements of the scene already established. The scene will continue until each character has made an exit and the playing area is clear. The audience for the improvisation will discuss the who, what, where, when, and why of the scene. As part of the critiquing process, students will identify the conflict and resolution elements of the improvised scene. The students who played in the scene will share their thoughts regarding their intention during the scene. An analytical viewing of the recorded scene will bring closure to the activity.**

Sample Strategy for **Indicator Two (2)**

The student will select and enact scenes from a story currently being read in class. The student will identify ways other art forms might be incorporated to enhance the scene. **In responding to this indicator, the student will incorporate additional art forms where appropriate. Music might be used to set mood, location, or time period. Visual art may be used to create costumes, props, and sets to identify location, time period, and character. Each group of students will present its scene to the class followed by discussion to explore how the art forms were used to enhance the scene.**





Elementary
School

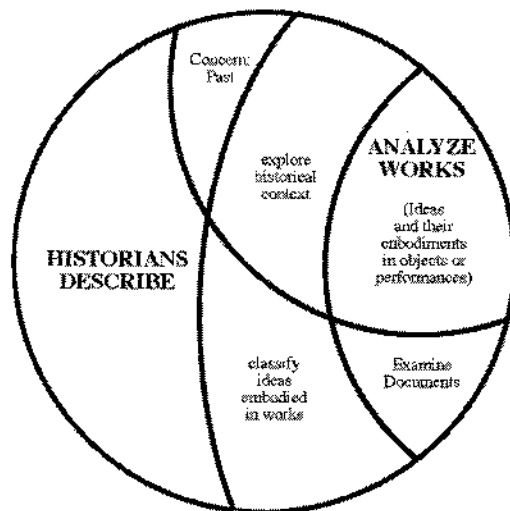
THEATRE OUTCOME II

Historical, Cultural and
Social Context

The student will demonstrate an understanding of the history, traditions, and conventions of theatre; dramatic texts and other literature of the theatre; and ways that diverse theories and forms of theatre satisfy cultural needs, past and present.

Expectation A

The student will express a broad range of human responses to a variety of stimuli through imitation.



Indicators of Learning

1. The student will identify and explain theatre traditions from a variety of differing cultures that reflect personal experiences, cultural heritage, imagination, beliefs, and history.
2. The student will identify examples and discuss ways that theatre reflects the values of a given society.
3. The student will demonstrate audience behaviors appropriate for the context and style of theatre performed.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will experience theatre events from at least two cultures. These events may include children's theatre performances, presentations by storytellers, and other presentations by visiting artists. Students will identify and discuss among themselves and with the performing artists, the traits inherent in each culture and the observed theatre traditions. **In responding to this indicator, the student and teacher will discuss, prior to the presentations, the elements of the cultures and the theatre traditions characteristic in performance pieces from those cultures. After the performance, the visiting artists will assist in a comparison of class observations and the traits previously discussed. The student will create a graphic organizer comparing the cultures and observed theatre traditions.**

Sample Strategy for **Indicator Two (2)**

The student will read aloud the dramatized version of E.B. White's *Charlotte's Web*. The student will define the values in White's fictionalized culture as presented in the play by focusing on the value of friendship and the expected code of behavior and order, as expressed by character interaction. **In responding to this indicator, students will work in a group, and will be encouraged to communicate personal experiences that relate to this topic. Students will create improvisational sketches that communicate the values of friendship and the code of behavior and order expected in the culture of the school environment.**



Sample Strategy for **Indicator Three (3)**

The student will investigate and identify audience behaviors appropriate for the context and style of theatre performed. The student will view performances in more than one style of theatre and compare audience behaviors. **In responding to this indicator, the student will work in a group and determine appropriate audience behaviors for contrasting styles of theatre. Following each performance, the students will discuss the behaviors exhibited by audience members and explain why they were appropriate or inappropriate. After seeing more than one event, the students will compare and contrast the expected behaviors of each audience according to the event represented and discuss the effect of audience participation on performances.**

Far into the night, while the other creatures slept, Charlotte worked on her web. First she ripped out a few of the orb lines near the center. She left the radial lines alone, as they were needed for support. As she worked, her eight legs were a great help to her. So were her teeth. She loved to weave and she was an expert at it.

- E. B. White, *Charlotte's Web*



Notes:



**THEATRE
OUTCOME II**
Historical, Cultural and
Social Context



Elementary
School

The student will demonstrate an understanding of the history, traditions, and conventions of theatre; dramatic texts and other literature of the theatre; and ways that diverse theories and forms of theatre satisfy cultural needs, past and present.

Expectation B

The student will demonstrate knowledge of Western theatrical conventions (characterization, interior monologue) as performers and as audience (willing suspension of disbelief, applause).

Indicators of Learning

1. The student will identify and discuss central ideas and themes in stories and plays from various cultures and historical periods.
2. The student will compare the actions, thoughts, and statements in a variety of stories and plays and discuss the elements of character and personality that are evidenced.
3. The student will differentiate among theatrical styles from different periods and cultures.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will read a variety of scenes representing various cultures from a resource such as *Multicultural Scenes for Young Actors*, edited by Craig Slaight and Jack Sharrar, or *The 52nd Street Project Kid Theatre Kit* (available through Dramatists Play Service). The student will identify and discuss the themes and central ideas in each scene and then compare the treatment of these themes and ideas as they relate to each culture. **In responding to this indicator, the student will relate personal cultural knowledge or experiences as they apply to the themes and central ideas of the selected scenes. As a culminating activity, the student might create and present scenes based on his or her knowledge and experience.**

Sample Strategy for **Indicator Two (2)**

The student will read selected scenes representing various cultures from a resource such as *Multicultural Scenes for Young Actors*, edited by Craig Slaight and Jack Sharrar, or *The 52nd Street Project Kid Theatre Kit*. The student will analyze what characters say, what is said about them, and what is said to them. The student will also analyze the characters' actions, their behaviors in given situations, their objectives, and what each element reveals about the make-up and personality traits of each character. **In responding to this indicator, the student will work in a group and select a scene for rehearsal and performance. Each student will apply the analysis of character study to the scene. After performing the scene for the class, the student will share feelings about the experience of being a particular character in that specific situation. The student will also compare his or her character's responses to conceivable personal responses.**



Sample Strategy for **Indicator Three (3)**

The student will select one style of theatre from some of the more prominent and unique historical styles, such as Greek, Roman, Elizabethan, or Kabuki. Working in groups, students will identify, compare, and create a model that shows the unique aspects of the chosen style. Students in primary grades will develop simpler adaptations of the following activities. **In responding to this indicator, students will create a model of a selected theatre style. They will also write a description of the typical day at the theatre for that time period and culture. Each group will present to the class its project, reflecting the theatrical style it researched. Students in primary grades might draw models and further adapt this activity by working with puppets. Following all of the group presentations, they will compare the unique aspects of theatre styles.**

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Elementary
School

THEATRE OUTCOME II

Historical, Cultural and
Social Context

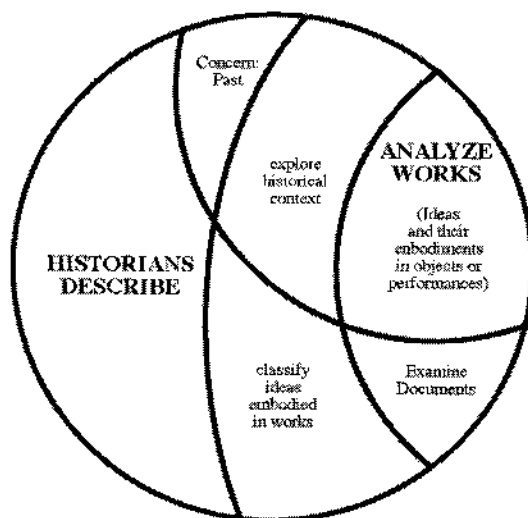
The student will demonstrate an understanding of the history, traditions, and conventions of theatre; dramatic texts and other literature of the theatre; and ways that diverse theories and forms of theatre satisfy cultural needs, past and present.

Expectation C

The student will read, perform, and attend selected plays.

Indicators of Learning

1. The student will distinguish among the features of dramatic texts, e.g., dialogue, narration, acts, and scenes.
2. The student will identify and compare similar characters and situations in stories and dramas from or about various cultural traditions.



SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : THEATRE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will read aloud scenes selected from a resource such as *Great Scenes and Monologues for Children Ages 7-14*, edited by Craig Slight and Jack Sharrar. The student will identify elements of dramatic text from these scenes, including dialogue and scene structure. **In responding to this indicator, the student will identify elements in a play that could include acts, narration, dialogue, and scene structure.**

Sample Strategy for **Indicator Two (2)**

The student will read Cinderella stories from a variety of cultures to identify and compare story elements that are the same in different cultures. (The student in primary grades should work with adaptations of selected stories.) **In responding to this indicator, students, working in a group, will select two stories for the purpose of comparing characters, situations, and themes. Students will construct visual organizers to facilitate comparisons. The student will enact characters, situations, and themes reflecting similar elements from the works studied. The students will include costumes, props, and settings that identify the culture from which the stories have been drawn. Following the presentations, the students will compare the characters, situations, and themes.**



THEATRE
OUTCOME III
Creative Expression and
Production



Elementary
School

The student will demonstrate the ability to explore the creative process through theatrical activities and to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Expectation A

The student will use a variety of theatrical elements to communicate ideas and feelings.

Indicators of Learning

1. The student will improvise stories based on themes drawn from life, mythology, history, literature, and other sources.
2. The student will use improvisational techniques to explore character and develop solutions to dramatic problems.
3. The student will apply a variety of structures to develop stories and environments, using mime, pantomime and combinations of narration and dramatic action.
4. The student will select and use sound effects, costumes, and properties to enhance the quality of dramatic activities.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student may read aloud one of the following stories: Jerry Pinkey's *Rabbit Makes a Monkey of Lion*, Susan Meddaugh's *Bimwili and Zimiwi*, Roz Abisch's *Sweet Betsy from Pike*, Beverly Cleary's *The Real Hole*, Maurice Sendak's *Where the Wild Things Are*, or a myth from D'Anlaire's *Book of Great Myths*. Primary students may read adaptations of fairy tales or popular Disney stories recently adapted to theatre such as Nathaniel Hawthorne's *Wind in the Willows*. The student will identify the theme and illustrate how different characterizations in scenes might address presentations of the theme. **In responding to this indicator, the student will discuss the theme of each story and its relationship to his or her life. The students will work in groups to create a story. The story must have the same theme as the one read aloud. Students, in a group, will choose and improvise scenes from the story the group has created. Through improvisation, the story will be performed and will result in many children portraying the same character. (Video taping of the scenes would allow the class to view their work and compare characterizations.)**

The night Max wore his wolf suit and made mischief of one kind and another his mother called him "WILD THING!"

- Maurice Sendak, *Where the Wild Things Are*



Sample Strategy for **Indicator Two (2)**

The student will brainstorm descriptors of the word “character.” The student will then be given a theatrical definition to discuss and clarify. The student will create a character in a dramatized conflict. **In responding to this indicator, students will stand in a circle and, one by one, using the first or last letter of their names, name a character whose name starts with the same letter. (Primary students should use popular fairy tales or Walt Disney characters.) Each student will improvise how the chosen character would walk, speak, and look. Students will divide into groups and be given a “where,” (such as a wedding), and a minor conflict (such as the guests being late to the ceremony). The group must resolve the conflict as their chosen characters would. Following each group’s performance, the student will discuss with the class how well each group member established the character and how each group resolved its conflict.**

Sample Strategy for **Indicator Three (3)**

The student will create a story with a simple beginning, middle, and end, utilizing the three w’s--who, what, and where. The student will identify and compare a mime, a pantomime, and a narrative mime performance to determine the best way to perform their story from these styles. **In responding to this indicator, the student will select a performance style from mime, pantomime, and narrative mime. The student will perform the story for the class and explain his or her preference for the selected form.**

Sample Strategy for **Indicator Four (4)**

Students will brainstorm in small groups to write an original fairy tale, folk tale, or story. Students will identify and list what type of costumes, sound effects, or other properties are needed to enhance their play. **In responding to this indicator, students will perform the play for their classmates and explain their reasons for selection of costumes, sound effects, or other properties used in the performance.**



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THEATRE OUTCOME III

Creative Expression and
Production

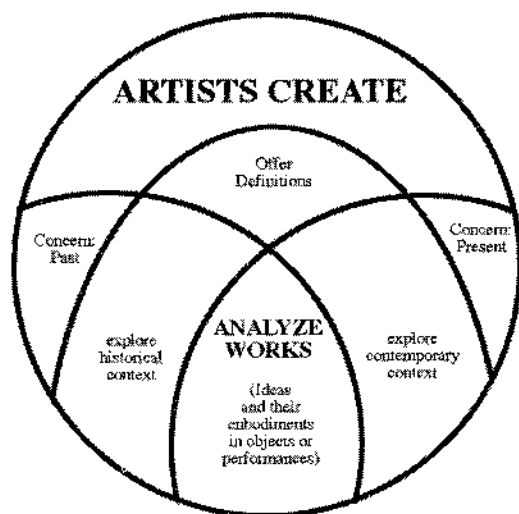
The student will demonstrate the ability to explore the creative process through theatrical activities and to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Expectation B

The student will demonstrate knowledge of theatre performance and production skills in formal and informal presentations.

Indicators of Learning

1. The student will observe, record, and discuss ways that people communicate through words and actions.
2. The student will use a variety of locomotor and non-locomotor movements and vocal pitches, tempo, and tone to create different characters.
3. The student will imagine and describe characters clearly, their relationships and their environments.
4. The student will select and use visual, aural, oral, and kinetic elements to enhance the communication of ideas and emotions in dramatic activities.
5. The student will collaborate with peers to select interrelated characters, environments, and situations for dramatic activities.



SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will examine and analyze perspectives of verbal and nonverbal interpersonal communication. The student will identify and rehearse verbal and nonverbal communication techniques and apply them to real life situations. **In responding to this indicator, the student will practice nonverbal communication by acting out the concepts stop, go, happiness, pride, and shyness. Individual students will give the class nonverbal sequential directions to the school cafeteria. Others will give the class verbal sequential directions to the cafeteria. After these activities, the student will log observations of people engaged in both methods of communication. The student will then log observations of how people communicate using words and actions at school, in class, at home, in their neighborhoods, and on the school bus. The student will share findings with the class for purposes of comparison.**

Sample Strategy for **Indicator Two (2)**

The student will identify effective movement as well as auditory and visual expressions for creating characters. The student will perform the exercise non-verbally and later repeat the exercise using spoken language. **In responding to this indicator, students will line up on one side of the classroom and cross to the other side, one by one. Students must return to their starting positions, moving as a different character. Students will repeat the exercise, incorporating improvised speech. Assigned characters could include a fish underwater, an alien in outer space, or an old person with a cane or a walker. The student will discuss with classmates effective techniques for creating character.**



Sample Strategy for **Indicator Three (3)**

The student will view photographs of a variety of people and will infer, describe, and determine internal and external characteristics such as occupations, hobbies, ages, and relationships. **In responding to this indicator, the student will explain the imagined nature of the observed people and develop potential relationships between them. The student will create a story or dramatic scene based upon these characteristics.**

Sample Strategy for **Indicator Four (4)**

The student will identify and list ideas and feelings about the physical characteristics of their neighborhoods including objects and people. The student will define and compare a “mural” and a “living mural” in theatrical presentations. Students will work in groups to create a living mural of their neighborhoods. **In responding to this indicator, students in groups will perform living murals for the class. Students will discuss how effectively the objects and characters were created and performed.**

Sample Strategy for **Indicator Five (5)**

Students will divide into pairs and be given three unrelated words and two character parts (for example, toast, dancer, dog trainer, and dentist). Students, working in groups, will combine unrelated words and character parts into a story. Students will explain how unrelated characters can be used to create stories in various theatrical forms. **In responding to this indicator, students will decide the “where” and “what” within their groups. After the groups create their stories, they may have the option of presenting them in opera, pantomime, or skit form. Students will evaluate each group’s performance in terms of the effectiveness of the story and form of presentation.**



Notes:



THEATRE
OUTCOME IV
Aesthetics and Criticism



The student will demonstrate the ability to identify, analyze, and apply criteria for individual and group contributions to the collaborative theatre process, dramatic texts and other literature of the theatre, and theatrical performances and productions.

Expectation A

The student will demonstrate an understanding that theatre requires unity of effort and effect by applying social concepts in ensemble building.

Indicators of Learning

1. The student will describe and demonstrate behaviors that illustrate positive listening skills and respect for others.
2. The student will identify and discuss the elements of constructive feedback.
3. The student will articulate personal preferences as well as emotional responses to dramatic activity.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : THEATRE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will improvise types of behavior exhibited at a variety of public events, such as football games, circus performances, wrestling matches, music assemblies, tennis or golf tournaments, and plays. The student will identify similarities and differences in behavioral expectations for these public events. **In responding to this indicator, the student will improvise a variety of audience behaviors and identify those appropriate for each event.**

Sample Strategy for **Indicator Two (2)**

The student will participate in improvisations that follow a given format. The student will use positive critique, citing choices made by the actors, to help the actors develop clear interpretations. **In responding to this indicator, one student will nonverbally establish a character, in a place, doing an activity. Students, one at a time, will volunteer to add nonverbal information to the developing scene. The scene will come to a conclusion when each character has discovered a logical reason to exit the playing area. Students will identify and chart the types of choices made to clarify the scene. If some elements are unclear or could result in more than one interpretation, students in the audience will offer suggestions that might clarify the situation for them as well as for other audience members. The performers will run the scene again and will incorporate the suggestions offered by their peers. Performers will then share the feelings they experienced during the first improvisation, the coaching session, the second improvisation, and the final critique. The student will list the types of statements that were both useful and supportive.**



Essential Learner Outcomes for the Fine Arts

Sample Strategy for Indicator Three (3)

The student will experience a live theatre performance. This performance may be presented by a professional theatre, a college theatre, a high school theatre, or by a visiting artist. The student will identify the basic elements of theatre activity: who, what, where, when, and why, as well as his or her response to the performance. **In responding to this indicator, the student will share emotional reactions to the performance. The student will describe aspects of the performance that caused any change in emotions.**



Notes:



THEATRE
OUTCOME IV
Aesthetics and Criticism



The student will demonstrate the ability to identify, analyze, and apply criteria for individual and group contributions to the collaborative theatre process, dramatic texts and other literature of the theatre, and theatrical performances and productions.

Expectation B

The student will articulate basic criteria for evaluating theatrical responses.

Indicators of Learning

1. The student will identify and describe characteristics of creative people, activities, and performances.
2. The student will discuss ways in which creating, observing, and participating in dramatic activity bring personal satisfaction.
3. The student will describe and apply self-constructed criteria for evaluating personal involvement in creative efforts and performances.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : THEATRE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

Students will brainstorm to compile a list of creative people, activities and performances. Students will also identify characteristics that define the creative nature of each category. **In responding to this indicator, students will select one example from each of the three categories and compare the creative attributes of the person, activity and performance to the developed list of characteristics. The students will present findings to the class for discussion.**

Sample Strategy for **Indicator Two (2)**

The student will list ways people find personal satisfaction through involvement in dramatic activities. Students will work in groups to identify how dramatic activities might bring a sense of personal satisfaction to a performer, the observer of a performance, and the creator of a performance. **In responding to this indicator, the student will interview performers, technicians, directors, playwrights, composers, and lyricists to identify elements of their work that offer personal satisfaction. The student will compare personal reactions to responses received in interviews and present findings to the class.**

Sample Strategy for **Indicator Three (3)**

Students will work in groups to identify criteria for evaluation of personal creative efforts and performances. Students will identify criteria for evaluation of dramatic activities (such as the actor's attitude, memorization of lines, how well characterization was developed onstage, use of voice, use of body, and relationship to other actors). **In responding to this indicator, students will apply the list of developed criteria to personal performance.**



THEATRE
OUTCOME IV
Aesthetics and Criticism



The student will demonstrate the ability to identify, analyze, and apply criteria for individual and group contributions to the collaborative theatre process, dramatic texts and other literature of the theatre, and theatrical performances and productions.

Expectation C

The student will evaluate theatrical performances and productions using a variety of aesthetic criteria.

Indicators of Learning

1. The student will explain how the wants and needs of characters are similar to and different from their own.
2. The student will articulate emotional responses to, and explain personal preferences about, the whole as well as the parts of dramatic performances.
3. The student will analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : THEATRE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

Students will work in pairs to improvise dramatic situations based on a common problem. Students will identify the concept of character objectives and explain how these might be similar to or different from their own in a given situation. **In responding to this indicator, students will portray two characters related by family. All characters must have specific objectives to attain. (For instance, a student returns home from school with a bad report card and does not want his or her mother to see it. If she sees the report card, the child will not be allowed to play in an ice hockey game. The mother knows it is report card day and will praise her child for good grades or restrict activities should the report card indicate below standard grades.)** Students will discuss how the wants and needs of the portrayed characters are similar to or different from their own.

Sample Strategy for **Indicator Two (2)**

The student will see a live performance. The student will describe emotional responses (enjoyment, being moved by the production, developing empathy with characters, sympathizing with characters, and other responses developed through class discussion) and use these perceptions to explain their personal preferences. **In responding to this indicator, the student will develop a rubric to enable articulation of personal preferences to the whole production as well as various parts of the performance (scenes, character, lighting, set design, sound, blocking, and costuming, for example).** The student will present a supported statement of personal preferences to the class.



Sample Strategy for **Indicator Three (3)**

The student will identify and discuss how mutual evaluation and constructive criticism help improve the performance of actors. **In responding to this indicator, the student will view a classroom performance and evaluate ways in which the performance might be strengthened through use of the voice, body, space, acting techniques, interpretation, movement, or any other elements identified by the class.**



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