

Theatre texts include: scripts, scenes, monologues, open scenes, plays, plot, character and design analysis, film, writing and research vehicles, research boards, design renderings

COMMON CORE “SHIFTS”

Connections between *ELA/MATH* and *THEATRE*

SHIFTS IN ELA			
Shift	Area	Area Descriptors	Theatre and Theatre Standards/Indicators
ELA Shift 1 PK-5	Balancing Informational Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world (science, social studies, the arts and literature) through text. At least 50% of what students read is informational.	<p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Read about different areas of theatre such as story-telling, acting technique, vocal and movement technique, props, set, costume and make-up design from a variety of texts and research and analysis prompts. ➤ Read scripts, stories, fairy tales, and scenes to create dramatic pieces. ➤ Read and recite rhymes, poems, stories and plays in groups and/or individually. ➤ Select stories for dramatization with teacher assistance and independently. ➤ Understand the parts of a script. ➤ Recognize the difference between a story, poem, script and play. ➤ View video performances related to theatre. ➤ Discuss their understanding, interpretation and evaluation of a theatrical performance using basic theatre terminology. ➤ Identify the use of other art forms in theatre productions. ➤ Identify and summarize the plot, character, setting and theme in a theatrical performance/play. ➤ Describe visual, sound, and movement elements in a performance (scripted, live or recorded.) ➤ Explain the relationship of theatre to film and video. ➤ Read and dramatize stories, folktales, myths and plays from various cultures. ➤ Compare and contrast characters from different stories and plays set in various cultures. ➤ Recognize the similarities and differences between different cultures and their own through stories and plays. ➤ Choose or create costumes and props to enhance dramatization of stories and plays from various cultures. ➤ Explain how plays and stories can imitate/influence real-life situations; reflect/influence a culture's beliefs. ➤ Read and view a variety of plays from different cultures. <p><i>Standard 1a,b,c,d,e, Standard 2b, Standard 3a, b,c, Standard 4a,b,c</i></p>

<p>ELA Shift 2 6-12</p>	<p>Knowledge in the Disciplines</p>	<p>Content area teachers outside of ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in classrooms – rather than referring to the text, they are expected to learn from what they read.</p>	<p>Theatre teachers will:</p> <ul style="list-style-type: none"> ➤ Include research and reading activities for students that include accessing texts, books, scripts, scenes, monologues and web-based resources. ➤ Select and view video performance to acquire information on theatre-related topics. <p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Select and view video performance to acquire information on theatre-related topics. ➤ Learn by reading literature about theatre elements, theatre history and careers as well as text included by a variety of playwrights. ➤ Utilize theatre professionals and professional publications as well as community resources to gain information for theatrical endeavors. ➤ Research and gather information independently and report on theatre-related topics. ➤ Attend live theatrical productions and then relate them to classroom activities. ➤ Describe how dance, visual arts, and music can enhance a theatrical performance. ➤ Compare and contrast story-telling techniques in theatre with those in film, TV media, dance, music and the visual arts. ➤ Research the skills, education, apprenticeships, and demand of careers in the theatre. ➤ Carry out acting, directing, and design choices which support and enhance the intent of the production. ➤ Identify current technologies, published scripted material and print and electronic resources available for theatrical productions. ➤ Describe the characteristics of significant periods of theatre history in a variety of cultures. ➤ Explore theatre history through the reading and presentation of dramatic literature. ➤ Identify major theatre contributors from different cultures and historical periods (e.g., playwrights, actors, designers). <p><i>Standard 1e Standard 2a,b,c,d Standard 3a,b,c</i></p>
<p>ELA</p>	<p>Staircase of</p>	<p>In order to prepare students for</p>	<p>The Theatre Teacher will:</p>

<p>Shift 3</p>	<p>Complexity</p>	<p>the complexity of college and career ready texts, each grade requires a “step” of growth on the “Staircase.” Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.</p>	<ul style="list-style-type: none"> ➤ Utilize the “Theatre Resource Guide for Standards-Based Instruction” created collaboratively between the New York State Theatre Education Association and The New York State Education Department. This document is based on the NYS Standards in Theatre Arts and scaffolds theatre skills from PreK to Major Sequence in High School. This document also includes suggested text and literature resources at each grade level. ➤ Utilize the Fundamentals of Theatre Course outline created by The New York State Theatre Education Association. This guide outlines the suggested steps and content area to be included in the Introductory Theatre Course that meets the State Education graduation requirement in the “Arts.”
<p>ELA Shift 4</p>	<p>Text-based Answers</p>	<p>Students have rich and rigorous conversations which are</p>	<p>Theatre teachers will:</p> <ul style="list-style-type: none"> ➤ Continuously direct students to seek mastery of the texts and scripts at hand during class and rehearsal.

		<p>dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page. Students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.</p>	<p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Engage in oral critical response to their own performance as well as that of others. ➤ Provide critical responses to auditory experiences utilizing level-appropriate theatre vocabulary. ➤ Name and identify the basic elements of a theatrical performance. ➤ Discuss their understanding, interpretation, and evaluation of a theatrical performance using basic theatre terminology. ➤ Identify what works and what does not work in a performance. ➤ Retell the story of a theatrical performance (e.g., sequence of events, main idea, details.) ➤ Identify the use of other art forms in theatre productions. ➤ Demonstrate appropriate verbal and non-verbal feedback. ➤ Respond creatively and inventively to drama exercises. ➤ Attend live theatrical productions and then relate them to classroom work and text book information. ➤ Describe how dance, visual arts and music can enhance a performance. ➤ Identify and discuss how a character is communicated in a performance. ➤ Consider and discuss how the technical and the design elements of a production create mood, and theme. ➤ Consider and discuss ways that a performance can be improved. ➤ Identify and discuss how theatre influences culture. ➤ Evaluate the extent in which a performance can be improved. ➤ Evaluate the role theatre plays today and has played in the past as entertainment, and social commentary, and as a vehicle for instilling values. <p>Standard 2b Standard 3a,b</p>
<p>ELA Shift 5</p>	<p>Writing from Sources</p>	<p>Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other de-</p>	<p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Provide critical responses with reference to evidence, other resources, and corroborative experiences beyond the personal response. ➤ Develop their critical voice through analysis of works of theatre and

contextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

- their historical and cultural context, as well as stylistically-appropriate performance practice.
- Write a short scene in dialogue format.
- Gather information and write and report on theatre-related topics.
- Draw on personal experience and observation in improvisation and play-making.
- Respond in writing both creatively and inventively to drama exercises (self and peer reflection.)
- Use techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances.
- Research the skills, education, apprenticeships, and demands of careers related to theatre.
- Write monologues and short scenes to express experiences of others.
- Analyze a script to determine essential physical and emotional characteristics, relationships and elements of the environment (i.e. character analysis, plot analysis and design analysis forms).
- Read and discuss professional dramatic criticism.
- Create and justify a written personal review of a production that incorporates both performance and technical evaluation using appropriate terminology; include elements of social significance, and/or the function of that play in society.
- Read and analyze a variety of plays from different cultures (play analysis forms.)
- Write monologues, short scenes, and plays to express personal experiences and emotions of others.
- Articulate design choices that enhance the intent of the production via analysis, drawing renderings, sketches, ground plans, charts and graphs.
- Conduct an in-depth investigation of the works of a given culture or playwright.

Standard 1a, Standard 2b,c,d Standard 3a

ELA
Shift 6

Academic
Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on

Theatre Students will:

- Identify and define appropriate theatre vocabulary in the following areas: acting technique, stage directions, stage areas, technical, theatre occupations, theatre genre, theatre criticism, parts of the script.

comprehension of pivotal and commonly found words and less on esoteric literary terms, teachers constantly build students' ability to access more complex texts across the content areas.

- Use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances.
- Use school and community resources, including library/media centers, museums, and theatre professionals, as part of the artistic process leading to production.
- Explore a variety of vocations/avocations in theatre.
- Articulate an understanding, interpretation, and evaluation of a theatre piece as drama and as a realized production using appropriate critical vocabulary.
- Develop a critical vocabulary through the reading of plays and professional criticism.
- Create and justify a written personal review of a production that incorporates both performance and technical evaluation using appropriate terminology; include elements of social significance, and/or the function of that play in society.

Standard 1b,c,d,e Standard 2a,b,c Standard 3a

SHIFTS IN MATH

Shift	Area	Area Descriptors	Theatre and Theatre Standards/Indicators
Math Shift 1	Focus	Teachers use the power of the eraser and significantly narrow and deepen the scope of how	<p>Theatre teachers will:</p> <ul style="list-style-type: none"> ➤ Direct students in the study of specific skill and technical development with specific short and long term goals clearly

		<p>time and energy is spent in the classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.</p>	<p>defined.</p> <p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Focus deeply on level-appropriate theatrical creation and performance, the use of theatrical materials, critical response to theatre performance, and the connections between theatre, culture and history. ➤ Reach strong theatrical knowledge and deep conceptual understanding in support of their performance activities. ➤ Conduct an in-depth investigation of the works of a given culture or playwright. ➤ Create a budget for producing a one-act play or full production of a play or musical. ➤ Transfer knowledge and skills gained in theatre to their studies in language, math, social studies, science, and the other arts. ➤ Create a plan or project that incorporates theatre into other areas of curriculum. ➤ Using a variety of resources, select, research and execute appropriate theatre topics. ➤ Utilize theatre technology (e.g. sound and lighting systems) and design skills (e.g. set, make-up, costumes and props) to create a production. ➤ Research the skills, education, apprenticeships, internships and demands of careers related to theatre. ➤ Design an individualized study plan in a chosen theatre vocation/avocation and share the information with the class. ➤ Carry out acting, directing and design choices which support and enhance the intent of the production. <p>Standard 1a,b,c,d,e Standard 2a,b,c,d Standard 3d Standard 4a</p>
<p>Math Shift 2</p>	<p>Coherence</p>	<p>Principals and teachers carefully connect learning within and across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep</p>	<p>The Principal will:</p> <ul style="list-style-type: none"> ➤ Recognize the many connections between studies in theatre and other learning disciplines, and support integrated curriculum efforts and arts-in-education programming. ➤ Recognize the importance of theatre arts as its own core subject that enriches a student's education and career readiness. <p>The Theatre teacher will:</p>

		<p>conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.</p>	<ul style="list-style-type: none"> ➤ Map the connections between the Theatre Arts standards, their yearly curriculum, and students' other studies. ➤ Basing instruction on learning standards and performance indicators find their students able to exhibit deep understanding of core skills and knowledge. ➤ Recognize that the performance indicators at each level of instruction in Theatre build upon the standards and performance indicators of the prior level, resulting in an ever spiraling upward curve of skills and knowledge. <p>The Theatre student will:</p> <ul style="list-style-type: none"> ➤ Build on prior knowledge and skills in the Theatre classroom. ➤ Create a theatre portfolio that identifies their growth in the classroom as well as identify the standards and indicators highlighted within their portfolio.
Math Shift 3	Fluency	<p>Students are expected to have speed and accuracy with simple calculations. Teachers structure class time and/or homework time for students to memorize through repetition and core functions so that they are more able to understand and manipulate more complex concepts.</p>	<p>Theatre teachers will:</p> <ul style="list-style-type: none"> ➤ Provide warm up exercises and practice regimens to build technique and understanding in the classroom and rehearsal settings as well as in structured home-practice time. <p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Gain fluency in theatre skills in all areas (e.g. acting, technical, directing, writing, criticism, theatre history) and build on those skills as they tackle more in-depth coursework.
Math Shift 4	Deep Understanding	<p>Teachers teach more than “how to get the answer” and instead support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or</p>	<p>Theatre teachers will:</p> <ul style="list-style-type: none"> ➤ Assist students in processing theatrical concepts based on performance, reading, and viewing experiences. <p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Perceive patterns and applications of the elements of theatre beyond their classroom studies. ➤ Describe the characteristics of significant periods of theatre history in a variety of cultures.

		<p>discrete procedures. Students demonstrate deep conceptual understanding of core concepts by applying them to new situations, as well as writing and speaking about their understanding.</p>	<ul style="list-style-type: none"> ➤ Identify ways in which theatre in different cultures (past and present) uses universal themes and styles. ➤ Describe how theatre reflects a culture's beliefs. ➤ Describe how theatre, music, dance and visual arts are interrelated within a culture. ➤ Respond to theatre originating outside of the classroom environment with the use of level-appropriate vocabulary. ➤ Describe the synthesis of the visual arts, music and dance in a theatrical performance. ➤ Understand a variety of vocations/avocations in the theatre (e.g. producer, acting coach, agent, stage manager, house and box office manager, dramaturge). ➤ Create a production plan for a short scene or one-act play including analysis, rehearsal planning and blocking choices. ➤ Create and coordinate costumes, props, scenery, make-up, sound and lighting designs to present a unified production concept for different styles of plays. <p>Standard 1b,d Standard 2d Standard 3d Standard 4a</p>
<p>Math Shift 5</p>	<p>Application</p>	<p>Students are expected to use math and choose the appropriate concept for application even when not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in real</p>	<p>Theatre teachers will:</p> <ul style="list-style-type: none"> ➤ Provide opportunities for students to apply their theatrical knowledge to drama found in varied settings in the students' day-to-day world. ➤ Utilize areas outside of theatre to reinforce concepts through drills, as well as finding content area connections. <p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Conduct an in-depth investigation of the works of a given culture or playwright.

		<p>world situations. Teachers in content areas outside of math ensure that students are using math to make meaning of and access content.</p>	<ul style="list-style-type: none"> ➤ Create a multi-cultural theatre festival of excerpts from plays representing different cultures. ➤ Encounter theatre in the environment outside of the Theatre classroom and respond utilizing their skills and knowledge. ➤ Create and justify a written personal review of a production that incorporates both performance and technical evaluation using appropriate terminology; include elements of social significance, and/or the function of that play in society. ➤ Identify college and community opportunities in theatre after graduation and the requirements for application or participation. ➤ Design an individualized study program in a chosen theatre vocation/avocation and share with the class. ➤ Direct a short class/school production which reflects the expectations and dimensions of the script, actors, designers, technicians and audience. ➤ Articulate design choices that enhance the intent of the production via, drawings, sketches, non-scale and scale renderings and ground plans, charts, graphs, bash models and scale models. ➤ Apply knowledge of vocal mechanism/elements to create a performance quality voice. ➤ Apply principles of body movement and stage position/blocking to performance. <p>Standard 1b,c,d,e Standard 2a,b,d Standard 3a Standard 4b</p>
<p>Math Shift 6</p>	<p>Dual Intensity</p>	<p>Students are practicing and understanding with intensity in the classroom. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing</p>	<p>Theatre teachers will:</p> <ul style="list-style-type: none"> ➤ Create opportunities for students to participate in theatre practice and apply increasing sophisticated skills and knowledge to ever more complicated theatrical concepts. ➤ Understand that the amount of time and energy spent practicing and understanding varies within the school year based upon the unit of study and proximity of public performance events. <p>Theatre students will:</p> <ul style="list-style-type: none"> ➤ Practice drama skills as well as display understanding of theatrical concepts with increasing intensity in the Theatre classroom.

	and understanding learning environments is driven by the specific mathematical concept and varies throughout the given school year.	
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