



Star One Credit Union Presents:
American Musical Theatre of San Jose's HONORS:
Alignment with California Visual and Performing Arts
Content Standards: Grades Nine Through Twelve (Advanced)

CHARACTERIZATION	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>Actors <i>always</i> comprehended the objectives, obstacles and text (script) of the piece. The actors knew their relationships to the other characters, to the world, to the period, social status, and the environment. Actors created characters <i>completely</i> using physical and mental traits. Character reactions to the other characters were <i>always</i> correct and effective. The actors' characterizations were believable for the <i>entire</i> performance, with natural and effective emotional transitions.</p>
1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i>, to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre	<p>2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p> <p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre	<p>3.1 Research and perform monologues [and plays] in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</p>
4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences	<p>4.2 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	<p>5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.</p> <p>5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p> <p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>

VOICE & DICTION	AMTSJ'S ARTISTIC GOAL: Actors <i>always</i> heard with adequate volume and support of the voice. Actors <i>always</i> spoke in the manner, dialect, social strata, and 'accent' of the characters for this piece with variations of rate and inflection. Dialogue and words were <i>always</i> clearly understood with proper pronunciation and articulation for each character.
1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i> , to describe theatrical experiences. 1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright. 1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.
2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre	2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts. 2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.
3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre	3.1 Research and perform monologues [and plays] in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.
4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences	4.3 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

PACE & RHYTHM	AMTSJ'S ARTISTIC GOAL: Pace and rhythm <i>always</i> supported the actors' understanding of the piece throughout the performance; the story played out intelligently and enhanced the mood and atmosphere of the play; and the climaxes were well developed.
1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i> , to describe theatrical experiences. 1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright. 1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.
2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre	2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts. 2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.
3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre	3.1 Research and perform monologues [and plays] in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect. 3.3 Perform, design, or direct theatre pieces in specific theatrical styles
4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences	4.4 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

MUSIC	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>The music was <i>always</i> performed with technical accuracy, including: pitch, rhythm, articulation, tone quality, and <i>dramatic expression</i>. The music strongly challenged the abilities of the musicians and/or represented a diverse genre/culture with appropriate expression. The instrumental ensemble <i>always</i> demonstrated each student's skills in music performance, leadership, and musicianship. The synchronicity between the music, theatre, and dance elements were well developed.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music Students read, notate, listen to, analyze, and describe music and other</p>	<p>1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music</p>	<p>2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).</p> <p>2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music</p>	<p>3.4 Perform music from a variety of cultures and historical periods.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Music</p>	<p>4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</p>	<p>5.0 Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p>5.3 Identify and explain the various factors involved in pursuing careers in music.</p>

SINGING	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>Actors <i>always</i> sang with emotional understanding, adequate volume, proper diction, correct pitch/tonality, and supported breathing. Beats were <i>always</i> secure and rhythms accurate as they performed their assigned roles with piano and/or orchestra. The actors <i>always</i> “sold” each song through believable characterizations. Singing <i>always</i> performed accurately and with good breath control, alone and/or in small and large ensembles.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music Students read, notate, listen to, analyze, and describe music and other</p>	<p>1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music</p>	<p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).</p> <p>2.2 Sing music written in four parts with and without accompaniment.</p> <p>2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music</p>	<p>3.4 Perform music from a variety of cultures and historical periods.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Music</p>	<p>4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</p>	<p>5.0 Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p>5.3 Identify and explain the various factors involved in pursuing careers in music.</p>

<p style="text-align: center;">STAGE BUSINESS & PRESENCE</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>Posture, physicalization, place, position, manner of moving, bearing, and carriage <i>always</i> supported the piece and effectively enabled the actors to achieve strong relationships with the audience and/or other characters. Exits and entrances were always properly timed. Designated business <i>always</i> supported the idea(s) of the play. There were <i>always</i> logical reasons for all movement by the actors which was consistent and aligned with the character portrayals. Movements were <i>always</i> well executed.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i>, to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p> <p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.1 Research and perform monologues [and plays] in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</p> <p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.5 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>

<p>CHOREOGRAPHY & DANCE</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>Choreography was original and creative; formations and combinations of steps were <i>always</i> visually effective. The choreography <i>always</i> complemented the music and made good use of music changes, used a variety of steps, level changes, and floor space. The transitions were <i>always</i> flowing and continuous. Choreography, formations, and transitions <i>always</i> required skill and effort, showing various skills with little repetition. Movements were appropriately synchronized. Dancers <i>always</i> knew the routines and the spacing of dancers was precise in all formations. Dancers <i>always</i> demonstrated stamina, stage presence, and poise throughout the performance making the movements appear effortless and entertaining.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</p>	<p>1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).</p> <p>1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.</p> <p>1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).</p> <p>1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.</p> <p>1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Dance</p>	<p>2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.</p> <p>2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.</p> <p>2.3 Notate dances, using a variety of systems (e.g. labanotation, motif writing, personal systems).</p> <p>2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression. <i>Development of Partner and Group Skills</i></p> <p>2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).</p> <p>2.6 Teach to peers a variety of complex movement patterns and phrases.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding Historical Contributions and Cultural Dimensions of Dance</p>	<p>3.1 Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Dance</p>	<p>4.1 Critique dance works to improve choreographic structure and artistic presence.</p> <p>4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</p>	<p>5.5 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.</p>

<p style="text-align: center;">COSTUME DESIGN</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>The costuming <i>perfectly</i> represented the idea(s) of the play and demonstrated a meaningful, unified production concept. Design elements were <i>always</i> appropriate and applied the functions of costuming to represent time and place, establish character, enhance theme and mood, and create dramatic environments. Cast/crew <i>always</i> performed cues and technical responsibilities seamlessly according to established theatrical practice, and standards of safety.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i>, to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.4 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.6 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.6 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p>	<p>1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</p> <p>1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.</p> <p>1.3 Analyze their works of art as to personal direction and style.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts</p>	<p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.</p> <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.</p> <p>2.3 Assemble and display objects or works of art as a part of a public exhibition.</p> <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p> <p>2.5 Use innovative visual metaphors in creating works of art.</p> <p>2.6 Present a universal concept.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p>	<p>3.1 Identify contemporary styles and discuss the diverse social, economic, developments reflected in the works of art examined.</p> <p>3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.</p> <p>3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p>	<p>4.1 Describe the relationship involving the art maker (artist), the making artwork (product), and the viewer.</p> <p>4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p>	<p>5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>

<p style="text-align: center;">LIGHTING DESIGN</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>The lighting <i>perfectly</i> represented the idea(s) of the play and demonstrated a meaningful, unified production concept. Design elements were <i>always</i> appropriate and applied the functions of lighting to represent time and place, establish character, enhance theme and mood, and create dramatic environments. Cast/crew <i>always</i> performed cues and technical responsibilities seamlessly according to established theatrical practice, and standards of safety.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme,</i> and <i>design,</i> to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.5 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.7 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.7 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>

<p style="text-align: center;">SET DESIGN</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>The stage arrangement <i>perfectly</i> represented the idea(s) of the play and demonstrated a meaningful, unified production concept. Theatrical settings and design elements were <i>always</i> appropriate and applied the functions of scenery to represent time and place, establish character, enhance theme and mood, and create dramatic environments. Cast/crew <i>always</i> performed cues and technical responsibilities seamlessly according to established theatrical practice, and standards of safety.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme,</i> and <i>design,</i> to describe theatrical experiences. 1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright. 1.6 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.8 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.8 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p>	<p>1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art. 1.3 Analyze their works of art as to personal direction and style.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts</p>	<p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.3 Assemble and display objects or works of art as a part of a public exhibition. 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. 2.5 Use innovative visual metaphors in creating works of art. 2.6 Present a universal concept.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p>	<p>3.1 Identify contemporary styles and discuss the diverse social, economic, developments reflected in the works of art examined. 3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures. 3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p>	<p>4.1 Describe the relationship involving the art maker (artist), the making artwork (product), and the viewer. 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p>	<p>5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>

<p style="text-align: center;">SOUND DESIGN</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>The sound design <i>perfectly</i> represented the idea(s) of the play and demonstrated a meaningful, unified production concept. Design elements were <i>always</i> appropriate and applied the functions of sound to represent time and place, establish character, enhance theme and mood, and create dramatic environments. Cast/crew <i>always</i> performed cues and technical responsibilities seamlessly according to established theatrical practice, and standards of safety.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme,</i> and <i>design,</i> to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.7 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.3 Perform, design, or direct theatre pieces in specific theatrical styles</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.9 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.9 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>

ENSEMBLE	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>Actors were <i>always</i> clear as to whom the characters are talking/listening. The actors are <i>always</i> aware of other actors and consciously working to support the presence of the other actors. The actors <i>always</i> listened to each other and reacted accordingly. <i>Always</i> demonstrated highly effective group dynamics through interactions between performers, ensemble sequences, group movements, choric work, group singing, and/or choral speaking. There was a smoothness of action which indicated ample rehearsal and close cooperation and understanding among the actors, musicians, and production team.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i>, to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.4 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p> <p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.1 Research and perform monologues [and plays] in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.10 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.</p> <p>5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p> <p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>

<p style="text-align: center;">TOTAL PRODUCTION EFFECT</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>The play strongly challenged the abilities of the performers. The production <i>always</i> brought out the theme(s) of the play clearly. The overall effect of the complete piece left a distinct impression on the audience. The appropriateness of the musical showcased the diverse talents of the performers and produced the highest quality musical theatre. The theme was <i>always</i> evident and fully developed through the music, movements, props, costumes; including any front of house business (program design, ushering, concessions, lobby displays), with full integration of the orchestra (placement in venue/costumed musicians). The entire theatre-going experience was well developed and <i>always</i> positive.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i>, to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.5 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p> <p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.1 Research and perform monologues [and plays] in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.11 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.</p> <p>5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p> <p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>

<p style="text-align: center;">TOTAL EFFECT OF THEATRE-GONG EXPERIENCE</p>	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>The entire theatre environment <i>always</i> enhanced the theatre-going experience; this includes customer service and design concepts for ticketing, lobby displays, ushering and seating arrangements, distribution and design of program, venue temperature and cleanliness, house lighting levels, show time punctuality, intermission, and concessions (if any). The theme was <i>always</i> evident and production concepts were fully developed and integrated with the cast & crew (i.e. costumed musicians/ushers). The theatre-going experience was <i>always</i> positive.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p>1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i>, to describe theatrical experiences.</p> <p>1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.</p> <p>1.6 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre</p>	<p>2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.</p> <p>2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre</p>	<p>3.1 Research and perform monologues [and plays] in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences</p>	<p>4.12 Draw conclusions about the effectiveness of informal and formal productions, films/ videos, or electronic media on the basis of intent, structure, and quality of the work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p>	<p>5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.</p> <p>5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.</p> <p>5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts</p>	<p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.</p> <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.</p> <p>2.3 Assemble and display objects or works of art as a part of a public exhibition.</p> <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p> <p>2.5 Use innovative visual metaphors in creating works of art.</p> <p>2.6 Present a universal concept.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p>	<p>4.1 Describe the relationship involving the art maker (artist), the making artwork (product), and the viewer.</p> <p>4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p>	<p>5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>