

Theatre Learning Targets

Spanish Fork High School

Storytelling & Structure

- I CAN describe the basic elements of Aristotelian structure.
- I CAN identify the exposition, inciting incident, complications, crisis point, climax, and denouement of various storylines.
- I CAN capture the essence of a story by articulating a synopsis, blurb, and tagline.
- I CAN formulate an appropriate conflict formula and major dramatic question.
- I CAN debate interpreting the same storyline with differing protagonists/antagonists.
- I CAN compare and contrast formulaic plots with storylines involving mis en scene, anti-realistic, and avante garde structures.
- I CAN write and perform an original script that conforms to Aristotelian structure.

Movement

- I CAN communicate a storyline strictly through pantomime and stage movement.
- I CAN demonstrate the pantomime techniques of object permanence, clicks, weight & counterweight, tension, and transference.
- I CAN label the nine basic areas of the stage by title and abbreviation.
- I CAN incorporate motivated blocking to create focus, power, levels, and balance.
- I CAN perform a piece utilizing neutral mask techniques.
- I CAN write/perform solo and group pantomimes that adhere to Aristotelian structure.

Vocal Technique

- I CAN diagram the physiological elements of human vocal anatomy.
- I CAN demonstrate range in the areas of pitch, volume, tempo & timbre.
- I CAN analyze and perform a variety of voices from a poetry or prose reading.
- I CAN collaborate with fellow artists to write and perform an original radio script, utilizing the four main vocal elements to create variety & communicate story.

Characterization

- I CAN define and demonstrate all three steps of the reaction sequence.
- I CAN formulate a variety of objectives that require specific words or action from another onstage character.
- I CAN plan tactics to achieve an objective with strength, variety, and progression.
- I CAN create obstacles for my character that serve to strengthen my performance.
- I CAN imagine and record a detailed character history, utilizing the “strongest choices” to create a multi-faceted persona, then portray that character with compassion.
- I CAN demonstrate active listening and the use of subtext onstage.
- I CAN apply the Stanislavskian principles of relaxation, concentration, and sensory/emotional recall.

Rehearsal & Performance

- I CAN create my own warm-up schedule that incorporates physical exercise, vocal technique & character preparation.
- I CAN demonstrate responsibility through punctual attendance, memorization, adherence to deadlines, and respectful collaboration with scene partners.
- I CAN perform memorized and rehearsed pieces for a group of peers.
- I CAN respectfully attend and appreciate peer performances.
- I CAN explain Goethe's three questions, give examples of productive and unproductive criticism, then critique a performance for "what's good" and "what's next."

Life Skills

- I CAN advocate for the importance of theatre in education.
- I CAN explain how the study of theatre creates compassionate problem-solvers who feel for others and think for themselves.
- I CAN demonstrate cooperation skills through the support of others and their ideas.
- I CAN articulate personal goals, then regularly reflect on my progress in achieving those goals.
- I CAN use the skills I learn in the theatre classroom to cope with life challenges, clearly communicate my viewpoints, and respectfully explore the situations of others.