

## 9-12 California Theatre Content Standards - Proficient

correlated to

### Basic Drama Projects, 9th Edition

Standard	Basic Drama Projects Student Book	Basic Drama Projects Annotated Teacher Edition
<b>1.0 ARTISTIC PERCEPTION</b>		
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre		
<b>Development of the Vocabulary of Theatre</b>		
1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.	4, 150, 212, 266, 559-562, 569-579  Each chapter begins with technical vocabulary terms which are in bold face type, in the chapter and defined in the glossary.	4, 150, 212
<b>Comprehension and Analysis of the Elements of Theatre</b>		
1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.	228-346	228-346
<b>2.0 CREATIVE EXPRESSION</b>		
Creating, Performing, and Participating in Theatre		
<b>Development of Theatrical Skills</b>		
2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.	100-123 180-210	100-123 180-210
<b>Creation/Invention in Theatre</b>		
2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.	124-146 150-163	124-146 150-163
2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.	109 #5, 121 #4, 132 #4, 142 #3, #4, #5 474-554	109 #5, 121 #4, 132 #4, 142 #3, #4, #5
<b>3.0 HISTORICAL AND CULTURAL CONTEXT</b>		
Understanding the Historical Contributions and Cultural Dimensions of Theatre		
<b>Role and Cultural Significance of Theatre</b>		
3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.	379-386 396-401 412-415	379-386 396-401 412-415
3.2 Describe the ways in which playwrights reflect and influence their culture in such works as Raisin in the Sun, Antigone, and the Mahabarata.	161-163 428-472	161-163 428-472

<b>History of Theatre</b>		
3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.	48, 62, 72, 84, 110, 122, 134, 178, 194, 210, 224, 244, 264, 284, 296, 312, 344, 376, 392, 408, 428-472	48, 62, 72, 84, 110, 122, 134, 178, 194, 210, 224, 244, 264, 284, 296, 312, 344, 376, 392, 408, 428-472
<b>4.0 AESTHETIC VALUING</b>		
Responding to, Analyzing, and Critiquing Theatrical Experiences		
<b>Critical Assessment of Theatre</b>		
4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.	345, 390, 489	345, 390, 489
<b>Derivation of Meaning from Works of Theatre</b>		
4.2 Report on how a specific actor used drama to convey meaning in his or her performances.	60, 130, 141, 158, 175, 373	60, 130, 141, 158, 175, 373
<b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>		
Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers		
<b>Connections and Applications</b>		
5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.	81, 90, 189, 193, 219, 223, 280, 283, 294, 295, 341, 343	81, 90, 189, 193, 219, 223, 280, 283, 294, 295, 341, 343
<b>Careers and Career-Related Skills</b>		
5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.	165-174, 180-195	165-174, 180-195
5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.	81, 90, 189, 219, 223, 280, 283, 294, 295	81, 90, 189, 219, 223, 280, 283, 294, 295