



Indiana Content Standards for Educators

FINE ARTS–THEATRE

Theatre teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Fine Arts–Theatre Educator Standards

Standard 1: Script Writing and Analysis

Theatre teachers have a broad and comprehensive understanding of the techniques and principles of script writing and analysis.

Standard 2: Fundamentals of Acting

Theatre teachers have a broad and comprehensive understanding of essential acting skills and methods.

Standard 3: Fundamentals of Directing

Theatre teachers have a broad and comprehensive understanding of the principles and practices of directing a theatrical performance.

Standard 4: Technical Theatre and Design

Theatre teachers have a broad and comprehensive understanding of technical theatre and design.

Standard 5: Theatre History and Literature

Theatre teachers have a broad and comprehensive understanding of theatrical writing, performance, and production from various cultures and historical periods.

Standard 6: Theatre in Daily Life

Theatre teachers have a broad and comprehensive understanding of the role of theatre in daily life and the careers and avocational opportunities available in theatre.

Standard 7: Theatre Instruction and Assessment

Theatre teachers have a broad and comprehensive understanding of content-specific instruction and assessment in theatre.

The Indiana Educator Standards for Fine Arts–Theatre describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Theatre. A link to relevant portions of the Indiana Academic Standards can be found below.

[Theatre](#)

Standard 1: Script Writing and Analysis

Theatre teachers have a broad and comprehensive understanding of the techniques and principles of script writing and analysis, including:

- 1.1** the elements of dramatic structure
- 1.2** the use of improvisation, workshops, and other collaborative approaches to script development
- 1.3** the use of plot, characters, setting, theme, and dialogue in developing a script
- 1.4** methods of communicating story, meaning, and ideas in a script
- 1.5** the terms and concepts of dramatic criticism
- 1.6** techniques for analyzing, evaluating, and responding to theatre texts and productions

Standard 2: Fundamentals of Acting

Theatre teachers have a broad and comprehensive understanding of essential acting skills and methods, including:

- 2.1** vocal techniques used in acting
- 2.2** physical techniques used in acting
- 2.3** uses and techniques of improvisation
- 2.4** characteristics of classical and contemporary forms of actor training
- 2.5** the use of script analysis to determine subtext, objectives, actions, and beats

Standard 3: Fundamentals of Directing

Theatre teachers have a broad and comprehensive understanding of the principles and practices of directing a theatrical performance, including:

- 3.1** the use of script analysis and dramaturgical research to develop ideas and prepare for rehearsal
- 3.2** creating a unified production concept that is shared by all members of the production team
- 3.3** methods of casting and holding auditions
- 3.4** techniques for coaching actors as they create roles and develop character relationships
- 3.5** basic principles of stage composition and blocking
- 3.6** techniques for creating a safe and positive working environment that promotes inclusion, collaboration, trust, and creativity

Standard 4: Technical Theatre and Design

Theatre teachers have a broad and comprehensive understanding of technical theatre and design, including:

- 4.1** design principles and elements
- 4.2** the physical properties of color, light, and sound
- 4.3** techniques, methods, and materials used for scenic and property design and construction
- 4.4** techniques, methods, and materials used for lighting design
- 4.5** techniques, methods, and materials used for costume and makeup design
- 4.6** techniques, methods, and materials used for sound design and production
- 4.7** the parts of a stage and their functions
- 4.8** the various types of performance spaces
- 4.9** the roles of stage managers, house managers, and crew
- 4.10** the key safety issues and practices related to lighting, sound, costumes, makeup, props, and scenery

Standard 5: Theatre History and Literature

Theatre teachers have a broad and comprehensive understanding of theatrical writing, performance, and production from various cultures and historical periods, including:

- 5.1** the development and characteristics of dramatic forms and literature in various cultures and historical periods
- 5.2** the development of theatrical performance and production in various cultures and historical periods
- 5.3** knowledge of significant movements in theatre and how they relate to their historical and cultural contexts

Standard 6: Theatre in Daily Life

Theatre teachers have a broad and comprehensive understanding of the role of theatre in daily life and the careers and avocational opportunities available in theatre, including:

- 6.1** the elements of theatre found in everyday life
- 6.2** the emotional and social impacts of theatre on individuals, communities, and cultures
- 6.3** ways in which theatre participation develops collaboration, communication, critical thinking, self-esteem, self-discipline, risk taking, empathy, and other life skills
- 6.4** careers and avocational opportunities in theatre
- 6.5** skills and training needed for careers and avocational opportunities in theatre
- 6.6** ways to become involved in theatre in the community

Fine Arts–Theatre Educator Standards

Standard 7: Theatre Instruction and Assessment

Theatre teachers have a broad and comprehensive understanding of content-specific instruction and assessment in theatre, including:

- 7.1** the Indiana Academic Standards for Theatre
- 7.2** the National Standards for Theatre Education and the ISTE technology standards
- 7.3** instructional strategies and resources for promoting student understanding of concepts and skills related to theatre
- 7.4** strategies and skills for planning and designing theatre instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 7.5** the use of creative drama activities in the classroom for a variety of purposes
- 7.6** techniques for using technology to promote theatre students' learning and creativity
- 7.7** techniques for theatre assessment, including the use of technology in assessment
- 7.8** relationships between theatre and the other arts and content areas
- 7.9** administration of the school theatre program, including advocacy, recruiting casts and crews, budgeting, publicity, production management, and season planning
- 7.10** techniques for facilitating equity, access, accommodation, and adaptation in the school theatre program
- 7.11** knowledge of royalties and copyright law as they apply to the school theatre program

Selected Bibliography of Standards and Sources Related to Fine Arts–Theatre

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2003). *Indiana academic standards for theatre*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-Arts/2003-08-12-Theatre.pdf>
2. Consortium of National Arts Education Associations (CNAEA). (1994). *National standards for arts education*. <http://artsedge.kennedy-center.org/educators/standards.aspx?facet:ArtsSubjectName=Theater#results>
3. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Fine Arts–Theatre Content

4. Flynn, R. (2009). Knowledge in hand: Building artistic and academic skills through curriculum-based readers theatre. *Teaching Theatre*.
5. California Educational Theatre Association. (2002). Position paper. http://www.cetoweb.org/pdf/CETA_Position_Paper.pdf
6. Leptak-Moreau, J. (2005). Is it beautiful? Aesthetics in theatre education. *Teaching Theatre*. http://schooltheatre.org/sites/default/files/teachingtheatre/2005/winter/is_it_beautiful.pdf
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Sources on Student Learning and Pedagogical Methodology

8. Moss, S. (2010). Building a better theatre curriculum: Strategies for teaching and learning. *Teaching Theatre*. http://schooltheatre.org/sites/default/files/teachingtheatre/2010/spring/tt_spg10_moss.pdf
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10. Smith, F. (2009). Why arts education is crucial, and who's doing it best. *Edutopia*. <http://www.edutopia.org/arts-music-curriculum-child-development>
11. Miller, B. (2006). Critical writing: Getting students to think about how a play works. *Teaching Theatre*.
12. Ruppert, S. S. (2006). *Critical evidence: How the ARTS benefit student achievement*. The National Assembly of State Arts Agencies. <http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/critical-evidence.pdf>
13. Institute for Education and the Arts. (2003). *A discussion of best practices in arts education: Roundtable report from the National Overture of Education and the Arts*. <http://www.edartsinstitute.org/pdfs/michiganbestpractices.pdf>
14. Miller, B. *An acting teacher's journey*. Educational Theatre Association. <http://schooltheatre.org/education/teaching/pedagogy/acting-teachers-journey>

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Theatre	Indiana Academic Standards for Theatre	CNAEA National Standards for Arts Education	ISTE National Educational Technology Standards
<p><u>Standard 1: Script Writing and Analysis</u></p> <p>Theatre teachers have a broad and comprehensive understanding of the techniques and principles of script writing and analysis.</p>	<p>K.3-6; 1.3-6; 2.3-6; 3.3-6, 9; 4.3-6; 5.3-6; 6.3-6, 9; 7.3-6; 8.3-6; H.3-6</p>	<p>K-12: Standards 1, 7</p>	
<p><u>Standard 2: Fundamentals of Acting</u></p> <p>Theatre teachers have a broad and comprehensive understanding of essential acting skills and methods.</p>	<p>K.8-9, 1.8-9, 2.8, 3.8, 4.8, 5.8-9, 6.8, 7.8, 8.8, H.8</p>	<p>K-12: Standard 2</p>	
<p><u>Standard 3: Fundamentals of Directing</u></p> <p>Theatre teachers have a broad and comprehensive understanding of the principles and practices of directing a theatrical performance.</p>	<p>K.3-4; 1.3-4; 2.3-4; 3.3-4, 9; 4.3-4; 5.3-4; 6.3-4; 7.3-4; 8.3-4, 9; H.3-4</p>	<p>K-12: Standards 4, 5</p>	
<p><u>Standard 4: Technical Theatre and Design</u></p> <p>Theatre teachers have a broad and comprehensive understanding of technical theatre and design.</p>	<p>K.7; 1.7, 9; 2.7, 9; 3.7, 9; 4.7; 5.7; 6.7; 7.7, 9; 8.7; H.7</p>	<p>K-12: Standards 3, 5</p>	
<p><u>Standard 5: Theatre History and Literature</u></p> <p>Theatre teachers have a broad and comprehensive understanding of theatrical writing, performance, and production from various cultures and historical periods.</p>	<p>K.1-2, 1.1-2, 2.1-2, 3.1-2, 4.1-2, 5.1-2, 6.1-2, 7.1-2, 8.1-2, H.1-2</p>	<p>K-12: Standard 8</p>	
<p><u>Standard 6: Theatre in Daily Life</u></p> <p>Theatre teachers have a broad and comprehensive understanding of the role of theatre in daily life and the careers and avocational opportunities available in theatre.</p>	<p>K.1, 9-10; 1.1, 9-10; 2.1, 9-10; 3.1, 9-10; 4.9-10; 5.9-10; 6.1, 9-10; 7.9-10; 8.9-10; H.9-10</p>	<p>K-8: Standard 8</p>	

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Fine Arts–Theatre	Indiana Academic Standards for Theatre	CNAEA National Standards for Arts Education	ISTE National Educational Technology Standards
<p><u>Standard 7: Theatre Instruction and Assessment</u></p> <p>Theatre teachers have a broad and comprehensive understanding of content-specific instruction and assessment in theatre.</p>	<p>K.6, 11-12; 1.6, 11-12; 2.6, 11-12; 3.6, 11-12; 4.6, 11-12; 5.6, 11-12; 6.6, 11-12; 7.11-12; 8.11-12; H.11-12</p>	<p>K-12: Standard 6 9-12: Standard 3</p>	<p>1a–1d, 2a–2d, 3a–3d, 4a–4c</p>