

DIGITAL THEATRE+

Georgia Standards of Excellence (GSE) in Theatre

Very high	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

ACTING I-IV

CREATING

Access Point	Standards	
TAHSA.CR.1 Organize, design, and refine theatrical work.	a. Use script analysis in the development and presentation of formal and informal theatre performances.	High
	b. Examine various theories of dramatic structure.	Medium
	c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts	Very High
TAHSA.CR.2 Develop scripts through theatrical technique	a. Examine theatre practices regarding the development, structure, layout, and format of scripts	High
	b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts.	Medium - High
	c. Perform formal and informal monologues and scenes based on published and original scripts.	High

PERFORMING

Access Point	Standards	
TAHSA.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.	a. Examine and implement the voice, body, observation, and imagination as tools of the actor in presentations of formal and informal theatre	High
	b. Research and assess the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences	High
	c. Act by developing, communicating, and sustaining roles within a variety of situations and environments.	High
	d. Identify and examine the responsibilities and tasks of an actor in relationship with directors, designers, and technical crew.	High
	e. Use the skills and tools of a director to conduct rehearsals for performance.	Medium - High

RESPONDING

Access Point	Standards	
TAHSA.RE.1 Engage actively and appropriately as an audience member.	a. Examine and reflect on the relationship between actor and live audience in historical and contemporary performances.	Medium - High
TAHSA.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.	a. Develop and utilize meaningful, structured criteria for assessing the work of an actor.	High

CONNECTING

Access Point	Standards	
TAHSA.CN.1 Explore how theatre connects to life experience, careers, and other content.	a. Examine multiple facets of the business of theatre.	High
	b. Examine the methods of pursuing various acting careers, including demonstrating audition etiquette and techniques.	High
TAHSA.CN.2 Examine the role of theatre in a societal, cultural, and historical context.	a. Examine and apply theatrical theories, performances, and conventions from a variety of theatrical literature, historical periods, and cultures.	Very High

ADVANCED DRAMA I-IV

CREATING

Access Point	Standards	
TAHSAD.CR.1 Organize, design, and refine theatrical work	a. Examine various theories of dramatic structure.	Medium
	b. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts	Very High
TAHSA.CR.2 Develop scripts through theatrical technique	a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.	Medium - High

PERFORMING

Access Point	Standards	
TAHSA.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.	a. Examine and implement the skills and tasks associated with acting, incorporating voice, body, observation, and imagination to create characters for formal and informal performances.	High
	b. Implement the duties of the stage manager, including communication and safety procedures, that will assist the director in all areas of production.	Medium
	c. Develop a schedule and organizational plan to prepare a scene for performance, including a rehearsal schedule and a prompt script.	Low
	d. Conduct rehearsals and present a full theatrical presentation to a live audience.	Medium
TAHSAD.PR.2 Execute artistic and technical elements of theatre.	a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production.	Medium - High

RESPONDING

Access Point	Standards	
TAHSAD.RE.1 Engage actively and appropriately as an audience member.	a. Examine the relationship between actor and live audience in history and contemporary performance.	Medium - High
TAHSAD.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.	a. Utilize constructive criticism and appropriate theatre terminology to modify and improve performance choices	Medium - High

CONNECTING

Access Point	Standards	
TAHSAD.CN.1 Explore how theatre connects to life experience, careers, and other content	a. Explore the relationship between theatre and other non-arts disciplines to synthesize concepts and skills from other disciplines to create theatre.	High
	b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational theatre.	High
TAHSAD.CN.2 Examine the role of theatre in a societal, cultural, and historical context	a. Utilize constructive criticism and appropriate theatre terminology to modify and improve performance choices	Medium - High

FUNDAMENTALS OF THEATRE I - IV

CREATING

Access Point	Standards	
TAHSFT.CR.1 Organize, design, and refine theatrical work.	a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse.	High
	b. Incorporate dramatic elements through improvisation.	High
	c. Recognize and interpret artistic choices in performance	Very High
TAHSFT.CR.2 Develop scripts through theatrical techniques.	a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process.	High
	b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script.	Very High
	c. Construct and critique elements of dramatic structure, character, and dialogue.	High
	d. Create and perform scenes for audiences.	High

PERFORMING

Access Point	Standards	
TAHSFT.PR.1 Act by communicating and sustaining roles in formal and informal environments.	a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement).	High
	b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters.	High - Very High
	c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development.	Medium - High
	d. Perform acting choices for an audience based on critiques.	High
TAHSFT.PR.2 Execute artistic and technical elements of theatre.	a. Identify and define the various collaborative roles and relationships of technical production personnel (e.g. sound, lighting, set, scenic, costume, dramaturge, makeup, marketing, business aspects) in relation to the directors and performers.	High
	b. Identify and apply the various aspects of directing, staging, performance spaces, and rehearsal management.	High
	c. Recognize and apply the basic elements and procedures involved in the construction of props, scenery, and platforms.	Low
	d. Formulate effective theatrical designs in order to support the text and directorial concept.	Medium - High

RESPONDING

Access Point	Standards	
TAHSFT.RE.1 Engage actively and appropriately as an audience member.	a. Articulate why the relationship between the audience and performers is critical to the success of the production and demonstrate appropriate audience behavior.	High
	b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.	Very High
TAHSFT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.	a. Generate and use terminology for critiquing theatre presentations.	High
	b. Analyze performance and utilize various effective forms of criticism to respond to and/or improve performance.	High

CONNECTING

Access Point	Standards	
TAHSFT.CN.1 Explore how theatre connects to life experiences, careers, and other content	a. Examine how theatre reflects real life.	High - Very High
	b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience.	High - Very High
	c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre.	High
	d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).	High
TAHSFT.CN.2 Examine the role of theatre in a societal, cultural, and historical context.	a. Identify and analyze plays and dramas from a variety of historical periods and cultures.	High
	b. Explore the works of milestone playwrights and plays, and the relevance of historical theatre.	High
	c. Recognize historical events that have influenced the role of theatre and how theatrical events have impacted cultural development.	High - Very High
	d. Interpret cultural and historical research for use in a production.	High

MUSICAL THEATRE I-IV

CREATING

Access Point	Standards	
TAHSMT.CR.1 Organize, design, and refine theatrical work.	a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical.	Medium
	b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.	High - Very High

PERFORMING

Access Point	Standards	
TAHSMT.PR.1 Act and direct by communicating and sustaining roles within a variety of situations and environments.	a. Examine and implement the skills and tasks associated with acting, singing, and dancing, incorporating vocal and movement technique, observation, and imagination to create characters for formal and informal performances.	Medium - High
	b. Identify and examine the responsibilities and tasks of an actor in relation to directors, designers, choreographers, technical crew, and production staff.	High
	c. Use the skills and tools of a director to develop a presentation of formal and informal musical theatre performances.	Medium - High
	d. Conduct rehearsals to present a musical theatre performance for a live audience	Medium
TAHSMT.PR.2 Execute artistic and technical elements of theatre.	a. Engage as a creative team in script analysis to plan and create technical elements of a theatre production, including sets, props, costumes, makeup, lighting, and sound.	Medium - High

RESPONDING

Access Point	Standards	
TAHSMT.RE.1 Engage actively and appropriately as an audience member	a. Examine the relationship between actor and live audience in history and contemporary performance.	Medium - High
TAHSMT.RE.2 Critique various aspects of theatre and other media using appropriate supporting evidence.	a. Utilize constructive criticism, appropriate musical theatre terminology, and study of existing performance styles to modify and improve performance choices	Medium

CONNECTING

Access Point	Standards	
TAHSMT.CN.1 Explore how theatre connects to life experience, careers, and other content.	a. Explore the business of musical theatre.	Medium - High
	b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational musical theatre.	High
TAHSMT.CN.2 Examine the role of theatre in a societal, cultural, and historical context	a. Compare and contrast presentational and representational styles in musical theatre.	Low - Medium
	b. Examine the role and influence of musical theatre in various historical and contemporary cultures.	Medium

TECHNICAL THEATRE I-IV

CREATING

Access Point	Standards	
TAHSMT.CR.1 Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound).	a. Explore and utilize the elements of design and principles of composition for a theatrical context.	Medium
	b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques.	Low - Medium
	c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism.	Medium - High
	d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models.	Low
	e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).	Medium

PERFORMING

Access Point	Standards	
TAHSTT.PR.1 Produce technical elements in theatre.	a. Identify, explain, and demonstrate standard safety guidelines and operating procedures for tools and equipment used in formal and informal theatre productions.	Low
	b. Identify and interpret design and construction documentation, materials, techniques, and procedures for production.	Low - Medium
	c. Differentiate between stock and non-standard material, scenic, or technical elements related to a production.	Medium
	d. Conduct initial research about design to inform further development of the production concept.	High
	e. Explore and/or produce an appropriate series of design documentation for a theatrical production (e.g. thumbnail sketches, swatches, first renderings, mixed media presentation).	Low - Medium

RESPONDING

Access Point	Standards	
TAHSTT.RE.1 Respond to technical elements of theatre using appropriate supporting evidence.	a. Revise projects, plans, and/or procedures after peer criticism to improve development of technical elements.	Medium
	b. Identify and analyze the characteristics of different types of performance spaces and how they can influence production decisions (e.g. proscenium stage, studio/black box, thrust stage, classroom, arena, found space).	Medium
	c. Evaluate design choices of professional designers.	High
	d. Evaluate design and technical elements in a post mortem following the completion of a theatre production.	Low

CONNECTING

Access Point	Standards	
TAHSTT.CN.1 Connect technical elements of theatre.	a. Explore and understand the collaborations between designers and directors to develop design elements.	High
	b. Investigate the history of theatre architecture, stage technology, and other technical elements.	Medium
	c. Understand technical theatre career options and various industry unions (e.g. International Alliance of Theatrical Stage Employees, Actor's Equity, United Scenic Artists, Stage Directors and Choreographers Society, League of Resident Theatres).	Medium - High
	d. Explore connections with other disciplines associated with technical theatre (e.g. scientific principles behind technical theatrical practices, physics of electricity and sound, basic structural engineering, load ratings, working load limits).	Medium - High
	e. Connect design themes with historical and social relevance using dramaturgical research and an understanding of historical and cultural artistic movements (e.g. expressionism, realism, Kabuki, Sanskrit Drama)	High

THEATRE HISTORY & LITERATURE I-II

CREATING

Access Point	Standards	
TAHSTL.CR.1 Develop original theatre literature.	a. Compare and summarize theatre literature from various historical periods, cultures, and styles.	High
	b. Examine and outline the steps and conventions involved in the creation of a theatre text.	Medium
	c. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).	High

PERFORMING

Access Point	Standards	
TAHSTL.PR.1 Analyze characters in theatre literature from the perspective of an actor/performer.	a. Use performance (e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.	High

RESPONDING

Access Point	Standards	
TAHSTL.RE.1 Evaluate various aspects of theatre literature using appropriate supporting evidence.	a. Develop and apply a set of comprehensive criteria for theatre text analysis.	Medium - High
	b. Compare and contrast theatre texts to live/film performance.	High

CONNECTING

Access Point	Standards	
TAHSTL.CN.1 Connect theatre literature to its dramaturgical contexts and other disciplines.	a. Trace the development of theatre from earliest forms to contemporary forms.	Medium
	b. Identify and summarize contributions made to the development of theatre literature by different cultures and traditions	High
	c. Research and explain how cultural and historical factors have influenced playwrights and theatre literature.	High
	d. Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.	High

THEATRE MANAGEMENT

CREATING

Access Point	Standards	
TAHSTM.CR.1 Organize, design, and refine elements of theatre management (e.g. marketing/media, budgeting, ticketing/sales, house management).	a. Utilize theatre content knowledge (e.g. script analysis) to contribute to the planning process for the areas of theatre management.	Medium
	b. Implement research based elements in a theatre management plan in order to develop a specific audience base.	Low - Medium
TAHSTM.CR.2 Develop marketing plans based on theatre techniques.	a. Identify and apply the individual responsibilities and tasks of a theatre management team that collaborate on the planning and execution of formal and informal marketing activities.	Medium

PERFORMING

Access Point	Standards	
TAHSTM.PR.1 Execute a theatre management plan for marketing/media, budgeting, ticketing/sales, and house management.	a. Develop and present/implement a complete collaborative theatre management plan documenting the rationale and methods of approach for the entire theatre management team.	Low

RESPONDING

Access Point	Standards	
TAHSTM.RE.1 Engage actively and appropriately with an audience.	a. Examine existing audience interests and sales trends in order to create a mechanism for audience feedback and a continuous improvement plan.	Nil
	b. Critique various aspects of theatre management using appropriate supporting evidence	Low
	c. Evaluate the success of marketing efforts for individual events and/or a theatre season as a whole.	Low
	d. Record and analyze theatre management trends in a local market.	Nil

CONNECTING

Access Point	Standards	
TAHSTM.CN.1 Explore how theatre management connects to life experience, careers, and other content.	a. Analyze various existing theatre management elements (e.g. press releases, lobby displays, ticketing, sales strategies, budgets) in professional, non-professional, and academic theatre to consider the rationale for choices directed at reaching specific target markets.	Low
TAHSTM.CN.2 Examine the role of theatre management in a societal, cultural, and historical context	a. Examine the cultural and historical evolution and/or development of each of the roles and elements of theatre management.	Low