

# Kentucky Department of Education - Course Standards



Kentucky Department of  
**EDUCATION**

**Course Code: 500533**

**Course Name: Theatre- Musical Theatre**

**Grade Level: 9-12**

Course standards documents are designed to show how specific standards align to courses. For instructional planning and assessment, please access the complete [Kentucky Academic Standards for Visual and Performing Arts](#) for the full scope of what students should know and be able to do.

**Upon course completion students should be able to:**

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>TH:Cr1.1.I</b>	<b>TH:Cr1.1.II</b>	<b>TH:Cr1.1.III</b>
<p>a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.</p> <p>b. Explore the impact of technology on design choices in a drama/theatre work.</p> <p>c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</p>	<p>a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.</p> <p>b. Understand and apply technology to design solutions for a drama/theatre work.</p> <p>c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.</p>	<p>a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.</p> <p>b. Create a complete design for a drama/theatre work that incorporates all elements of technology.</p> <p>c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.</p>
<b>TH:Cr2.1.I</b>	<b>TH:Cr2.1.II</b>	<b>TH:Cr2.1.III</b>
<p>a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>b. Investigate the</p>	<p>a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>b. Cooperate as a creative</p>	<p>a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.</p>

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collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.
<b>TH:Cr3.1.I</b>	<b>TH:Cr3.1.II</b>	<b>TH:Cr3.1.III</b>
<p>a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.</p> <p>b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.</p>	<p>a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</p> <p>b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.</p> <p>c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.</p>	<p>a. Refine, transform, and reimagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.</p> <p>b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.</p> <p>c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.</p>
<b>TH:Pr4.1.I</b>	<b>TH:Pr4.1.II</b>	<b>TH:Pr4.1.III</b>
<p>a. Examine how character relationships assist in telling the story of a drama/theatre work.</p> <p>b. Shape character choices using given circumstances in a drama/theatre work.</p>	<p>a. Discover how unique choices shape believable and sustainable drama/ theatre work.</p> <p>b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.</p>	<p>a. Apply reliable research of directors’ styles to form unique choices for a directorial concept in a drama/theatre work.</p> <p>b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.</p>
<b>TH:Pr5.1.I</b>	<b>TH:Pr5.1.II</b>	<b>TH:Pr5.1.III</b>
a. Practice various acting	a. Refine a range of acting skills to build a believable	a. Use and justify a collection of acting exercises from

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<p>techniques to expand skills in a rehearsal or drama/theatre performance.</p> <p>b. Use researched technical elements to increase the impact of design for a drama/theatre production.</p>	<p>and sustainable drama/theatre performance.</p> <p>b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.</p>	<p>reliable resources to prepare a believable and sustainable performance.</p> <p>b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.</p>
<b>TH:Pr6.1.I</b>	<b>TH:Pr6.1.II</b>	<b>TH:Pr6.1.III</b>
Perform a scripted drama/theatre work for a specific audience.	Present a drama/theatre work using creative processes that shape the production for a specific audience.	Present a drama/theatre work using creative processes that shape the production for a specific audience.
<b>TH: Re7.1.I</b>	<b>TH: Re7.1.II</b>	<b>TH: Re7.1.III</b>
Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	Use historical and cultural context to structure and justify personal responses to a drama/theatre work.
<b>TH:Re8.1.I</b>	<b>TH:Re8.1.II</b>	<b>TH:Re8.1.III</b>
<p>a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.</p> <p>b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.</p> <p>c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p>	<p>a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.</p> <p>b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.</p> <p>c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.</p>	<p>a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.</p> <p>b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.</p> <p>c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.</p>

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<b>TH:Re9.1.I</b>	<b>TH:Re9.1.II</b>	<b>TH:Re9.1.III</b>
<p>a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.</p> <p>b. Consider the aesthetics of the production elements in a drama/theatre work.</p> <p>c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.</p>	<p>a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.</p> <p>c. Verify how a drama/theatre work communicates for a specific purpose and audience.</p>	<p>a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.</p> <p>b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.</p> <p>c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.</p>
<b>TH:Cn10.1.I</b>	<b>TH:Cn10.1.II</b>	<b>TH:Cn10.1.III</b>
Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	Choose and interpret a drama/theatre work to reflect or question personal beliefs.	Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
<b>TH:Cn11.1.I</b>	<b>TH:Cn11.1.II</b>	<b>TH:Cn11.1.III</b>
Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.
<b>TH:Cn11.2.I</b>	<b>TH:Cn11.2.II</b>	<b>TH:Cn11.2.III</b>
<p>a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.</p> <p>b. Use basic theatre research methods to better understand the social and cultural</p>	<p>a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.</p> <p>b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.</p>	<p>a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.</p> <p>b. Present and support an opinion about the social, cultural, and historical</p>

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background of a drama/theatre work.		understandings of a drama/theatre work, based on critical research.
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DA:Cr3.1.I	DA:Cr3.1.II	DA:Cr3.1.III
<p>a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p>	<p>a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>	<p>a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>
DA:Pr4.1.I	DA:Pr4.1.II	DA:Pr4.1.III
<p>a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different</p>	<p>a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p> <p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”</p>	<p>a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p>b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or</p>

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<p>aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<p>c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.</p>	<p>polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.</p> <p>c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>
DA:Pr5.1.I	DA:Pr5.1.II	DA:Pr5.1.III
<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use</p>	<p>a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>

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<p>video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p>		
DA:Pr6.1.I	DA:Pr6.1.II	DA:Pr6.1.III
<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p> <p>b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.</p>
MU:Pr4.2.E.I	MU:Pr4.2.E.II	MU:Pr4.2.E.III

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<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.	Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
<b>MU:PR4.3.E.I</b>	<b>MU:PR4.3.E.I</b>	<b>MU:PR4.3.E.I</b>
Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.	Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.
<b>MU:Pr5.1.E.I</b>	<b>MU:Pr5.1.E.II</b>	<b>MU:Pr5.1.E.III</b>
Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
<b>MU:Pr6.1.E.I</b>	<b>MU:Pr6.1.E.I</b>	<b>MU:Pr6.1.E.I</b>
<p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>b. Demonstrate an understanding of expressive intent by connecting with an</p>	<p>a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>b. Demonstrate an understanding of intent as a</p>	<p>a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p>



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audience through prepared and improvised performances.	means for connecting with an audience through prepared and improvised performances.	b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
<b>MU:Re7.2.E.I</b>	<b>MU:Re7.2.E.II</b>	<b>MU:Re7.2.E.III</b>
Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	Explain how the analysis of structures and contexts inform the response to music.	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
<b>MU:Re8.1.E.I</b>	<b>MU:Re8.1.E.II</b>	<b>MU:Re8.1.E.III</b>
Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
<b>MU:Re9.1.E.I</b>	<b>MU:Re9.1.E.II</b>	<b>MU:Re9.1.E.III</b>
Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision making, research, and understanding of contexts.
<b>MU:Cn11.1.E.I</b>	<b>MU:Cn11.1.E.II</b>	<b>MU:Cn11.1.E.III</b>
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.