

**North Carolina Essential Standards  
Proficient Theatre Arts**

Note on Numbering:

**P** - Proficient High School Standards

Note on Strands:

**C** - Communication, **A** - Analysis, **AE** – Aesthetics, **CU** - Culture

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

**Proficient High School Theatre Arts** standards are designed for those students who have achieved intermediate level Theatre Arts standards at the high school level.

**Communication**

	Essential Standard	Clarifying Objectives	
<b>P.C.1</b>	<b>Use movement, voice, and writing to communicate ideas and feelings.</b>	P.C.1.1	Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.
		P.C.1.2	Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to develop characters.
		P.C.1.3	Create original works, such as monologues, scenes, or performance pieces.
<b>P.C.2</b>	<b>Use performance to communicate ideas and feelings.</b>	P.C.2.1	Use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes.
		P.C.2.2	Interpret monologues through formal and informal presentations.

**Analysis**

	Essential Standard	Clarifying Objectives	
<b>P.A.1</b>	<b>Analyze literary texts and performances.</b>	P.A.1.1	Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.
		P.A.1.2	Distinguish the evolution of written texts to theatrical performances.

## Aesthetics

	Essential Standard	Clarifying Objectives	
P.AE.1	<b>Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.</b>	P.AE.1.1	Analyze design concepts for aesthetic impact of technical elements.
		P.AE.1.2	Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences

## Culture

	Essential Standard	Clarifying Objectives	
P.CU.1	<b>Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.</b>	P.CU.1.1	Understand the role of theatre arts in United States history as a means of interpreting past eras within an historical context.
		P.CU.1.2	Exemplify the concepts of United States History through the creation of theatrical works.
P.CU.2	<b>Understand the traditions, roles, and conventions of theatre as an art form.</b>	P.CU.2.1	Understand how the rules of audience etiquette originated, how they have evolved, and for what purpose.
		P.CU.2.2	Analyze the interrelationships of theatre roles.