



Disney Youth Education Series

Magic Behind The Show

National Standards

The Arts: Theatre

Demonstrates competence in writing scripts

Grades 5–8

- Creates characters, environments and actions that create tension and suspense.
- Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.

Grades 9–12

- Constructs imaginative scripts that convey story and meaning to an audience.
- Improvises, writes, and refines scripts based on personal experience and heritage, imagination, literature, and history.

Uses acting skills

Grades 5–8

- Uses basic acting skills to develop characterizations that suggest artistic choices
- Interacts as an invented character in improvised and scripted scenes.
- Invents character behaviors based on the observation of interactions, ethical choices, and emotional responses of people

Grades 9–12

- Develops, communicates, and sustains characters that communicate with audiences in improvisations and informal or formal productions.



Directs scenes and productions

Grades 5–8

- Plans visual and aural elements for improvised and scripted scenes
- Organizes rehearsals for improvised and scripted scenes.

Grades 9–12

- Organizes and conducts rehearsals for informal or formal productions.

Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning.

Grades 5–8

- Understands the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
- Understands the perceived effectiveness of artistic choices found in dramatic performances
- Understands the perceived effectiveness of contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of developing improvised and scripted scenes

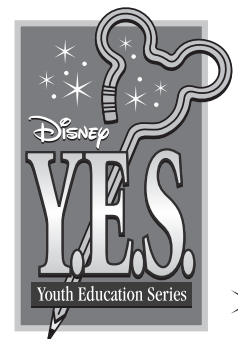
Grades 9–12

- Understands how the context in which a dramatic performance is set can enhance or hinder it's effectiveness
- Knows how varying collaborative efforts and artistic choices can affect the performance of informal and formal productions

Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past

Grades 5–8

- Understands the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media
- Understands how social concepts such a cooperation, communication, collaboration, consensus, self–esteem, risk–taking, sympathy, and empathy apply in theatre





Life Skills: Working with Others

Contributes to the overall effort of a group

Grades K–12

- Challenges practices in a group that are not working
- Demonstrates respect for others in the group
- Identifies and uses the strengths of others
- Takes initiative when needed
- Identifies and deals with causes of conflict in a group
- Helps the group establish goals
- Engages in active listening
- Takes the initiative in interacting with others
- Evaluates the overall progress of a group toward a goal
- Contributes to the development of a supportive climate in groups

Displays effective interpersonal communication skills

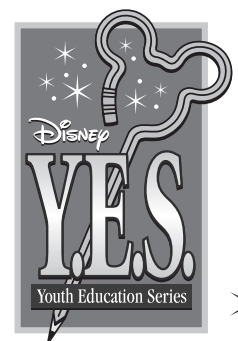
Grades K–12

- Uses nonverbal communication such as eye contact, body position, voice tone effectively
- Makes eye contact when speaking
- Communicates in a clear manner during conversations
- Acknowledges the strengths of others
- Uses emotions appropriately in personal dialogues

Demonstrates leadership skills

Grades K–12

- Occasionally serves as a leader in groups
- Occasionally serves as a follower in groups
- Enlists others in working toward a shared vision
- Celebrates accomplishments
- Recognizes the contributions of others





Life Skills: Self-Regulation

Performs self appraisal

Grades K–12

- Identifies personal strengths and weaknesses
- Utilizes techniques for overcoming weaknesses

Considers risks

Grades K–12

- Thinks clearly under stress

Demonstrates perseverance

Grades K–12

- Demonstrates perseverance relative to personal goals
- Maintains a high level of energy over a prolonged period of time when engaged in tasks
- Persists in the face of difficulty
- Concentrates mental and physical energies

Maintains healthy self–concept

Grades K–12

- Has basic belief in ability to succeed
- Avoids overreacting to criticism
- Uses high self–esteem body language

