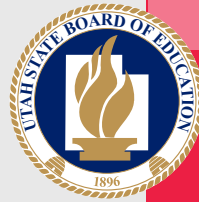


FINE ARTS THEATRE—
Secondary



COVID-19 SPECIAL EDITION

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19.

While all standards have value, COVID-19 may limit instructional hours. The essential standards are intended to help teachers identify which standards to focus on. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

UTAH STATE BOARD OF EDUCATION
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Sydney Dickson, Ed.D., State Superintendent of Public Instruction



Secondary Theatre Instruction During the COVID-19 Pandemic

Preparing to return to the theatre classroom will take creativity, planning, and a “can do” attitude. This document is designed to provide theatre educators with purpose, resources and essential concepts to continue to provide students a well-rounded education including the arts.

Arts Education is Essential

It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional wellbeing, taught by certified professional arts educators in partnership with community arts providers.

Teaching and learning will never quite be the same in our post-COVID-19 world. However, our commitment to provide rich and varied educational experiences remains the same. The arts have played an important role in these vulnerable times and will continue to do so. Here’s why:

Arts education supports the social and emotional well-being of students, whether through distance learning or in person.

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team building and self-reflection are supremely suited to re-ignite students’ interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.

Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students build and sustain community and cultural connections.

Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

As defined in ESSA, “music and the arts” are part of a well-rounded education. Every state in the nation recognizes the importance of the arts as reflected in rigorous PreK-12 state arts standards. Forty-six states require an arts credit to receive a high school diploma and 43 states have instructional requirements in the arts for elementary and secondary schools. As noted in *Arts Education for America’s Students: A Shared Endeavor*: “An education without the arts is inadequate.”

The healing and unifying power of the arts has been evident as the COVID-19 pandemic swept the country. We have seen and heard it play out through works of art on sidewalks, shared musical moments from porches, in plays and dance performances, and every other imaginable iteration of art making. As states and schools work through multiple challenges in the years ahead, arts education must remain central to a well-rounded education and fully funded to support the wellbeing of all students and the entire school community. (Joint statement supported by the State Education Agency Directors of Arts Education and more than 100 professional organizations)

PERFORMING ARTS CORE STRANDS:

CREATE: Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine artistic works.

PERFORM: Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of artistic works.

RESPOND: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

CONNECT: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

RECOMMENDATIONS:

- Focus on what can be done in the current circumstances, not what cannot be done
- Take this opportunity to increase instruction in the Respond and Connect strands of the core standards
- Emphasize the social and emotional skills learned through the arts
- Use the pandemic as subject for artistic exploration and process
- Create learning experiences that embed the enduring understandings:
 - Arts literacy provides the social and emotional learning necessary for students to understand themselves and make connections to the world around them.
 - The relationship of the arts and culture is mutually dependent: culture affects the arts and the arts reflect and preserve culture.
 - Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
 - Artistic literacy enhances the human experience.

Essential Core Concepts:

The following chart lists key concepts to the secondary theatre courses. Instructors should use individual judgement and local context as they select instructional materials and strategies to meet these minimal concept expectations.

SECONDARY THEATRE ESSENTIAL CONCEPTS	Use correct form and structure to create a scene or play with a beginning, middle, and end that includes full character development, believable dialogue, and logical plot outcomes	Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work Use body and voice to communicate meaning	Formulate an understanding and appreciation of a drama/theatre work by considering its specific purpose and intended purpose	Examine historical and contemporary social, cultural or global issues through different forms of drama/theatre work
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RESOURCES:

Utah Advisory Council of Theatre Teachers: <https://sites.google.com/view/uactt/home>

Utah Theatre Association: <https://utahtheatreassociation.org/>

Utah Shakespeare Festival: <https://www.bard.org/>

Utah Festival Opera and Musical Theatre: <https://utahfestival.org/>

UEN Learn at Home Arts: <https://www.uen.org/learnathome/subject/art.shtml>

USB E Fine Arts: Cathy Jensen, cathy.jensen@schools.utah.gov, 801.518.4824