

Florida Performing Fine Arts Assessment Item Specifications

0400410_Technical_Theatre_Design_and_Production_1_Responding

FRONT MATTER - SECONDARY	
Stimulus Attributes	Written questions should be at grade level readability. Written and aural musical excerpts should provide enough information for the student to answer the question keeping in mind the student might not be familiar with the work. Unless noted in a benchmark specification, aural musical excerpts should be a minimum of 30 to 45 seconds. Short answer or extended responses should specify limitations (e.g., length of the desired answer), clearly define the task, and include a clear and concise rubric for grading. Research and identify copyright information for each visual and aural example. Writers are encouraged to review public domain sources and/or compose/arrange musical examples based on the benchmarks.
Response Attributes	Selected response choices should be at grade level readability and approximately the same length. Selected response items must contain only one correct answer. All distractors must be plausible. If aural distractors are used, they should be 5-10 seconds in length.

NOTE: The contents of these item specifications documents were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400410 Technical Theatre: Design and Production 1

Course Title: Technical Theatre: Design and Production 1

Course Number: 0400410

Abbreviated Title: TECH THE D/P 1

Course Length: Year

Course Level: 2

Credit: 1.0

Graduation Requirements: Will meet Performing/Fine Arts (PF) requirement

Course Description: Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

RESPONDING Benchmarks

R	TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
R	TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
R	TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
R	TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
R	TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
R	TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
R	TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

R

[TH.912.S.3.1](#)

Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

BENCHMARK #:	TH.912.C.1.3
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology
CLARIFICATION:	Explain a reaction to a performance using correct terminology
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Examples should contain elements which elicit clear reactions from the audience which may include but is not limited to: elements that create mood/settings, character development, effects of costume, or set design
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Watch the video.

What is one theatrical element that helped create an environment?

How did the element help create the environment?

MEDIA: Video

DESCRIPTION: <DW: Create a video that shows an actor performing Act1.V of Hamlet Line1-30 Hamlet, Horatio, and Ghost. Set should have rolling Fog and the lighting should have a blue and green wash to create a mood of otherworldly foreboding>

Item Specific Scorer's Rubric:

2-point sample answer: The color of the lighting was effective at showing when it was day or night time.

POINTS	SCORING CRITERIA
2 points	Response includes identification of one theatrical element and one explanation of how the element helps. Examples may include, but are not limited to: A. Lighting: The color choices helped define location / time of day B. Costume: The design was appropriate for the time period C. Characterization: In line with the playwright's intent. D. Sets: Created an environment that fits the story and style.
1 point	Response includes identification of one theatrical element. OR Response gives one explanation of how it helps.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

BENCHMARK #:	TH.912.C.1.4
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play
CLARIFICATION:	Identify and/or define various elements required to create a realistic depiction of a specific historic or geographic play
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples may include but is not limited to: architectural details, period costumes, furnishings, and hair; attire appropriate to climate and time of year, props appropriate to economic level.
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Responses should include appropriate theatrical vocabulary

SAMPLE ITEM:

What specific costume elements would be needed for a historically accurate Commedia dell' arte production of "A Servant of Two Masters"?

Media: Written synopsis of the play

- E. Leather masks*
- F. Wooden teeth
- G. Metal swords
- H. Stone tablets

KEY: A

BENCHMARK #:	TH.912.C.2.3
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
BENCHMARK:	Analyze different types of stage configurations to determine the effects of each as potential production solutions
CLARIFICATION:	Identify and/or describe how the use of different types of stage configurations will be effective as a solution to a production problem
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples should focus on set design and layout challenges. Concepts to focus on may include the use of the stage space (proscenium, thrust, arena, black box, theatre in the round, etc.) blocking, lighting and sound
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Photos/videos of stage spaces may be used to enrich the questions
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What stage configuration uses drops, flying scenery, and wagons to change settings quickly?

- A. Arena
- B. 3/4 thrust
- C. Proscenium*
- D. Theatre in the Round

KEY: C

BENCHMARK #:	TH.912.C.3.1
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	The processes of critiquing works of art lead to development of critical- thinking skills transferable to other contexts
BENCHMARK:	Explore commonalities between works of theatre and other performance media
CLARIFICATION:	Identify and/or describe areas that theatre has in common with other forms of performing art
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide examples that feature commonalities in theatre works with those in but not limited to: dance, film, poetry reading, music, etc. Examples should exhibit one common component in a theatre work and one other performing arts example
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM: Look at the videos.

What are two elements of performance and/or production that they have in common?

Provide one example from the videos of each element.

MEDIA: Video
DESCRIPTION <DW: Create a video of dancers dancing through FOG with BLUE and GREEN LIGHTING the fog. Video should transition to actors performing Act 1.5 of Hamlet. The Ghost speech, Lines15-30 also in FOG with the same LIGHTING.>

Item Specific Scorer’s Rubric:

4-point sample answer: Both clips had stuff happening in fog with lighting. They both used the fog and the lighting to make the mood spooky.

POINTS	SCORING RUBRIC
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4 points	<p>The response includes two similarities and one detail from the videos to support each similarity. Examples may include, but are not limited to:</p> <p>Similarity: Detail</p> <ul style="list-style-type: none"> • Sets: Establish setting, period, environment. • Lighting: Establish mood or atmosphere. • Costumes: Depict a particular period of time / clarify character, help attach meaning • Audience: Viewers/receivers of the message or idea being communicated. • Movement: Fight scenes / good v. evil, clarifies character, period, emotion. • Music: Clarifies emotion , establishes mood, aids rhythm • Story: Gives shape and meaning to the performance. • Projection: Creates environment, clarifies message, creates symbols.
3 points	The response includes two similarities and one example.
2 points	<p>The response includes one similarity and one example.</p> <p>OR</p> <p>The response includes two similarities.</p>
1 point	The response includes one similarity.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

BENCHMARK #:	TH.912.F.3.4
BIG IDEA:	Innovation, Technology, and the Future
ENDURING UNDERSTANDING:	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts
BENCHMARK:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures
CLARIFICATION:	Identify and/or discuss how theatre participation helps in social development and life skills
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Theatre skills that can support life skills: goal setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity, and teamwork
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Sets a situation where social skills developed from theatre experience are used
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What are two skills learned in theatre performance that would aid a student giving a presentation in a social studies class?

What are two examples of how theatre-performance skills would aid a student giving a presentation in social studies class?

Item Specific Scorer’s Rubric:

4-point sample answer: In theatre you learn how to make eye contact which would help one gain and keep the attention of classmates during a social studies presentation. You also learn how to prepare what you are going to say which would help the student in the social studies class make the presentation more interesting.

POINTS	SCORING RUBRIC
4 points	<p>The response includes two skills that would help a student in social studies class and an example of how each skill would help. Examples may include, but are not limited to:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Eye contact • Gestures • Voice projections • Clarity of speech • Preparation <p>How:</p> <ul style="list-style-type: none"> • Gain / keep attention • Be interesting • Engage audience
3 points	<p>The response includes two skills and one example of how it would help. Or The response includes one skill and two examples of how it would help.</p>
2 points	<p>The response includes one skill and one example of how it would help. OR The response includes two skills. OR The response includes two examples of how it would help.</p>
1 point	<p>The response includes one skill. OR The response includes one example of how it would help.</p>
0 points	<p>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."</p>

BENCHMARK #:	TH.912.H.3.2
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Compare the applications of various art forms used in theatre production
CLARIFICATION:	Compare and identify a variety of ways different art forms can be used in theatre production.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on connections with music, visual art, dance and language arts
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May include a video or photo example of a production with multiple art forms easily observable
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

A production director has incorporated Italian Architecture into a production of Romeo and Juliet.

What are two other art forms that were common to this time period that can be used to re-create a Renaissance courtyard?

Item Specific Scorer’s Rubric:

2-point sample answer: The Director could use strolling music players to play period music. They could also add a street artist as was common during this time period

POINTS	SCORING RUBRIC
2 points	The response should include but not be limited to sculpture, music, painting, or landscape.
1 point	The response includes one of the above elements.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know”.

BENCHMARK #:	TH.912.O.3.2
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world
BENCHMARK:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response
CLARIFICATION:	Identify various stage configurations to determine their impact on the audience
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide examples that may include but is not limited to: indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round, etc. to understand how they affect the audience experience and response
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Which stage lends itself more to experimental theatre than the others?

- A. Black box*
- B. Thrust stage
- C. Arena theatre
- D. Proscenium arch

Key: A

BENCHMARK #:	TH.912.S.3.1
BIG IDEA:	Skills, Techniques, and Processes
ENDURING UNDERSTANDING:	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques
BENCHMARK:	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material
CLARIFICATION:	Explain the concept of a particular script, and justify the artistic choices made in producing the play
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Item should focus on artistic choices in casting, staging, or technical design for a scene from original or scripted material
DEPTH OF KNOWLEDGE:	Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	Sets a situation where students are casting, staging, or designing a scene
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Watch the video.

What is one example of how the set was designed to reflect the mood of the scene?

In what way did the set design affect the mood?

MEDIA: video clip

DESCRIPTION: Scene from the balcony scene from Romeo and Juliet. Note: Include the following features: Juliet is higher than Romeo. The platform and ladder leading up to the state are decorated with ivy. Romeo enters from down left. Romeo hides behind rose bushes placed stage left.

Item Specific Scorer’s Rubric:

2-point sample answer: Juliet is on a raised platform, which means she looks down on Romeo. This supports the romantic mood of the piece.

POINTS	SCORING RUBRIC
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2 points	<p>The response includes one example of how the set design was designed to reflect the mood, and how it affects the mood. Examples may include, but are not limited to:</p> <p>Set design:</p> <ul style="list-style-type: none"> • An upstage placement of Juliet’s platform • The platform being raised • Romeo being on a lower plane mid to DS • Romeo hides behind rose bush <p>Reflects mood:</p> <ul style="list-style-type: none"> • Suggests romance / romantic mood • Suggests longing • Suggests youth • Suggests softness
1 point	<p>The response includes one example of how the set contributes to the mood.</p> <p>OR</p> <p>The response includes one reference to the mood.</p>
0 points	<p>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”</p>