We are all Artists:
The Model Curriculum Framework Project
Terminology and definitions
Four ways of approaching curriculum theory and practice:

1. Curriculum as a body of knowledge to be transmitted.
2. Curriculum as an attempt to achieve certain ends – students as “products.”
3. Curriculum as a process.
4. Curriculum as praxis.
Curriculum – a working definition:

“An organized sequence of learning experiences”
Curriculum framework – a working definition:

A curriculum framework is a conceptual representation of the relationship between standards, instruction and curriculum. It provides a structure for educational programs by placing the focus on mastery of commonly agreed upon elemental knowledge and skills to attain fluency and artistic literacy through sequential instruction, while promoting life long learning.
Curriculum framework in Action

The Theatre curriculum framework encompasses three separate but equally important components: 2014 National Theatre Standards, agreed upon Elements & Principles of Theatre and ultimately, sample units of instruction.
Back to the “big picture”... defining the elements and principles
Thinking in “School to Career” terms, theatre education serves two practical purposes: It creates theatrically literate consumers and it prepares future practitioners of the art form.
Unlike other arts educators, theatre teachers have not reached consensus on what is or is not essential to achieving either of those goals.
We can't even agree upon what to call what we do:

Drama
Dramatic Arts
Theatre
Theatre Arts
Stagecraft...
One way to determine the essential components of an art form is to derive a set of “elements” and “principles”
Elements are the smallest components/building blocks that are present in all aspects of an art form in some way.
Principles are arrangements of elements that form the specific crafts/processes of the art form.
Visual Arts

Elements
- Line
- Shape/Form
- Color
- Value
- Texture
- Space/Perspective

Principles
- Pattern
- Rhythm/Movement
- Proportion/Scale
- Balance
- Unity
- Emphasis
Music

Elements
- Duration
- Intensity
- Pitch
- Timbre

Principles
- Composition
- Form
- Genre
- Harmony
- Rhythm
- Texture
Theatre Elements
Storytelling\Communication
*(Creating dramatic literature)*
Exploration/Research/Improvisation

(Preparation and Rehearsal Process)
Transformation/Translation/Conversion

*(Text-to-speech, characterization, etc.)*
Expression/Interpretation

(Applying emphasis to express meaning)
Conflict/Relationship

(Primary motivator of dramatic action)
Combining the elements in various ways creates the component principles of the art form.
The principles reflect teachable skills and are the core of our model curriculum framework.
Theatre Principles
Acting: Behaving naturally within the given dramatic and/or physical circumstances
Designing: Creating the physical environment of a theatrical event
Writing: Creating/devising dramatic literature, analysis and criticism
Producing/directing: Preparing, directing and/or presenting theatrical events
Dramaturgy: Applying specific research and study to support and inform the creation of theatrical work
The Principles interact...
Designing

- Storytelling
- Communication
- Expression
- Interpretation
- Exploration
- Research
- Improvisation
- Transformation
- Transition
- Conversion
- Conflict
- Relationship
Writing

- Storytelling Communication
- Expression Interpretation
- Exploration Research Improvisation
- Transformation Transition Conversion
- Conflict Relationship
Producing/Directing
Dramaturgy

- Storytelling
  - Communication
- Exploration
  - Research
  - Improvisation
- Expression
  - Interpretation
- Transformation
  - Transition
  - Conversion
- Conflict
  - Relationship
So how does this all tie together?
The conceptual framework pictured here articulates a structure emphasizing mastery of commonly agreed upon elemental knowledge and skills which lead to artistic literacy.
Mastery begins with the National Theatre Standards. The standards establish measurable learning goals Pre K – 12.
The elements and principles define the essential underlying concepts and competencies to focus instruction on need to know vs. nice to know.
Together the standards and elements and principles are used to create curriculum and assessments as represented by the books at the bottom of the image.