



SEAL OF ARTS EXCELLENCE - DRAMA

The following document covers the requirements for earning the Seal of Arts Excellence for drama. The students' work will meet the core National Arts Standards of Creating, Performing/Presenting/Producing, Responding, and Connecting.

Resume and Artist Statement

- 1. Resume** - Students will create an arts-based resume that should include but is not limited to:
 - a. Name and contact information
 - b. Educational arts experiences
 - c. Recognitions, accomplishments, and/or awards
 - d. Notable performances/presentations
 - e. Extracurricular arts activities
 - f. Community-based service and/or work experience in the arts.

1 - Developing	2 - Accomplished	3 - Advanced
Some of the required elements of the resume are included. Writing may include grammatical errors or inappropriate mechanics for a formal resume.	All required elements of the resume are included with few errors in use of language.	All required elements of the resume are included with exceptional detail and information. No errors in use of language.

- 2. Artist Statement** - Students will write an artist statement that introduces the panel to themselves and their artistic work. The statement should be no more than 500 words in a 12-point font and should address at minimum the following items:
 - a. How their experiences in the arts have shaped their life thus far and how it will continue to shape their lives.
 - b. Their philosophy of being an artist

1 - Developing	2 - Accomplished	3 - Advanced
The artist statement does not address both of the prompted questions or does not paint a complete picture of the artist. Response shows little thoughtfulness and connection to artform.	The artist statement addresses both questions and paints a largely complete picture of the artist, demonstrating thoughtfulness and connection to their artform.	The artist statement addresses both questions, creating a complete picture of the artist. The response is in-depth, thoughtful, and shows genuine connection to their artform.

Performance Videos and Responses

1. Monologue Video - Students will demonstrate their skill as a theatrical performer through a solo performance.

a. Requirements:

- i. Student must demonstrate proficiency of the following technical performance skills (based on the International Thespian Excellence Awards rubric categories for Acting):
 1. Acting Transitions
 2. Characterization
 3. Voice
 4. Movement/Staging
 5. Execution
- ii. The student will use a "slate" to introduce their monologue that will include:
 1. Self Introduction
 2. Name of Play
 3. Playwright's Name
 4. Name of Character
- iii. Monologue selection must be taken from a published play and may include period or contemporary theater.
- iv. Performance length should be a maximum of 90 seconds.
- v. The character choice must be age appropriate
- vi. The use of dialect is not encouraged, but is not prohibited

b. Written Response - Students will write a two to three paragraph response that includes:

- i. Basic information about the monologue, that includes context of the scene and information about the play, playwright, and other important details.
- ii. A brief reflection on the student's connection to the piece and insight into their preparation process and artistic choices related to the work.

1 - Developing	2 - Accomplished	3 - Advanced
<p>There is partial evidence of dramatic artistry through a basic understanding of technical performance skills. The written response does not clearly explain the student's understanding of the monologue and its relation to the original production or their preparation process.</p>	<p>Student displays dramatic artistry through understanding of technical performance skills. The written response is clear and explains the student's understanding of the monologue, its relation to the original production, and their preparation process.</p>	<p>Student displays superior dramatic artistry through advanced understanding of technical performance skills. The written response thoroughly explains the student's understanding of the monologue, its relation to the original production, and their preparation process. This includes, but is not limited to script analysis process, acting choices, and artistic process.</p>

2. SCENE WITH TWO OR MORE ACTORS - Students will demonstrate their performance abilities in a scene with two or more characters.

a. Requirements

- i. Student must demonstrate proficiency of the following technical performance skills (based on the International Thespian Excellence Awards rubric categories for Acting):
 - 1. Acting Transitions
 - 2. Characterization
 - 3. Voice
 - 4. Movement/Staging
 - 5. Execution
- ii. The student will use a "slate" to introduce their monologue that will include:
 - 1. Introduction of Actors
 - 2. Name of Play
 - 3. Playwright's Name
 - 4. Name of Characters
- iii. The ensemble scene must be taken from a published play and may include period or contemporary theater.
- iv. The ensemble scene must be of a contrasting style from those submitted in the Monologue Video. Note: If the ensemble scene submission does not contrast with those submitted in the Monologue Video will automatically receive a score of 1 (Developing).
- v. Performance length should be a maximum of three minutes.
- vi. The character the student is playing must be one of the prominent characters in the scene. All characters in the scene must be age appropriate.
- vii. The use of dialect is not encouraged, but is not prohibited.

b. **Written Response** - Students will write a two to three paragraph response that includes:

- i. Basic information about the monologue, that includes context of the scene and information about the play, playwright, and other important details.
- ii. A brief reflection on the student's connection to the piece and insight into the collaborative process, artistic choices, and any other information related to preparing the piece.

1 - Developing	2 - Accomplished	3 - Advanced
<p>There is partial evidence of dramatic artistry through a basic understanding of technical performance and collaborative skills. The written response does not clearly explain the student's understanding of the ensemble piece and its relation to the original production or their preparation process.</p>	<p>Student displays dramatic artistry through understanding of technical performance and collaborative skills. The written response is clear and explains the student's understanding of the ensemble piece, its relation to the original production, and their preparation process.</p>	<p>Student displays superior dramatic artistry through advanced understanding of technical performance and collaborative skills. The written response thoroughly explains the student's understanding of the ensemble piece, its relation to the original production, and their preparation process. This includes, but is not limited to script analysis</p>

		process, acting choices, and artistic process.
--	--	--

Evidence of Creativity and Community Connections

Students will demonstrate their creativity as well as ability to work with artists and organizations in the broader community.

- 1. Evidence of the Creative Process** - Students will showcase their originality by selecting and completing ONE of the following options. For all options, any work submitted that is found to be plagiarized will result in immediate disqualification:
 - a. Original Work
 - i. Student Playwriting, Improvisation, Devising
 - ii. Filmmaking
 - b. Directing/Producing
 - i. Stage or musical direction (or assistant)
 - ii. Producing student-directed play or film
 - iii. Dramaturgy
 - iv. Theatre Marketing and Production
 - c. Technical Theatre (based on International Thespian Excellence Awards Rubric)
 - i. Costume Construction/Design
 - ii. Lighting Design
 - iii. Makeup Design
 - iv. Scenic Design
 - v. Sound Design
 - vi. Stage Management
- 2. Written Response** - Students will provide a two to three paragraph response that provides background to their creative work, including process, collaborative elements if applicable, and any other artistic decisions.

1 - Developing	2 - Accomplished	3 - Advanced
There is partial evidence of the student's theatrical creativity and community connections. Student's evidence appears mostly complete. The written response explains basic understanding of the creative and collaborative process.	The student's theatrical creativity and community connections are apparent. Student's work and evidence appears complete and clear. The written response shows understanding of the creative and collaborative process.	The student's theatrical creativity and community connections are apparent and deep. Student's work and evidence are apparent and require no elaboration. The written response shows clear understanding of the creative, preparatory, and collaborative process in context.

- 3. Participation in at least FOUR significant theatrical experiences that are extracurricular or co-curricular.** EACH experience must include a written response/reflection as well as documentation/proof of involvement (photo or scan of certificate, signed letter from person in charge of event, performance program with name listed, etc.). Examples of activities include but are not limited to:
 - a. An adjudicated performance event such as (but not limited to) Kentucky Thespians Festival, Kentucky Theatre Association Competition, Southeast Theatre Competition, YoungArts

- b. Kentucky Governor’s School for the Arts (Drama or Musical Theatre)
- c. School-sponsored 10-minute play festival
- d. Senior Directed Play
- e. School-sponsored extracurricular play or musical
- f. Community theater ensemble such as (but not limited to) Lexington Children’s Theatre, Voices Amplified/The Girl Project, The Lexington Theatre Company, Woodford Theatre Young Artists (Must participate for at least 1 season.)
- g. Participate in a formal intensive experience such as (but not limited to) Story Cycle, Lexington Theatre Company classes/workshops, private or collegiate preparatory summer camps. Must participate for at least 3 days including a culminating performance.
- h. Participate in sustained private lessons with at least two semesters of study with at least 16 lessons total. A letter from the private teacher stating the number of lessons must be included.

1 - Developing	2 - Accomplished	3 - Advanced
Student participates in at least four events. Student provides one or more responses that do not articulate their perceived value of the experience, what they learned, or how they contributed to the event.	Student participates in four significant theatrical experiences. Student provides response that articulate their perceived value of the experience, what they learned, and/or how they contributed to the event.	Student participates in four or more significant theatrical experiences. Student provides response that clearly articulate their perceived value of the experience, what they learned, and how they contributed to the event. Student response also includes a journal-like summary of the preparatory, creative, and performance process for each event.

Course Requirements

Students wishing to earn the Seal of Arts Excellence in Drama must complete four years of enrollment in the Drama section of the Fine Arts Cohort.

Drama Seal of Arts Excellence Checklist:

- Resume
- Artist Statement
- Monologue Video (and Written Response)
- Group Performance Video (and Written Response)
- Evidence of Creativity (and Written Response)
- Four community/extracurricular experiences (and Written Responses)
- Course Requirements

If you have additional questions, please contact Kris Olson (GRC High School Fine Arts Chair) at kristofer.olson@clark.kyschools.us.