

Reflective Artist Projects in Theater

from Perpich Center for Arts Education

2026-2027

Through the Reflective Artist Projects, students continue to refine their artistic knowledge and skills and engage in ongoing reflection to make their thinking visible.

Students: In RAPs, students are deepening skills that transfer to college and career, and a way to make their thinking visible. These skills could include goal setting, persistence, envisioning, reflecting, communicating, analyzing, evaluating, problem solving, considering various points of view, initiative, and/or working independently. If students are in the process of writing essays for college applications, this can help!

Teachers: Here is a pathway to deepening skills that your students are developing through their work in the arts—21st century skills that transfer to college and career—and make that thinking visible. These skills could include goal setting, persistence, envisioning, reflecting, communicating, analyzing, evaluating, problem solving, considering various points of view, initiative, and/or working independently. RAPs also provide support for framing teaching and learning in your classes for *all* students through the 2018 Minnesota K-12 Academic Standards in the Arts.

- Assign (or students choose) a project in one of three artistic processes—**Create**, **Respond**, and **Perform**—plus **Connect**. Connect is part of every project. Project examples are provided on page 6, and these reflect current MN K-12 Theater Standards.
- Students keep a journal through their work on the project. Sample prompts are provided on page 2. One alternative to the more familiar prompts is reflecting on Competencies of Practice. Students at Perpich Arts High School engage with these in their work. See the pages specific to each artistic process: **Create** – page 3, **Respond** – page 4, **Perform** – page 5.
- Suggested rubrics for projects/journals are on page 2 and rubrics for Competencies of Practice are on pages 3-5.

Your project will be based on one of these three artistic processes—**Create**, **Respond**, and **Perform**—plus **Connect**. Connect is part of every project. Keep a journal throughout your project work to document your inspiration, challenges, questions, and progress.

Sample Prompts for Your Journal Entries

- What are you thinking about and working on today?
- How did your work move forward today?
- What challenges are you facing?
- What ideas do you have for addressing the challenge(s)? Are there options?
- What's next? Who might you ask for help? What research can you do on your own?
- What do you plan to work on next/tomorrow?

Sample Scoring Rubric for Projects and Journals

One or more statement(s) under each element will apply to your RAP, depending on the artistic process(es) you've chosen.

	Work EXCEEDS the TARGET	This is your TARGET to MEET the level of achievement expected in the Reflective Artist Project	Work DOES NOT YET MEET the TARGET
Artistic work	10	8 6 Rigor/Technique • Technique demonstrates an advanced level of perseverance with technical skill and proficiency in the chosen medium(s). • Skilled analysis shows a deep understanding and thoughtful analysis of artistic choices and techniques used in the project. • Use of vocabulary demonstrates precise and descriptive language to articulate artistic intentions and outcomes.	4 2
	10	8 6 Expression/Artistry • Incorporation of materials/elements/concepts demonstrates adeptness in the use of materials, elements, and concepts to express artistic ideas effectively. • Sharp attention to detail shows meticulous care in the execution of the artwork, ensuring precision and clarity.	4 2
	10	8 6 Spark/Impact • A unique, creative, or surprising element shows an original and innovative aspect that stands out and adds depth or intrigue to the product. • A strong connection with audience/viewers engages them emotionally, intellectually, or aesthetically, leaving a lasting impression or prompting meaningful interaction.	4 2
Journal	5	4 3 • Regular writing, drawing, sketching, and/or audio recordings consistently engage with the prompts, demonstrating a disciplined approach to reflection. • Each question is addressed at least once, ensuring thoughtful consideration of progress and the development process. • Reflections cite evidence from the work + more details illustrating deeper understanding and critical thinking.	2 1

* The use of language conventions is expected such as complete sentences or bullets, accurate punctuation, and appropriate grammar.



Another Type of Journal Prompts – Competencies of Practice for Theater **Create + Connect** Projects

Another approach in the journal is to reflect on your work through one or more of the Competencies of Practice (Creative, Individual, Thinking, Relational). Students at Perpich Arts High School engage with these in their work.

Theater Create + Connect Project		
Creative Practice	• I am a maker of art • I am an innovator • I am resource savvy • I am a risk taker • I am a keen observer	• Where do people get ideas for creating artistic work? • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • Why do artists follow or break from established traditions? • What influences choice-making in creating art?
Individual Practice	• I am knowledgeable • I am productive • I am accountable • I am self-directed • I am devoted to improving	• How do creators use self-reflection and feedback from others to improve the quality of their work? • Why do artists follow or break from established traditions? • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in their art forms? • How do artists use self-reflection, feedback from others, and documentation to improve the quality of their work?
Thinking Practice	• I am a critical thinker • I am a creative thinker • I am a connection maker • I am a problem solver • I am a questioner • I am a decision maker	• What conditions, attitudes, and behaviors support innovative thinking? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • How do artists and designers learn from trial and error? • How do creators determine whether a particular direction in their work is effective? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • What role does persistence play in revising, refining, and developing work? • How do artists use self-reflection, feedback from others, and documentation to improve the quality of their work?
Relational Practice	• I am a collaborator • I am a communicator across disciplines • I am an engaged citizen • I am culturally aware	• How does creating artistic work deepen understanding of ourselves, other knowledge, and events around us? • How does collaboratively reflecting on a work help us experience it more completely? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do objects, places, and design shape lives and communities? • How do artists and designers create works of art or design that effectively communicate?

	Work EXCEEDS the TARGET	This is your TARGET to MEET the level of achievement expected in the Reflective Artist Project	Work DOES NOT YET MEET the TARGET
Reflecting on Competencies of Practice	5	4 3 • Reflection on one or more of the Competencies of Practice responds to one of the Essential Questions, or examines and discusses specific skills and competencies relevant to the project or artistic process. • Reflections cite evidence from the work + more details with specific examples or evidence from their own artistic work, demonstrating application in the identified competencies.	2 1

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Another Type of Journal Prompts – Competencies of Practice

Theater **Respond** + **Connect** Project

Another approach in the journal is to reflect on your work through one or more of the Competencies of Practice (Creative, Individual, Thinking, Relational). Students at Perpich Arts High School engage with these in their work.

Theater Respond + Connect Project		
Creative Practice	• I am an innovator • I am resource savvy • I am a risk taker • I am a keen observer	• How can the same work of art communicate different messages to different people?
Individual Practice	• I am knowledgeable • I am productive • I am accountable • I am self-directed • I am devoted to improving	• How is a personal preference different from an evaluation?
Thinking Practice	• I am a critical thinker • I am a creative thinker • I am a connection maker • I am a problem solver • I am a questioner • I am a decision maker	• How does artistic work preserve aspects of life? • How is a personal preference different from an evaluation? • How and why might criteria vary? • How can one determine criteria to evaluate artistic work? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
Relational Practice	• I am a collaborator • I am a communicator across disciplines • I am an engaged citizen • I am culturally aware	• How does artistic work deepen our understanding of ourselves, other knowledge, and events around us? • How can the same work of art communicate different messages to different people? • How is artistic work used to impact the views of a society? • How does artistic work help us understand the lives of people of different times, places, and cultures? • How does creating artistic work deepen understanding of ourselves, other knowledge, and events around us?

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Another Type of Journal Prompts – Competencies of Practice

Theater Perform + Connect Project

Another approach in the journal is to reflect on your work through one or more of the Competencies of Practice (Creative, Individual, Thinking, Relational). Students at Perpich Arts High School engage with these in their work.

Theater Perform + Connect Project		
Creative Practice	• I am a maker of art • I am an innovator • I am resource savvy • I am a risk taker • I am a keen observer	• What criteria are considered when selecting works for performance? • What can I do to fully prepare a performance or technical design?
Individual Practice	• I am knowledgeable • I am productive • I am accountable • I am self-directed • I am devoted to improving	• What can I do to fully prepare a performance? • What criteria are considered when selecting works for performance? • When is a performance ready to present? • What must a performer do to prepare the mind and body for artistic expression? • How does a performer heighten artistry in a public performance?
Thinking Practice	• I am a critical thinker • I am a creative thinker • I am a connection maker • I am a problem solver • I am a questioner • I am a decision maker	• When is a performance ready to present? • How do context and the manner in which a work is performed influence audience response? • What must an artist do to prepare the mind and body for artistic expression? • How does a performer heighten artistry in a public performance? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
Relational Practice	• I am a collaborator • I am a communicator across disciplines • I am an engaged citizen • I am culturally aware	• What criteria are considered when selecting works for performance? • How do context and the manner in which a work is performed influence audience response? • How does artistic work help us understand the lives of people of different times, places, and cultures? • How does artistic work preserve aspects of life? • How does a performer heighten artistry in a public performance? • How does creating artistic work deepen understanding of ourselves, other knowledge, and events around us?

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Reflective Artist Project Examples in Theater

Here are some examples and more specific information about Reflective Artist Projects in music. Please note that these examples are provided to give ideas for your students' work. Feel free to adapt these ideas or create new ones!

Create (+ Connect) an original devised or scripted work, technical design, or character analysis. You'll generate ideas, develop and expand your ideas, revise or refine your work perhaps with feedback from others, and then complete it. Along the way, think about how your personal knowledge and experience is evident in the choices you make, as well as the historical and cultural contexts for the work.

Examples of Create projects in theater:

- **Original script.** This work may be a monologue, 10-minute play, One Act play, full length play, or could take some other form that is substantial and demonstrates the culmination of your learning to date. The work may be initially created by devising or writing, but the submitted project should be submitted in writing.
- **Original technical design for an existing play.** This work may be a design for the set; lighting; sound; costumes; props; or hair, wigs, and makeup.
- **Character analysis.** Create a character analysis for an existing character in a published, scripted work. Use a combination of evidence from the text and your original ideas to create your analysis. Explain the physical and vocal choices that you would make as an actor to embody and perform this character, based on your analysis.

Respond (+ Connect) to a script or a live theatrical production. You'll describe and analyze the work, and then evaluate it using selected criteria and supporting evidence. Along the way, you'll learn about the background or context in which it was created, and think about how the context and your own experience have influenced your response.

Examples of Respond projects in theater:

- **Original analysis.** Craft an original analysis of a full-length, published play that is reflective of your life experience, identity, or heritage in some way, or that is significant to you for another reason. It should be approximately 500-700 words, and it should include the 5Ws (*who, what, when, where, why*) and *how* the play speaks to your life experience or resonates with you.
- **Review.** Craft a review of a live theatrical production. This should be a full-length play, not a contest one-act, and preferably a community or professional production. It should not be a review of a production in which you participated. You may discuss issues of genre, style, mood, and the central themes and ideas that were emphasized in the production. You may want to focus your review on the area of theater you are most passionate about or focused on pursuing such as acting, directing, playwriting, design/tech, or stage management. It should be approximately 500-700 words.

Perform (+ Connect) a character from an existing script. You'll analyze the work and think about your own interpretation, develop any new skills needed, rehearse the work perhaps with feedback from others, and then perform it. Along the way, learn about the background or context in which the work was created and think about how that has influenced your performance.

Examples of Perform projects in theater:

- **Two monologues.** Select, rehearse, and perform two contrasting monologues that are each one to two minutes long. By "contrasting" we mean one play written prior to 1900, and one play written after that time, and two pieces with enough difference to illuminate distinct physical and vocal choices.
- **Two-person scene.** Select, rehearse, and perform a two-person scene from a published play along with a scene partner. The scene should be between 5-8 minutes long.

