

North Dakota Theatre Arts Content Standards

Grades K-12

March 2019



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Superintendent's Foreword

Our North Dakota public schools endeavor to provide a well-rounded education for our students. This task goes well beyond offering traditional instruction in reading, writing, and mathematics. Our young people also should recognize the beauty, transcendence, and creative value of the arts – music, dance, media, theatre, and the visual arts.

These newly developed arts standards, drafted with pride and affection by teams of North Dakota educators, will broaden the learning horizons for our students. The arts are an indispensable element for demonstrating our common humanity. They give our students new and unique ways for expressing themselves, for learning and understanding other subjects, and for developing more imaginative and innovative ways of thinking. These standards will aid our North Dakota students as they become more fully formed members of our state, nation, and world.

The North Dakota Constitution recognizes the importance of public education in nurturing prosperity, happiness, and a “high degree of intelligence, patriotism, integrity and morality.” Statewide academic content standards help us to reach these noble objectives. These new standards in the arts give us the tools to provide equitable educational opportunity statewide.

While these North Dakota standards represent a statewide reference point for teaching the arts in classrooms, local school districts are encouraged to use them as a guide for developing their own local, customized curriculum.

The work on these new standards began in January 2018 and continued throughout the year. The writing committee's drafts were made available for public comment, which generated useful opinions from teachers, administrators, parents and the community.

A panel of business people, community leaders, and representatives of the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talents to review the draft standards and provide their recommendations to the writing committee.

No one is better qualified to prepare arts standards for our schools than our own educators. This document is an exemplar of the best in North Dakota education – North Dakota teachers, writing statewide standards in an open, transparent and diligent manner.

Each member of the arts writing teams deserve our thanks for their extensive research, analysis and deliberation. Thanks to their work, these standards are ready to be used in our classrooms across the state this fall.



Kirsten Baesler
Superintendent of Public Instruction
March 2019

Document Revision Log

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North Dakota Arts Content Standards Introduction

The North Dakota Arts Content Standards (2019) articulate what students are expected to know and apply when creating, presenting, responding and connecting to the arts. Framed within four Artistic Processes (Create, Perform/Produce/Present, Respond, and Connect), the arts standards use a set of eleven anchor standards common to all five arts disciplines. The standards build from kindergarten through high school with increasing depth and complexity. These standards were written by a diverse team of North Dakota elementary, secondary and post-secondary educators, under the guidance of the State Superintendent with technical assistance from North Central Comprehensive Center at McREL International. The writing process was informed by reviewing previous North Dakota standards along with other state/national standards, resources, and multiple public reviews.

Implementation of these standards will guide the development of artistic literacy needed to fully engage in the arts. This involves an understanding of the artistic processes that go deeper as knowledge and experience increases.

Theatre Arts Introduction

The purpose of the standards is to provide a framework from which educators, community members, and stakeholders of North Dakota can support and implement the arts into the curriculum for kindergarten through twelfth grade students. The interest of the team was to develop a working document that would both serve to articulate expectations for learning while initiating collaboration among those involved with the education of the state's youth. Their intended use is for all those involved in the education and support of young people, whether they are theatre instructors, classroom teachers, arts professionals or other stakeholders involved in the arts. Along with understandings of the tradition of theatre arts as a human expression through history and across cultures, the standards include understandings of the various forms, techniques, and processes.

The standards include anchor standards that express overall expectations across grade level with performance standards articulated by grade level. The anchor standards are clustered around the processes of:

- **Creating:** Creating and developing new artistic ideas and work.
- **Performing (Theatre):** Realizing artistic ideas and work through interpretation and presentation. [Presenting (Visual Arts)/Performing (Dance and Music)/Producing (Media Arts)]
- **Responding:** Understanding and evaluating how the arts convey meaning.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.

Each Anchor Standard includes Enduring Understandings and Essential Questions that address important concepts and ideas implicit in the standards. Performance standards articulate the anchor standards from kindergarten through fifth grade, middle school standards and high school standards. Although the progression of standards is set up in a linear manner, once the standards reach the high school level, they are not course-based, but rather skill based.

Words underlined and bolded can be found in the glossary at the end of the document. **This document is best printed on legal size paper.**

Key Components of this Document

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. These processes define and organize the link between the art and the learner. The arts processes are Create, Perform/Produce/Present, Respond, and Connect.

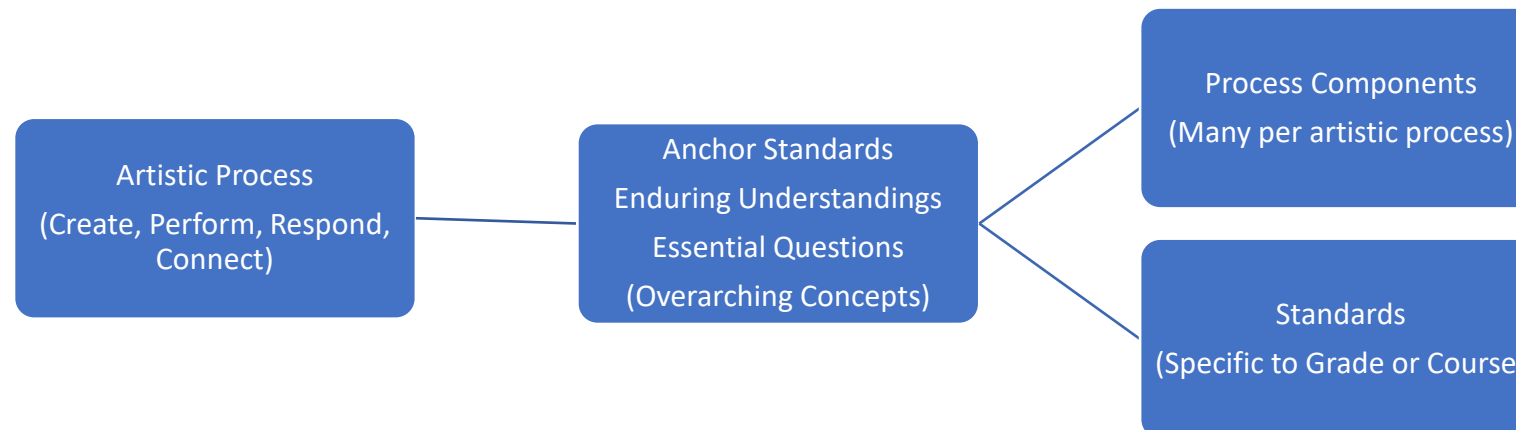
Anchor Standards describe the general knowledge and skills teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

Enduring Understandings are statements summarizing important ideas and processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand because of studying a certain content area. Enduring understandings should also enable students to make connections to other disciplines beyond the arts.

Essential Questions guide students as they uncover enduring understandings. They are questions that encourage, hint at, even demand transfer beyond the specific topic in which students first encounter them. Therefore, essential questions should recur over the years to promote conceptual connections and curriculum coherence.

Process Components are the actions artists carryout as they complete each artistic process. These play a key role in generating enduring understandings and grade/course standards.

Standards are discipline-specific (dance, media arts, music, visual arts, theatre), grade-by-grade or course-by-course articulations of student achievement.



K-12 Theatre Arts – Creating

Artistic Process

Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Envision	<p>TH:Cr1.K a. With prompting and support, use imagination to explore dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Cr1.1 a. Collaborate with peers to imagine choices characters could make to create a sequential plot. (e.g., process drama, story drama, creative drama).</p> <p>b. Collaborate with peers to conceptualize costumes, scenery, environment, and props in a guided drama experience.</p>	<p>TH:Cr1.2 a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Identify how characters might move and speak to support the story and given circumstances in a guided drama experience.</p>	<p>TH:Cr1.3 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</p>	<p>TH:Cr1.4 a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.</p> <p>b. Visualize and propose technical support</p>	<p>TH:Cr1.5 a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.</p> <p>b. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.</p>	<p>TH:Cr1.6 a. Identify possible solutions to staging challenges in a drama/theatre work.</p> <p>b. Explore a scripted or improvised character by imagining how the character would react in a provided scenario in a drama/theatre work.</p>	<p>TH:Cr1.MS a. Investigate, imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.</p> <p>b. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p>	<p>TH:Cr1.HS a. Investigate a variety of historical and cultural dramatic forms, theatrical conventions, and technologies and their impact on the visual composition of a drama/theatre work.</p> <p>b. Understand and apply technology to create a complete design for a drama/theatre work.</p> <p>c. Integrate script analysis, cultural and historical contexts, and personal experiences to create a character that is believable and authentic, in a drama/theatre work.</p>

K-12 Grade Level Standards

Process Component

Interpreting the Standard Numbering System

Example: TH:Cr1.MS_a

VA = Theatre Arts
 Cr = Creating Artistic Process
 1 = Anchor Standard
 MS = Middle School
 a = Standard

Numbering System

North Dakota Theatre Arts Artistic Processes and Anchor Standards

Artistic Processes

<p>Creating</p> <p>Definition: Creating and developing new artistic ideas and work.</p>	<p>Performing/Presenting/Producing</p> <p>Definitions: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.</p>	<p>Responding</p> <p>Definition: Understanding and evaluating how the arts convey meaning.</p>	<p>Connecting</p> <p>Definition: Relating artistic ideas and work with personal meaning and external context.</p>
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Anchor Standards

<p>Students will:</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<p>Students will:</p> <ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<p>Students will:</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Construct meaningful interpretations of artistic work. 9. Apply criteria to evaluate artistic work. 	<p>Students will:</p> <ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to create art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including artistic ideas and works of various cultures.
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Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. The North Dakota Arts Standards are based on the artistic processes of Creating, Performing/Producing/Presenting, Responding, and Connecting.

K-12 Theatre Arts – Creating

Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question(s): *What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?*

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Envision	<p>TH:Cr1.K a. With prompting and support, use imagination to explore dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Cr1.1 a. Collaborate with peers to imagine choices characters could make to create a sequential plot. (e.g., process drama, story drama, creative drama). b. Collaborate with peers to conceptualize costumes, scenery, environment, and props in a guided drama experience.</p>	<p>TH:Cr1.2 a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify how characters might move and speak to support the story and given circumstances in a guided drama experience.</p>	<p>TH:Cr1.3 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</p>	<p>TH:Cr1.4 a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work. b. Visualize and propose and design technical elements that support the story and given circumstances in a drama/theatre work.</p>	<p>TH:Cr1.5 a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work. b. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.</p>	<p>TH:Cr1.6 a. Identify possible solutions to staging challenges in a drama/theatre work. b. Explore a scripted or improvised character by imagining how the character would react in a provided scenario in a drama/theatre work.</p>	<p>TH:Cr1.MS a. Investigate, imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work. b. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p>	<p>TH:Cr1.HS a. Investigate a variety of historical and cultural dramatic forms, theatrical conventions, and technologies and their impact on the visual composition of a drama/theatre work. b. Understand and apply technology to create a complete design for a drama/theatre work. c. Integrate script analysis, cultural and historical contexts, and personal experiences to create a character that is believable and authentic, in a drama/theatre work.</p>

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K-12 Theatre Arts – Creating

Anchor Standard 2: Organize and develop artistic ideas and work

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question(s): How, when, and why do theatre artists' choices change?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standards	Grade 5 Standards	Grade 6 Standard	Middle School Standards	High School Standards
Develop	<p>TH:Cr2.K a. With prompting and support, interact with peers and contribute and express original ideas to <u>dramatic play</u> or a <u>guided drama experience</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>).</p>	<p>TH:Cr2.1 a. Contribute in the development of a sequential <u>plot</u> in a guided <u>drama experience</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>).</p>	<p>TH:Cr2.2 a. Collaborate with peers to devise meaningful <u>dialogue</u> to advance a story in a <u>guided drama experience</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>).</p>	<p>TH:Cr2.3 a. Compare ideas with peers and make selections that will enhance and deepen original ideas for a group <u>drama/theatre</u> work.</p>	<p>TH:Cr2.4 a. Collaborate to devise original ideas for a <u>drama/theatre</u> work by asking questions about <u>characters</u> and <u>plots</u>. b. Make and discuss group decisions and identify responsibilities required to present a <u>drama/theatre</u> work (e.g., <u>actor</u>, <u>director</u>, <u>playwright</u>, and <u>technical designers</u>).</p>	<p>TH:Cr2.5 a. Devise original ideas for a <u>drama/theatre</u> work that reflect collective inquiry about <u>characters</u> and their given circumstances. b. Participate in defined responsibilities required to present a <u>drama/theatre</u> work informally to an <u>audience</u> (e.g., <u>actor</u>, <u>director</u>, <u>playwright</u>, and <u>technical designers</u>).</p>	<p>TH:Cr2.6 a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted <u>drama/theatre</u> work.</p>	<p>TH:Cr2.MS a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a <u>drama/theatre</u> work. b. Investigate the collaborative nature of and share leadership of defined responsibilities (e.g., <u>actor</u>, <u>director</u>, <u>playwright</u>, and <u>technical designers</u>) to develop collaborative goals when preparing or devising <u>drama/theatre</u> work.</p>	<p>TH:Cr2.HS a. Refine a <u>dramatic</u> concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a <u>drama/theatre</u> work. b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or <u>scripted drama/theatre</u> work.</p>

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K-12 Theatre Arts – Creating

Anchor Standard 3: Refine and complete artistic work

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question(s): How do theatre artists transform and edit their initial ideas?

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Rehearse	<p>TH:Cr3.K a. With prompting and support, ask and answer questions in <u>dramatic play</u> or a <u>guided drama experience</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>).</p>	<p>TH:Cr3.1 a. Contribute to the adaptation of the <u>plot</u> in a <u>guided drama experience</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>). b. Collaborate to imagine how a single object could have more than one representation in a <u>guided drama experience</u>.</p>	<p>TH:Cr3.2 a. Contribute to the adaptation of <u>dialogue</u>, sounds, and movements in a <u>guided drama experience</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>). b. Generate independently multiple representations of a single object in a <u>guided drama experience</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>).</p>	<p>TH:Cr3.3 a. Collaborate with peers to revise, refine, and adapt ideas to fit the given scenario of a drama theatre work. b. Practice and refine design and technical choices to support a devised or scripted <u>drama/theatre</u> work.</p>	<p>TH:Cr3.4 a. Revise and improve an <u>improvised</u> or scripted <u>drama/theatre</u> work through repetition, collaborative and self-review. b. Collaborate on solutions to design and technical problems that arise in <u>rehearsal</u> for a <u>drama/theatre</u> work.</p>	<p>TH:Cr3.5 a. Use physical and vocal exploration for <u>character</u> development in an <u>improvised</u> or scripted <u>drama/theatre</u> work. b. Create innovative solutions to design and technical problems that arise in <u>rehearsal</u> for a <u>drama/theatre</u> work.</p>	<p>TH:Cr3.6 a. Articulate and examine choices to refine a devised or scripted <u>drama/theatre</u> work. b. Identify effective physical and vocal traits of characters in an <u>improvised</u> or scripted <u>drama/theatre</u> work. c. Explore a planned <u>technical design</u> during the <u>rehearsal</u> process for a devised or scripted <u>drama/theatre</u> work.</p>	<p>TH:Cr3.MS a. Use repetition and analysis to revise devised or scripted <u>drama/theatre</u> work. b. Refine effective physical, vocal, and physiological traits of <u>characters</u> in an <u>improvised</u> or scripted <u>drama/theatre</u> work. c. Implement and refine a planned <u>technical design</u> using simple technology during the <u>rehearsal</u> process for devised or <u>scripted drama/theatre</u> work.</p>	<p>TH:Cr3.HS a. Use the <u>rehearsal</u> process to analyze the dramatic concept and technical <u>design elements</u> of a devised or scripted <u>drama/theatre</u> work. b. Explore <u>script</u> analysis, physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a <u>drama/theatre</u> work. c. Re-imagine and revise planned <u>technical design</u> choices during the course of a <u>rehearsal</u> process to enhance the story and emotional impact of a devised or scripted <u>drama/theatre</u> work.</p>

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K-12 Theatre Arts – Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

	K Standard	Grade 1 Standards	Grade 2 Standard	Grade 3 Standards	Grade 4 Standards	Grade 5 Standard	Grade 6 Standards	Middle School Standards	High School Standards
Select	<p>TH:Pr4.1.K a. With prompting and support, identify characters and setting in a dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Pr4.1.1 a. Describe a story’s character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Alter voice, body, and gestures to communicate character traits and emotions in a guided drama experience.</p>	<p>TH:Pr4.1.2 a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Pr4.1.3 a. Apply the elements of dramatic structure to a story and create a drama/theatre work. b. Investigate how movement and voice are incorporated into drama/theatre work.</p>	<p>TH:Pr4.1.4 a. Modify the dialogue and action to change the story in a drama/theatre work. b. Make physical and vocal choices to develop a character in a drama/theatre work.</p>	<p>TH:Pr4.1.5 a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p>	<p>TH:Pr4.1.6 a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work. b. Experiment with various physical choices to communicate character and meaning in a drama/theatre work.</p>	<p>TH:Pr4.1.MS a. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. b. Consider various staging choices to enhance the story in a drama/theatre work. Explore different pacing to better communicate the story in a drama/theatre work.</p>	<p>TH:Pr4.1.HS a. Examine how character relationships assist in telling the story and shape a believable and sustainable drama/theatre work. b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.</p>

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K-12 Theatre Arts – Performing

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or technical/production design.

Essential Question(s): *What can I do to fully prepare a performance or technical/production design?*

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standard	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Prepare	<p>TH:Pr5.K a. With prompting and support, understand that voice and sound are fundamental to <u>dramatic play</u> and <u>guided drama experiences</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>).</p>	<p>TH:Pr5.1 a. With prompting and support, identify and understand that physical movement is fundamental to <u>guided drama experiences</u> (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>). b. With prompting and support, identify <u>technical elements</u> such as props, costumes, and scenery that can be used in a <u>guided drama experience</u>.</p>	<p>TH:Pr5.2 a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., <u>process drama</u>, <u>story drama</u>, <u>creative drama</u>). b. Identify and explore <u>technical elements</u> such as props, costumes, and scenery in a <u>guided drama experience</u>.</p>	<p>TH:Pr5.3 a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group <u>setting</u> for <u>drama/theatre</u> work.</p>	<p>TH:Pr5.4 a. Practice selected exercises that can be used in a group <u>setting</u> for <u>drama/theatre</u> work. b. Propose the use of <u>technical elements</u> such as props, costumes, and scenery in a <u>drama/theatre</u> work.</p>	<p>TH:Pr5.5 a. Choose acting exercises that can be applied to a <u>drama/theatre</u> work. b. Demonstrate the use of <u>technical elements</u> such as props, costumes, and scenery in a <u>drama/theatre</u> work.</p>	<p>TH:Pr5.6 a. Recognize how acting exercises and techniques can be applied to a <u>drama/theatre</u> work. b. Articulate how <u>technical elements</u> are integrated into a <u>drama/theatre</u> work.</p>	<p>TH:Pr5.MS a. Participate in a variety of acting exercises and use a variety of <u>acting techniques</u> to increase skills in a <u>rehearsal</u> or <u>drama/theatre</u> performance. b. Use a variety of <u>technical elements</u> to create a design for a <u>rehearsal</u> or <u>drama/theatre</u> production.</p>	<p>TH:Pr5.HS a. Use and justify a collection of acting skills build a believable and sustainable performance. b. Research, apply, and justify the selection of <u>technical elements</u> to create a design that communicates the concept of a <u>drama/theatre</u> production.</p>

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K-12 Theatre Arts – Performing

Anchor Standard 6: Convey meaning through the presentation of artistic work

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standards	High School Standards
Share, Present	TH:Pr6.K a. With prompting and support, use voice and sound in <u>dramatic play</u> or a <u>guided drama experience</u> (e.g., <u>process drama</u> , <u>story drama</u> , <u>creative drama</u>).	TH:Pr6.1 a. With prompting and support, use movement and <u>gestures</u> to communicate emotions in a <u>guided drama experience</u> (e.g., <u>process drama</u> , <u>story drama</u> , <u>creative drama</u>).	TH:Pr6.2 a. Contribute to group <u>guided drama experiences</u> (e.g., <u>process drama</u> , <u>story drama</u> , <u>creative drama</u>) and informally share with peers.	TH:Pr6.3 a. Practice <u>drama/theatre</u> work and share reflections individually and in small groups.	TH:Pr6.4 a. Share small-group <u>drama/theatre</u> work with peers as <u>audience</u> .	TH:Pr6.5 a. Present <u>drama/theatre</u> work informally to an <u>audience</u> .	TH:Pr6.6 a. Adapt a <u>drama/theatre</u> work and present it informally for an <u>audience</u> .	TH:Pr6.MS a. Perform a rehearsed <u>drama/theatre</u> work that will be shared with an <u>audience</u> .	TH:Pr6.HS a. Perform a rehearsed <u>drama/theatre</u> work that employs research and analysis grounded in the creative perspectives of the <u>playwright</u> , <u>director</u> , <u>technical designer</u> , and <u>actor</u> for an <u>audience</u> .

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K-12 Theatre Arts – Responding

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standards	High School Standards
Reflect	<p>TH:Re7.K a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Re7.1 a. Recall and share choices made in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Re7.2 a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Re7.3 a. Understand why artistic choices are made in a drama/theatre work (e.g., process drama, story drama, creative drama).</p>	<p>TH:Re7.4 a. Identify artistic choices made in a drama/theatre work through participation and observation.</p>	<p>TH:Re7.5 a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.</p>	<p>TH:Re7.6 a. Describe and record personal reactions to artistic choices in a drama/theatre work.</p>	<p>TH:Re7.MS a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</p>	<p>TH:Re7.HS a. Demonstrate an understanding of how historical, cultural context, and personal experiences affect interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.</p>

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K-12 Theatre Arts – Responding

Anchor Standard 8: Construct meaningful interpretations of artistic work

Enduring Understanding: Theatre artists’ interpretations of **drama/theatre** work are influenced by personal experiences and aesthetics.

Essential Question(s): How can the same work of art communicate different messages to different people?

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Interpret	<p>TH:Re8.K a. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Re8.1 a. Identify causes of character actions and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience.</p>	<p>TH:Re8.2 a. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). b. Explain or use text and pictures to describe how others’ emotions and choices may compare to the emotions and choices of characters in a guided drama experience.</p>	<p>TH:Re8.3 a. Examine how multiple personal experiences are made between oneself and a character’s emotions in drama/theatre work. b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.</p>	<p>TH:Re8.4 a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. b. Compare and contrast the qualities of characters and how they may change in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.</p>	<p>TH:Re8.5 a. Explain responses to characters based on cultural perspectives and personal experiences when participating in or observing a drama/theatre work. b. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p>	<p>TH:Re8.6 a. Explain how artists make choices based on personal experience in a drama/theatre work. b. Identify how personal and cultural aesthetics, preferences, and beliefs influence the evaluation of a drama/theatre work.</p>	<p>TH:Re8.MS a. Identify the artistic choices made based on personal experience in a drama/theatre work. Recognize and share artistic choices when participating in or observing a drama/theatre work. b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.</p>	<p>TH:Re8.HS a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work. b. Identify and use understandings of cultures and contexts to shape personal responses to drama/theatre work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.</p>

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K-12 Theatre Arts – Responding

Anchor Standard 9: Apply criteria to evaluate artistic work

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question(s): How are the theatre artists processes and the audience's perspectives impacted by analysis and synthesis?

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Evaluate	<p>TH:Re9.K a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Re9.1 a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify props and costumes that might be used in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience.</p>	<p>TH:Re9.2 a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama). b. Use a prop or costume in a guided drama experience to describe characters, settings, or events. c. Describe how characters respond to challenges in a guided drama experience.</p>	<p>TH:Re9.3 a. Understand how and why groups evaluate drama/theatre work. b. Consider and analyze technical elements from multiple drama/theatre works. c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.</p>	<p>TH:Re9.4 a. Propose a plan to evaluate drama/theatre work. b. Investigate how technical elements may support a theme or idea in a drama/theatre work.</p>	<p>TH:Re9.5 a. Develop and implement a plan to evaluate drama/theatre work. b. Assess how technical elements represent the theme of a drama/theatre work. c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.</p>	<p>TH:Re9.6 a. Use supporting evidence and criteria to evaluate drama/theatre work. b. Identify a specific audience or purpose for a drama/theatre work.</p>	<p>TH:Re9.MS a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Assess the impact of a drama/theatre work on a specific audience.</p>	<p>TH:Re9.HS a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations. c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.</p>

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K-12 Theatre Arts – Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to create art

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question(s): *What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standards	High School Standards
Emphasize	<p>TH:Cn10.K a. Identify character and emotions in a dramatic play or guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.</p>	<p>TH:Cn10.1 a. With prompting and support, identify similarities between characters and oneself in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Cn10.2 a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Cn10.3 a. Use personal experiences and knowledge to make connections to the students' community and culture in a drama/theatre work.</p>	<p>TH:Cn10.4 a. Identify the ways a drama/theatre work reflects the perspectives of a community or culture.</p>	<p>TH:Cn10.5 a. Explain how drama/theatre connects oneself to a community or culture.</p>	<p>TH:Cn10.6 a. Explain how the actions and motivations of characters in a drama/theatre work impact how a community or culture is perceived.</p>	<p>TH:Cn10.MS a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work. b. Examine a community issue through multiple perspectives in a drama/theatre work.</p>	<p>TH:Cn10.HS a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work. b. Choose and interpret a drama/theatre work to reflect or question personal beliefs. c. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.</p>

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K-12 Theatre Arts – Connecting

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including artistic ideas and works of various cultures

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question(s): *What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?*

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standards	High School Standards
Interrelate	<p>TH:Cn11.K a. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>TH:Cn11.1 a. Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., process drama, story drama, creative drama). b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.</p>	<p>TH:Cn11.2 a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama). b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.</p>	<p>TH:Cn11.3 a. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.</p>	<p>TH:Cn11.4 a. Compare the drama/theatre conventions of a given time period with those of the present.</p>	<p>TH:Cn11.5 a. Analyze commonalities and differences between stories set in different cultures in a drama/theatre work.</p>	<p>TH:Cn11.6 a. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</p>	<p>TH:Cn11.MS a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work. b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.</p>	<p>TH:Cn11.HS a. Formulate and justify creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic. b. Based on critical research, present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work.</p>

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Grade Specific Theatre Arts Standards

Theatre Arts – Kindergarten	
Process Components	Creating
Envision	TH:Cr1.K.a a. With prompting and support, use imagination to explore dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Develop	TH:Cr2.K.a With prompting and support, interact with peers and contribute and express original ideas to dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Rehearse	TH:Cr3.K.a With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Process Components	Performing
Select	TH:Pr4.1.K.a With prompting and support, identify characters and setting in a dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Prepare	TH:Pr5.K.a With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama , story drama , creative drama).
Share, Present	TH:Pr6.K.a With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Process Components	Responding
Reflect	TH:Re7.K.a With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Interpret	TH:Re8.K.a With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Evaluate	TH:Re9.K.a With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).
Process Components	Connecting
Emphasize	TH:Cn10.K.a Identify character emotions in a dramatic play or guided drama experience (e.g., process drama , story drama , creative drama) and relate it to personal experience.
Interrelate	TH:Cn11.K.a With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama , story drama , creative drama).

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Theatre Arts – Grade 1	
Process Components	Creating
Envision	<p>TH:Cr1.1.a Collaborate with peers to imagine choices characters could make to create a sequential plot (e.g., process drama, story drama, creative drama).</p> <p>TH:Cr1.1.b Collaborate with peers to conceptualize costumes, scenery, environment, and props in a guided drama experience.</p>
Develop	<p>TH:Cr2.1.a Contribute in the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Rehearse	<p>TH:Cr3.1.a a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>TH:Cr3.1.b Collaborate to imagine how a single object could have more than one representation in a guided drama experience.</p>
Process Components	Performing
Select	<p>TH:Pr4.1.1.a Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>TH:Pr4.1.1.b Alter voice, body, and gestures to communicate character traits and emotions in a guided drama experience.</p>
Prepare	<p>TH:Pr5.1.a With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>TH:Pr5.1.b With prompting and support, identify technical elements such as props, costumes, and scenery that can be used in a guided drama experience.</p>
Share, Present	<p>TH:Pr6.1.a With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Process Components	Responding
Reflect	<p>TH:Re7.1.a Recall and share choices made in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Interpret	<p>TH:Re8.1.a Identify causes of character actions and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>TH:Re8.1.b Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience.</p>
Evaluate	<p>TH:Re9.1.a Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>TH:Re9.1.b Identify props and costumes that might be used in a guided drama experience.</p> <p>TH:Re9.1.c Compare and contrast the experiences of characters in a guided drama experience.</p>

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Process Components	Connecting
Emphasize	TH:Cn10.1.a With prompting and support, identify similarities between characters and oneself in a guided drama experience (e.g., process drama, story drama, creative drama).
Interrelate	TH:Cn11.1.a Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., process drama , story drama , creative drama). TH:Cn11.1.b Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience .

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Theatre Arts – Grade 2	
Process Components	Creating
Envision	<p>TH:Cr1.2.a Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>TH:Cr1.2.b Identify how characters might move and speak to support the story and given circumstances in a guided drama experience.</p>
Develop	<p>TH:Cr2.2.a Collaborate with peers to devise meaningful dialogue to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Rehearse	<p>TH:Cr3.2.a Contribute to the adaptation of dialogue, sounds, and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>TH:Cr3.2.b Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Process Components	Performing
Select	<p>TH:Pr4.1.2.a Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Prepare	<p>TH:Pr5.2.a Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>TH:Pr5.2.b Identify and explore technical elements such as props, costumes, and scenery in a guided drama experience.</p>
Share, Present	<p>TH:Pr6.2.a Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.</p>
Process Components	Responding
Reflect	<p>TH:Re7.2.a Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
Interpret	<p>TH:Re8.2.a Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>TH:Re8.2.b Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience.</p>
Evaluate	<p>TH:Re9.2.a Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>TH:Re9.2.b Use a prop or costume in a guided drama experience to describe characters, settings, or events.</p> <p>TH:Re9.2.c Describe how characters respond to challenges in a guided drama experience.</p>

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Process Components	Connecting
Emphasize	TH:Cn10.2.a Relate <u>character</u> experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, <u>creative drama</u>).
Interrelate	TH:Cn11.2.a Identify similarities and differences in stories from multiple cultures in a <u>guided drama experience</u> (e.g., <u>process drama</u> , <u>story drama</u> , <u>creative drama</u>). TH:Cn11.2.b Collaborate on the creation of a short scene based on a non-fiction literary source in a <u>guided drama experience</u> .

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Theatre Arts – Grade 3	
Process Components	Creating
Envision	TH:Cr1.3.a Create roles, imagined worlds, and improvised stories in a drama/theatre work.
Develop	TH:Cr2.3.a Compare ideas with peers and make selections that will enhance and deepen original ideas for a group drama/theatre work.
Rehearse	TH:Cr3.3.a Collaborate with peers to revise, refine, and adapt ideas to fit the given scenario of a drama theatre work. TH:Cr3.3.b Practice and refine design and technical choices to support a devised or scripted drama/theatre work.
Process Components	Performing
Select	TH:Pr4.1.3.a Apply the elements of dramatic structure to a story and create a drama/theatre work. TH:Pr4.1.3.b Investigate how movement and voice are incorporated into drama/theatre work.
Prepare	TH:Pr5.3.a Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
Share, Present	TH:Pr6.3.a Practice drama/theatre work and share reflections individually and in small groups.
Process Components	Responding
Reflect	TH:Re7.3.a Understand why artistic choices are made in a drama/theatre work (e.g., process drama , story drama , creative drama).
Interpret	TH:Re8.3.a Examine how multiple personal experiences are made between oneself and a character's emotions in drama/theatre work. TH:Re8.3.b Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.
Evaluate	TH:Re9.3.a Understand how and why groups evaluate drama/theatre work. TH:Re9.3.b Consider and analyze technical elements from multiple drama theatre works. TH:Re9.3.c Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.
Process Components	Connecting
Emphasize	TH:Cn10.3.a Use personal experiences and knowledge to make connections to the students' community and culture in a drama/theatre work.
Interrelate	TH:Cn11.3.a Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

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Theatre Arts – Grade 4	
Process Components	Creating
Envision	<p>TH:Cr1.4.a Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.</p> <p>TH:Cr1.4.b Visualize and propose and design technical elements that support the story and given circumstances in a drama/theatre work.</p>
Develop	<p>TH:Cr2.4.a Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.</p> <p>TH:Cr2.4.b Make and discuss group decisions and identify responsibilities required to present a drama/theatre work e.g., actor, director, playwright, and technical designers.</p>
Rehearse	<p>TH:Cr3.4.a Revise and improve an improvised or scripted drama/theatre work through repetition, collaborative and self-review.</p> <p>TH:Cr3.4.b Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>
Process Components	Performing
Select	<p>TH:Pr4.1.4.a Modify the dialogue and action to change the story in a drama/theatre work.</p> <p>TH:Pr4.1.4.b Make physical and vocal choices to develop a character in a drama/theatre work.</p>
Prepare	<p>TH:Pr5.4.a Practice selected exercises that can be used in a group setting for drama/theatre work.</p> <p>TH:Pr5.4.b Propose the use of technical elements such as props, costumes, and scenery in a drama/theatre work.</p>
Share, Present	<p>TH:Pr6.4.a Share small-group drama/theatre work, with peers as audience.</p>
Process Components	Responding
Reflect	<p>TH:Re7.4.a Identify artistic choices made in a drama/theatre work through participation and observation.</p>
Interpret	<p>TH:Re8.4.a Compare/contrast multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>TH:Re8.4.b Compare and contrast the qualities of characters and how they may change in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.</p>
Evaluate	<p>TH:Re9.4.a Propose a plan to evaluate drama/theatre work.</p> <p>TH:Re9.4.b Investigate how technical elements may support a theme or idea in a drama/theatre work.</p>

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Process Components	Connecting
Emphasize	TH:Cn10.4.a Identify the ways a drama/theatre work reflects the perspectives of a community or culture.
Interrelate	TH:Cn11.4.a Compare the drama/theatre conventions of a given time period with those of the present.

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Theatre Arts – Grade 5	
Process Components	Creating
Envision	<p>TH:Cr1.5.a Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.</p> <p>TH:Cr1.5.b Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/theatre work.</p>
Develop	<p>TH:Cr2.5.a Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.</p> <p>TH:Cr2.5.b Participate in defined responsibilities required to present a drama/theatre work informally to an audience e.g., actor, director, playwright, and technical designers.</p>
Rehearse	<p>TH:Cr3.5.a Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.</p> <p>TH:Cr3.5.b Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>
Process Components	Performing
Select	<p>TH:Pr4.1.5.a Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p>
Prepare	<p>TH:Pr5.5.a Choose acting exercises that can be applied to a drama/theatre work.</p> <p>TH:Pr5.5.b Demonstrate the use of technical elements such as props, costumes, and scenery in a drama/theatre work.</p>
Share, Present	<p>TH:Pr6.5.a Present drama/theatre work informally to an audience.</p>
Process Components	Responding
Reflect	<p>TH:Re7.5.a Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.</p>
Interpret	<p>TH:Re8.5.a Explain responses to characters based on cultural perspectives and personal experiences when participating in or observing a drama/theatre work.</p> <p>TH:Re8.5.b Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p>
Evaluate	<p>TH:Re9.5.a Develop and implement a plan to evaluate drama/theatre work.</p> <p>TH:Re9.5.b Assess how technical elements represent the theme of a drama/theatre work.</p> <p>TH:Re9.5.c Recognize how a character’s circumstances impact an audience’s perspective in a drama/theatre work.</p>

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Process Components	Connecting
Emphasize	TH:Cn10.5.a Explain how drama/theatre connects oneself to a community or culture.
Interrelate	TH:Cn11.5 a. Analyze commonalities and differences between stories set in different cultures in a drama/theatre work

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Theatre Arts – Grade 6	
Process Components	Creating
Envision	<p>TH:Cr1.6.a Identify possible solutions to <u>staging</u> challenges in a <u>drama/theatre</u> work.</p> <p>TH:Cr1.6.b Explore a <u>scripted</u> or <u>improvised character</u> by imagining how the <u>character</u> would react in a provided scenario in a <u>drama/theatre</u> work.</p>
Develop	<p>TH:Cr2.6.a Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted <u>drama/theatre</u> work.</p>
Rehearse	<p>TH:Cr3.6.a Articulate and examine choices to refine a devised or scripted <u>drama/theatre</u> work.</p> <p>TH:Cr3.6.b Identify effective physical and vocal traits of characters in an <u>improvised</u> or scripted <u>drama/theatre</u> work.</p> <p>TH:Cr3.6.c Explore a planned <u>technical design</u> during the <u>rehearsal</u> process for a devised or scripted <u>drama/theatre</u> work.</p>
Process Components	Performing
Select	<p>TH:Pr4.1.6.a Identify the essential events in a story or <u>script</u> that make up the <u>dramatic structure</u> in a <u>drama/theatre</u> work.</p> <p>TH:Pr4.1.6.b Experiment with various physical choices to communicate <u>character</u> and meaning in a <u>drama/theatre</u> work.</p>
Prepare	<p>TH:Pr5.6.a Recognize how acting exercises and techniques can be applied to a <u>drama/theatre</u> work.</p> <p>TH:Pr5.6.b Articulate how <u>technical elements</u> are integrated into a <u>drama/theatre</u> work.</p>
Share, Present	<p>TH:Pr6.6.a Adapt a <u>drama/theatre</u> work and present it informally for an <u>audience</u>.</p>
Process Components	Responding
Reflect	<p>TH:Re7.6.a Describe and record personal reactions to artistic choices in a <u>drama/theatre</u> work.</p>
Interpret	<p>TH:Re8.6.a Explain how artists make choices based on personal experience in a <u>drama/theatre</u> work.</p> <p>TH:Re8.6.b Identify how personal and cultural aesthetics, preferences, and beliefs influence the evaluation of a <u>drama/theatre</u> work.</p>
Evaluate	<p>TH:Re9.6.a Use supporting evidence and criteria to evaluate <u>drama/theatre</u> work.</p> <p>TH:Re9.6.b Identify a specific <u>audience</u> or purpose for a <u>drama/theatre</u> work.</p>

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Process Components	Connecting
Emphasize	TH:Cn10.6.a Explain how the actions and <u>motivations</u> of characters in a drama/theatre work impact how a community or culture is perceived.
Interrelate	TH:Cn11.6.a Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

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Theatre Arts – Middle School Standards	
Process Components	Creating
Envision	<p>TH:Cr1.MS.a Investigate, imagine and explore multiple perspectives and solutions to <u>staging</u> problems in a <u>drama/theatre</u> work.</p> <p>TH:Cr1.MS.b Develop a scripted or <u>improvvised character</u> by articulating the <u>character's</u> inner thoughts, objectives, and <u>motivations</u> in a <u>drama/theatre</u> work.</p>
Develop	<p>TH:Cr2.MS.a Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a <u>drama/theatre</u> work.</p> <p>TH:Cr2.MS.b Investigate the collaborative nature of and share leadership of defined responsibilities (e.g., <u>actor</u>, <u>director</u>, <u>playwright</u>, and <u>technical designers</u>) to develop collaborative goals when preparing or devising <u>drama/theatre</u> work.</p>
Rehearse	<p>TH:Cr3.MS.a Use repetition and analysis to revise devised or scripted <u>drama/theatre</u> work.</p> <p>TH:Cr3.MS.b Refine effective physical, vocal, and physiological traits of <u>characters</u> in an <u>improvvised</u> or scripted drama/theatre work.</p> <p>TH:Cr3.MS.c Implement and refine a planned <u>technical design</u> using simple technology during the <u>rehearsal</u> process for devised or <u>scripted drama/theatre</u> work.</p>
Process Components	Performing
Select	<p>TH:Pr4.1.MS.a Use various <u>character objectives</u> and tactics in a <u>drama/theatre</u> work to overcome an obstacle.</p> <p>TH:Pr4.1.MS.b Consider various <u>staging</u> choices to enhance the story in a <u>drama/theatre</u> work. Explore different pacing to better communicate the story in a <u>drama/theatre</u> work.</p>
Prepare	<p>TH:Pr5.MS.a Participate in a variety of acting exercises and use a variety of <u>acting techniques</u> to increase skills in a <u>rehearsal</u> or <u>drama/theatre</u> performance.</p> <p>TH:Pr5.MS.b Use a variety of <u>technical elements</u> to create a design for a <u>rehearsal</u> or <u>drama/theatre</u> production.</p>
Share, Present	<p>TH:Pr6.MS.a Perform a rehearsed <u>drama/theatre</u> work that will be shared with an <u>audience</u>.</p>

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Process Components	Responding
Reflect	TH:Re7.MS.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
Interpret	TH:Re8.MS.a Identify the artistic choices made based on personal experience in a drama/theatre work. Recognize and share artistic choices when participating in or observing a drama/theatre work. TH:Re8.MS.b Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
Evaluate	TH:Re9.MS.a Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. TH:Re9.MS.b Apply the production elements used in a drama/theatre work to assess aesthetic choices. TH:Re9.MS.c Assess the impact of a drama/theatre work on a specific audience .
Process Components	Connecting
Emphasize	TH:Cn10.MS.a Incorporate multiple perspectives and diverse community ideas in a drama/theatre work. TH:Cn10.MS.b Examine a community issue through multiple perspectives in a drama/theatre work.
Interrelate	TH:Cn11.MS.a Research the story elements of a staged drama/theatre work and compare them to another production of the same work. TH:Cn11.MS.b Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

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Theatre Arts – High School Standards	
Process Components	Creating
Envision	<p>TH:Cr1.HS.a Investigate a variety of historical and cultural dramatic forms, theatrical conventions, and technologies and their impact on the visual composition of a drama/theatre work.</p> <p>TH:Cr1.HS.b Understand and apply technology to create a complete design for a drama/theatre work.</p> <p>TH:Cr1.HS.c Integrate script analysis, cultural and historical contexts, and personal experiences to create a character that is believable and authentic, in a drama/theatre work.</p>
Develop	<p>TH:Cr2.HS.a Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>TH:Cr2.HS.b Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.</p>
Rehearse	<p>TH:Cr3.HS.a Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</p> <p>TH:Cr3.HS.b Explore script analysis, physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>TH:Cr3.HS.c Re-imagine and revise planned technical design choices during a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.</p>
Process Components	Performing
Select	<p>TH:Pr4.1.HS.a Examine how character relationships assist in telling the story and shape a believable and sustainable drama/theatre work.</p> <p>TH:Pr4.1.HS.b Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.</p>
Prepare	<p>TH:Pr5.HS.a Use and justify a collection of acting skills build a believable and sustainable performance.</p> <p>TH:Pr5.HS.b Research, apply, and justify the selection of technical elements to create a design that communicates the concept of a drama/theatre production.</p>
Share, Present	<p>TH:Pr6.HS.a Perform a rehearsed drama/theatre work that employs research and analysis grounded in the creative perspectives of the playwright, director, technical designer, and actor for an audience.</p>

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Process Components	Responding
Reflect	TH:Re7.HS.a Demonstrate an understanding of how historical, cultural context, and personal experiences affect interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
Interpret	TH:Re8.HS.a Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work. TH:Re8.HS.b Identify and use understandings of cultures and contexts to shape personal responses to drama/theatre work. TH:Re8.HS.c Support and explain aesthetics , preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.
Evaluate	TH:Re9.HS.a Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. TH:Re9.HS.b Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations. TH:Re9.HS.c Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences .
Process Components	Connecting
Emphasize	TH:Cn10.HS.a Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work. TH:Cn10.HS.b Choose and interpret a drama/theatre work to reflect or question personal beliefs. TH:Cn10.HS.c Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
Interrelate	TH:Cn11.HS.a Formulate and justify creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic. TH:Cn11.HS.b Based on critical research, present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work.

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Glossary for Theatre Arts Standards

Acting Techniques: Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance.

Actor: A person whose profession is acting on the stage, in movies, or on television.

Aesthetics: A set of principles underlining, guiding, the work of a certain artist or artistic movement.

Audience: The assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting.

Character: A person in a novel, play, or movie.

Character's Objective(s): An *objective* is what your *character* wants in a scene. First things first, your *character's objective* is what they want in a scene. Sometimes what your character wants is clear from the writing.

Character Traits/Actions: Observable embodied actions that illustrate a character's personality, values, beliefs, and history.

Creative Drama: A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama.

Design Elements: The overall production ideas such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.

Dialogue: A conversation between two or more characters.

Director: A person who supervises the actors, camera crew, and other staff for a movie, play, television program, or similar production.

Drama/Theatre: A play for theatre, radio, or television.

Dramatic Concept: A production *concept* in the world of live theater is a unifying vision for the design elements of a stage play. It is based upon careful interpretation of the script, or the act of drawing out and communicating underlying meaning from a creative work.

Dramatic Play: Make-believe where children naturally assign and accept roles, then act them out.

Dramatic Structure: The structure of a dramatic work such as a play or film.

Gesture: An expressive and planned movement of the body or limbs.

Guided Drama Experience: A leader-guided process drama, story drama, or creative drama experience (see the definitions) thru side-coaching, narration, and prompting; the action of the drama does not stop for the leader to support the students; facilitator may guide participants in or out of a role.

Improvise: The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed.

Motivation: Reasons why a character behaves or reacts in a specific way in a scene or play.

Playwright: A person who writes plays.

Plot: A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action.

Process Drama: A non-linear, episodic, process-centered, improvised form of drama in which teachers and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves.

Production Elements: Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts.

Rehearsal: A practice or trial performance of a play or other work for later public performance.

Script: The written text of a play, movie, or broadcast.

Scripted Drama: A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters.

Setting: The place or type of surroundings where something is positioned or where an event takes place.

Staging: Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning.

Story Drama: Episodic, process-center, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is present in a non-exhibition format that is intended to benefit the performers themselves.

Story Elements: Characters, setting, dialogue, and plot that create a story.

Technical Designer: Someone who designs using the technical elements.

Technical Elements: The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.