

# North Dakota Theatre Arts Content Standards

Grades K-12

March 2019

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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.

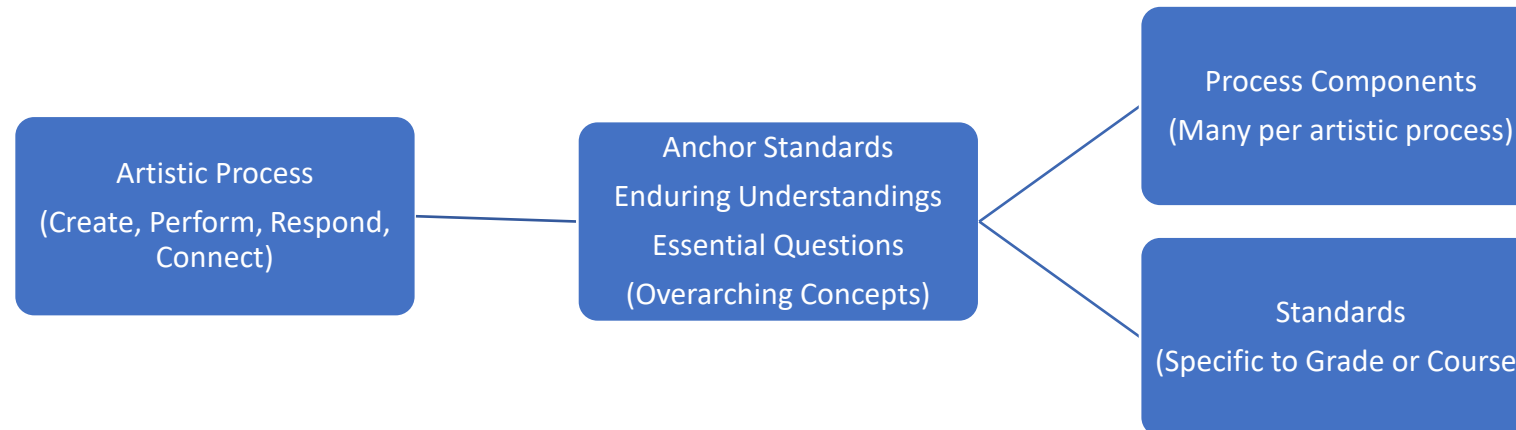
*Anchor Standards* describe the general knowledge and skills teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

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

K-12 Grade Level Standards

Process Component

**Interpreting the Standard Numbering System**

**Example: TH:Cr1.MS<sub>a</sub>**

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

<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Construct meaningful interpretations of artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to create art.</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including artistic ideas and works of various cultures.</li> </ol>
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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
<b>Envision</b>	<p><b>TH:Cr1.K</b> a. With prompting and support, use imagination to explore <b>dramatic play</b> or a guided drama experience (e.g., <b>process drama</b>, <b>story drama</b>, <b>creative drama</b>).</p>	<p><b>TH:Cr1.1</b> a. Collaborate with peers to imagine choices characters could make to create a sequential <b>plot</b>. (e.g., <b>process drama</b>, <b>story drama</b>, <b>creative drama</b>). b. Collaborate with peers to conceptualize costumes, scenery, environment, and props in a <b>guided drama</b> experience.</p>	<p><b>TH:Cr1.2</b> a. Propose potential new details to <b>plot</b> and story in a guided drama experience (e.g., process drama, story drama, <b>creative drama</b>). b. Identify how <b>characters</b> might move and speak to support the story and given circumstances in a <b>guided drama</b> experience.</p>	<p><b>TH:Cr1.3</b> a. Create roles, imagined worlds, and <b>improvised</b> stories in a <b>drama/theatre</b> work.</p>	<p><b>TH:Cr1.4</b> a. Articulate the visual details of imagined worlds, and <b>improvised</b> stories that support the given circumstances in a <b>drama/theatre</b> work. b. Visualize and propose and design <b>technical elements</b> that support the story and given circumstances in a <b>drama/theatre</b> work.</p>	<p><b>TH:Cr1.5</b> a. Identify physical qualities that might reveal a <b>character's</b> inner traits in the imagined world of a <b>drama/theatre</b> work. b. Imagine how a <b>character's</b> inner thoughts impact the story and given circumstances in a <b>drama/theatre</b> work.</p>	<p><b>TH:Cr1.6</b> a. Identify possible solutions to <b>staging</b> challenges in a <b>drama/theatre</b> work. b. Explore a <b>scripted</b> or <b>improvised character</b> by imagining how the <b>character</b> would react in a provided scenario in a <b>drama/theatre</b> work.</p>	<p><b>TH:Cr1.MS</b> a. Investigate, imagine and explore multiple perspectives and solutions to <b>staging</b> problems in a <b>drama/theatre</b> work. b. Develop a scripted or <b>improvised character</b> by articulating the <b>character's</b> inner thoughts, objectives, and <b>motivations</b> in a <b>drama/theatre</b> work.</p>	<p><b>TH:Cr1.HS</b> a. Investigate a variety of historical and cultural dramatic forms, theatrical conventions, and technologies and their impact on the visual composition of a <b>drama/theatre</b> work. b. Understand and apply technology to create a complete design for a <b>drama/theatre</b> work. c. Integrate <b>script</b> analysis, cultural and historical contexts, and personal experiences to create a <b>character</b> that is believable and authentic, in a <b>drama/theatre</b> work.</p>

Glossary: The document includes a glossary to define words that are underlined and **bolded**.

## 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
<b>Develop</b>	<p><b>TH:Cr2.K</b> a. With prompting and support, interact with peers and contribute and express original ideas to <b><u>dramatic play</u></b> or a <b><u>guided drama experience</u></b> (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).</p>	<p><b>TH:Cr2.1</b> a. Contribute in the development of a sequential <b><u>plot</u></b> in a guided <b><u>drama experience</u></b> (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).</p>	<p><b>TH:Cr2.2</b> a. Collaborate with peers to devise meaningful <b><u>dialogue</u></b> to advance a story in a <b><u>guided drama experience</u></b> (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).</p>	<p><b>TH:Cr2.3</b> a. Compare ideas with peers and make selections that will enhance and deepen original ideas for a group <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Cr2.4</b> a. Collaborate to devise original ideas for a <b><u>drama/theatre</u></b> work by asking questions about <b><u>characters</u></b> and <b><u>plots</u></b>.  b. Make and discuss group decisions and identify responsibilities required to present a <b><u>drama/theatre</u></b> work (e.g., <b><u>actor</u></b>, <b><u>director</u></b>, <b><u>playwright</u></b>, and <b><u>technical designers</u></b>).</p>	<p><b>TH:Cr2.5</b> a. Devise original ideas for a <b><u>drama/theatre</u></b> work that reflect collective inquiry about <b><u>characters</u></b> and their given circumstances.  b. Participate in defined responsibilities required to present a <b><u>drama/theatre</u></b> work informally to an <b><u>audience</u></b> (e.g., <b><u>actor</u></b>, <b><u>director</u></b>, <b><u>playwright</u></b>, and <b><u>technical designers</u></b>).</p>	<p><b>TH:Cr2.6</b> a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Cr2.MS</b> a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a <b><u>drama/theatre</u></b> work.  b. Investigate the collaborative nature of and share leadership of defined responsibilities (e.g., <b><u>actor</u></b>, <b><u>director</u></b>, <b><u>playwright</u></b>, and <b><u>technical designers</u></b>) to develop collaborative goals when preparing or devising <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Cr2.HS</b> a. Refine a <b><u>dramatic</u></b> concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a <b><u>drama/theatre</u></b> work.  b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or <b><u>scripted drama/theatre</u></b> 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
<b>Rehearse</b>	<p><b>TH:Cr3.K</b> 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><b>TH:Cr3.1</b> 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><b>TH:Cr3.2</b> 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><b>TH:Cr3.3</b> 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><b>TH:Cr3.4</b> 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><b>TH:Cr3.5</b> 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><b>TH:Cr3.6</b> 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><b>TH:Cr3.MS</b> 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><b>TH:Cr3.HS</b> 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
<b>Select</b>	<p><b>TH:Pr4.1.K</b> a. With prompting and support, identify characters and <b>setting</b> in a <b>dramatic play</b> or a <b>guided drama experience</b> (e.g., <b>process drama</b>, <b>story drama</b>, <b>creative drama</b>).</p>	<p><b>TH:Pr4.1.1</b> a. Describe a story’s <b>character actions</b> and <b>dialogue</b> in a <b>guided drama experience</b> (e.g., <b>process drama</b>, <b>story drama</b>, <b>creative drama</b>).  b. Alter voice, body, and <b>gestures</b> to communicate <b>character traits</b> and emotions in a <b>guided drama experience</b>.</p>	<p><b>TH:Pr4.1.2</b> a. Interpret <b>story elements</b> in a <b>guided drama experience</b> (e.g., <b>process drama</b>, <b>story drama</b>, <b>creative drama</b>).</p>	<p><b>TH:Pr4.1.3</b> a. Apply the elements of <b>dramatic structure</b> to a story and create a <b>drama/theatre</b> work.  b. Investigate how movement and voice are incorporated into <b>drama/theatre</b> work.</p>	<p><b>TH:Pr4.1.4</b> a. Modify the <b>dialogue</b> and action to change the story in a <b>drama/theatre</b> work.  b. Make physical and vocal choices to develop a <b>character</b> in a <b>drama/theatre</b> work.</p>	<p><b>TH:Pr4.1.5</b> a. Describe the underlying thoughts and emotions that create <b>dialogue</b> and action in a <b>drama/theatre</b> work.</p>	<p><b>TH:Pr4.1.6</b> a. Identify the essential events in a story or <b>script</b> that make up the <b>dramatic structure</b> in a <b>drama/theatre</b> work.  b. Experiment with various physical choices to communicate <b>character</b> and meaning in a <b>drama/theatre</b> work.</p>	<p><b>TH:Pr4.1.MS</b> a. Use various <b>character objectives</b> and tactics in a <b>drama/theatre</b> work to overcome an obstacle.  b. Consider various <b>staging</b> choices to enhance the story in a <b>drama/theatre</b> work. Explore different pacing to better communicate the story in a <b>drama/theatre</b> work.</p>	<p><b>TH:Pr4.1.HS</b> a. Examine how <b>character</b> relationships assist in telling the story and shape a believable and sustainable <b>drama/theatre</b> work.  b. Apply a variety of researched <b>acting techniques</b> as an approach to <b>character</b> choices in a <b>drama/theatre</b> work.</p>

Glossary: The document includes a glossary to define words that are underlined and bolded.

## 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
<b>Prepare</b>	<p><b>TH:Pr5.K</b> a. With prompting and support, understand that voice and sound are fundamental to <b><u>dramatic play</u></b> and <b><u>guided drama experiences</u></b> (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).</p>	<p><b>TH:Pr5.1</b> a. With prompting and support, identify and understand that physical movement is fundamental to <b><u>guided drama experiences</u></b> (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).  b. With prompting and support, identify <b><u>technical elements</u></b> such as props, costumes, and scenery that can be used in a <b><u>guided drama experience</u></b>.</p>	<p><b>TH:Pr5.2</b> a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).  b. Identify and explore <b><u>technical elements</u></b> such as props, costumes, and scenery in a <b><u>guided drama experience</u></b>.</p>	<p><b>TH:Pr5.3</b> a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group <b><u>setting</u></b> for <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Pr5.4</b> a. Practice selected exercises that can be used in a group <b><u>setting</u></b> for <b><u>drama/theatre</u></b> work.  b. Propose the use of <b><u>technical elements</u></b> such as props, costumes, and scenery in a <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Pr5.5</b> a. Choose acting exercises that can be applied to a <b><u>drama/theatre</u></b> work.  b. Demonstrate the use of <b><u>technical elements</u></b> such as props, costumes, and scenery in a <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Pr5.6</b> a. Recognize how acting exercises and techniques can be applied to a <b><u>drama/theatre</u></b> work.  b. Articulate how <b><u>technical elements</u></b> are integrated into a <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Pr5.MS</b> a. Participate in a variety of acting exercises and use a variety of <b><u>acting techniques</u></b> to increase skills in a <b><u>rehearsal</u></b> or <b><u>drama/theatre</u></b> performance.  b. Use a variety of <b><u>technical elements</u></b> to create a design for a <b><u>rehearsal</u></b> or <b><u>drama/theatre</u></b> production.</p>	<p><b>TH:Pr5.HS</b> a. Use and justify a collection of acting skills build a believable and sustainable performance.  b. Research, apply, and justify the selection of <b><u>technical elements</u></b> to create a design that communicates the concept of a <b><u>drama/theatre</u></b> 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
<b>Share, Present</b>	<b>TH:Pr6.K</b> a. With prompting and support, use voice and sound in <b>dramatic play</b> or a <b>guided drama experience</b> (e.g., <b>process drama, story drama, creative drama</b> ).	<b>TH:Pr6.1</b> a. With prompting and support, use movement and <b>gestures</b> to communicate emotions in a <b>guided drama experience</b> (e.g., <b>process drama, story drama, creative drama</b> ).	<b>TH:Pr6.2</b> a. Contribute to group <b>guided drama experiences</b> (e.g., <b>process drama, story drama, creative drama</b> ) and informally share with peers.	<b>TH:Pr6.3</b> a. Practice <b>drama/theatre</b> work and share reflections individually and in small groups.	<b>TH:Pr6.4</b> a. Share small-group <b>drama/theatre</b> work with peers as <b>audience</b> .	<b>TH:Pr6.5</b> a. Present <b>drama/theatre</b> work informally to an <b>audience</b> .	<b>TH:Pr6.6</b> a. Adapt a <b>drama/theatre</b> work and present it informally for an <b>audience</b> .	<b>TH:Pr6.MS</b> a. Perform a rehearsed <b>drama/theatre</b> work that will be shared with an <b>audience</b> .	<b>TH:Pr6.HS</b> a. Perform a rehearsed <b>drama/theatre</b> work that employs research and analysis grounded in the creative perspectives of the <b>playwright, director, technical designer,</b> and <b>actor</b> for an <b>audience</b> .

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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><b>TH:Re7.K</b> a. With prompting and support, express an emotional response to <b>characters</b> in <b>dramatic play</b> or a <b>guided drama experience</b> (e.g., <b>process drama, story drama, creative drama</b>).</p>	<p><b>TH:Re7.1</b> a. Recall and share choices made in a <b>guided drama experience</b> (e.g., <b>process drama, story drama, creative drama</b>).</p>	<p><b>TH:Re7.2</b> a. Recognize when artistic choices are made in a <b>guided drama experience</b> (e.g., <b>process drama, story drama, creative drama</b>).</p>	<p><b>TH:Re7.3</b> a. Understand why artistic choices are made in a <b>drama/theatre</b> work (e.g., <b>process drama, story drama, creative drama</b>).</p>	<p><b>TH:Re7.4</b> a. Identify artistic choices made in a <b>drama/theatre</b> work through participation and observation.</p>	<p><b>TH:Re7.5</b> a. Explain personal reactions to artistic choices made in a <b>drama/theatre</b> work through participation and observation.</p>	<p><b>TH:Re7.6</b> a. Describe and record personal reactions to artistic choices in a <b>drama/theatre</b> work.</p>	<p><b>TH:Re7.MS</b> a. Respond to what is seen, felt, and heard in a <b>drama/theatre</b> work to develop criteria for artistic choices.</p>	<p><b>TH:Re7.HS</b> 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 <b>drama/theatre</b> 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
<b>Interpret</b>	<p><b>TH:Re8.K</b> a. With prompting and support, name and describe <b>settings</b> in <b>dramatic play</b> or a <b>guided drama experience</b> (e.g., <b>process drama, story drama, creative drama</b>).</p>	<p><b>TH:Re8.1</b> a. Identify causes of <b>character actions</b> and emotions in a <b>guided drama experience</b> (e.g., <b>process drama, story drama, creative drama</b>), 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 <b>guided drama experience</b>.</p>	<p><b>TH:Re8.2</b> a. Identify causes and consequences of <b>character actions</b> in a <b>guided drama experience</b> (e.g., process drama, story drama, or <b>creative drama</b>).  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 <b>guided drama experience</b>.</p>	<p><b>TH:Re8.3</b> a. Examine how multiple personal experiences are made between oneself and a <b>character’s</b> emotions in <b>drama/theatre</b> work.  b. Consider multiple ways to develop a <b>character</b> using physical characteristics and prop or costume design choices that reflect cultural perspectives in <b>drama/theatre</b> work.</p>	<p><b>TH:Re8.4</b> a. Compare and contrast multiple personal experiences when participating in or observing a <b>drama/theatre</b> work.  b. Compare and contrast the qualities of characters and how they may change in a <b>drama/theatre</b> work through physical characteristics and prop or costume design choices that reflect cultural perspectives.</p>	<p><b>TH:Re8.5</b> a. Explain responses to <b>characters</b> based on cultural perspectives and personal experiences when participating in or observing a <b>drama/theatre</b> work.  b. Investigate the effects of emotions on posture, <b>gesture</b>, breathing, and vocal intonation in a <b>drama/theatre</b> work.</p>	<p><b>TH:Re8.6</b> a. Explain how artists make choices based on personal experience in a <b>drama/theatre</b> work.  b. Identify how personal and cultural aesthetics, preferences, and beliefs influence the evaluation of a <b>drama/theatre</b> work.</p>	<p><b>TH:Re8.MS</b> a. Identify the artistic choices made based on personal experience in a <b>drama/theatre</b> work. Recognize and share artistic choices when participating in or observing a <b>drama/theatre</b> work.  b. Analyze how cultural perspectives influence the evaluation of a <b>drama/theatre</b> work.</p>	<p><b>TH:Re8.HS</b> a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a <b>drama/theatre</b> work.  b. Identify and use understandings of cultures and contexts to shape personal responses to <b>drama/theatre</b> work.  c. Support and explain <b>aesthetics</b>, preferences, and beliefs to create a context for critical research that informs artistic decisions in a <b>drama/theatre</b> 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
<b>Evaluate</b>	<p><b>TH:Re9.K</b> a. With prompting and support, actively engage with others in <b>dramatic play</b> or a <b>guided drama experience</b> (e.g., process drama, story drama, <b>creative drama</b>).</p>	<p><b>TH:Re9.1</b> a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, <b>creative drama</b>).  b. Identify props and costumes that might be used in a guided drama experience.  c. Compare and contrast the experiences of <b>characters</b> in a <b>guided drama experience</b>.</p>	<p><b>TH:Re9.2</b> a. Collaborate on a scene in a guided drama experience (e.g., process drama, <b>creative drama</b>).  b. Use a prop or costume in a guided drama experience to describe <b>characters</b>, <b>settings</b>, or events.  c. Describe how <b>characters</b> respond to challenges in a guided drama experience.</p>	<p><b>TH:Re9.3</b> a. Understand how and why groups evaluate <b>drama/theatre</b> work.  b. Consider and analyze <b>technical elements</b> from multiple <b>drama/theatre</b> works.  c. Evaluate and analyze problems and situations in a <b>drama/theatre</b> work from an <b>audience</b> perspective.</p>	<p><b>TH:Re9.4</b> a. Propose a plan to evaluate <b>drama/theatre</b> work.  b. Investigate how <b>technical elements</b> may support a theme or idea in a <b>drama/theatre</b> work.</p>	<p><b>TH:Re9.5</b> a. Develop and implement a plan to evaluate <b>drama/theatre</b> work.  b. Assess how <b>technical elements</b> represent the theme of a <b>drama/theatre</b> work.  c. Recognize how a <b>character's</b> circumstances impact an <b>audience's</b> perspective in a <b>drama/theatre</b> work.</p>	<p><b>TH:Re9.6</b> a. Use supporting evidence and criteria to evaluate <b>drama/theatre</b> work.  b. Identify a specific <b>audience</b> or purpose for a <b>drama/theatre</b> work.</p>	<p><b>TH:Re9.MS</b> a. Respond to a <b>drama/theatre</b> work using supporting evidence, personal aesthetics, and artistic criteria.  b. Apply the <b>production elements</b> used in a <b>drama/theatre</b> work to assess aesthetic choices.  c. Assess the impact of a <b>drama/theatre</b> work on a specific <b>audience</b>.</p>	<p><b>TH:Re9.HS</b> a. Analyze and assess a <b>drama/theatre</b> work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.  b. Construct meaning in a <b>drama/theatre</b> work, considering personal aesthetics and knowledge of <b>production elements</b> while respecting others' interpretations.  c. Compare and debate the connection between a <b>drama/theatre</b> work and contemporary issues that may impact <b>audiences</b>.</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
<b>Emphasize</b>	<p><b>TH:Cn10.K</b> a. Identify <b>character</b> and emotions in a <b>dramatic play</b> or guided drama experience (e.g., process drama, story drama, <b>creative drama</b>) and relate it to personal experience.</p>	<p><b>TH:Cn10.1</b> a. With prompting and support, identify similarities between <b>characters</b> and oneself in a <b>guided drama experience</b> (e.g., process drama, story drama, <b>creative drama</b>).</p>	<p><b>TH:Cn10.2</b> a. Relate <b>character</b> experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, <b>creative drama</b>).</p>	<p><b>TH:Cn10.3</b> a. Use personal experiences and knowledge to make connections to the students' community and culture in a <b>drama/theatre</b> work.</p>	<p><b>TH:Cn10.4</b> a. Identify the ways a <b>drama/theatre</b> work reflects the perspectives of a community or culture.</p>	<p><b>TH:Cn10.5</b> a. Explain how <b>drama/theatre</b> connects oneself to a community or culture.</p>	<p><b>TH:Cn10.6</b> a. Explain how the actions and <b>motivations</b> of <b>characters</b> in a <b>drama/theatre</b> work impact how a community or culture is perceived.</p>	<p><b>TH:Cn10.MS</b> a. Incorporate multiple perspectives and diverse community ideas in a <b>drama/theatre</b> work.  b. Examine a community issue through multiple perspectives in a <b>drama/theatre</b> work.</p>	<p><b>TH:Cn10.HS</b> a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a <b>drama/theatre</b> work.  b. Choose and interpret a <b>drama/theatre</b> work to reflect or question personal beliefs.  c. Collaborate on a <b>drama/theatre</b> 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
<b>Interrelate</b>	<p><b>TH:Cn11.K</b> a. With prompting and support, tell a short story in <b><u>dramatic play</u></b> or a <b><u>guided drama experience</u></b> (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).</p>	<p><b>TH:Cn11.1</b> a. Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).</p> <p>b. Collaborate on the creation of a short scene based on a fictional literary source in a <b><u>guided drama experience</u></b>.</p>	<p><b>TH:Cn11.2</b> a. Identify similarities and differences in stories from multiple cultures in a <b><u>guided drama experience</u></b> (e.g., <b><u>process drama</u></b>, <b><u>story drama</u></b>, <b><u>creative drama</u></b>).</p> <p>b. Collaborate on the creation of a short scene based on a non-fiction literary source in a <b><u>guided drama experience</u></b>.</p>	<p><b>TH:Cn11.3</b> a. Examine how artists have historically presented the same stories using different art forms, genres, or <b><u>drama/theatre</u></b> conventions.</p>	<p><b>TH:Cn11.4</b> a. Compare the <b><u>drama/theatre</u></b> conventions of a given time period with those of the present.</p>	<p><b>TH:Cn11.5</b> a. Analyze commonalities and differences between stories set in different cultures in a <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Cn11.6</b> a. Investigate the time period and place of a <b><u>drama/theatre</u></b> work to better understand performance and design choices.</p>	<p><b>TH:Cn11.MS</b> a. Research the <b><u>story elements</u></b> of a staged <b><u>drama/theatre</u></b> work and compare them to another production of the same work.</p> <p>b. Identify and use artifacts from a time period and place to develop performance and design choices in a <b><u>drama/theatre</u></b> work.</p>	<p><b>TH:Cn11.HS</b> a. Formulate and justify creative choices for a devised or <b><u>scripted drama/theatre</u></b> work based on theatre research about the selected topic.</p> <p>b. Based on critical research, present and support an opinion about the social, cultural, and historical understandings of a <b><u>drama/theatre</u></b> work.</p>

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## Grade Specific Theatre Arts Standards

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

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

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

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

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

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Process Components	Connecting
Emphasize	<b>TH:Cn10.2.a</b> Relate <u>character</u> experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, <u>creative drama</u> ).
Interrelate	<b>TH:Cn11.2.a</b> 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> ). <b>TH:Cn11.2.b</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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<b>Theatre Arts – Grade 3</b>	
<b>Process Components</b>	<b>Creating</b>
<b>Envision</b>	<b>TH:Cr1.3.a</b> Create roles, imagined worlds, and <b>improvised</b> stories in a <b>drama/theatre</b> work.
<b>Develop</b>	<b>TH:Cr2.3.a</b> Compare ideas with peers and make selections that will enhance and deepen original ideas for a group <b>drama/theatre</b> work.
<b>Rehearse</b>	<b>TH:Cr3.3.a</b> Collaborate with peers to revise, refine, and adapt ideas to fit the given scenario of a drama theatre work. <b>TH:Cr3.3.b</b> Practice and refine design and technical choices to support a devised or scripted <b>drama/theatre</b> work.
<b>Process Components</b>	<b>Performing</b>
<b>Select</b>	<b>TH:Pr4.1.3.a</b> Apply the elements of <b>dramatic structure</b> to a story and create a <b>drama/theatre</b> work. <b>TH:Pr4.1.3.b</b> Investigate how movement and voice are incorporated into <b>drama/theatre</b> work.
<b>Prepare</b>	<b>TH:Pr5.3.a</b> Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group <b>setting</b> for <b>drama/theatre</b> work.
<b>Share, Present</b>	<b>TH:Pr6.3.a</b> Practice <b>drama/theatre</b> work and share reflections individually and in small groups.
<b>Process Components</b>	<b>Responding</b>
<b>Reflect</b>	<b>TH:Re7.3.a</b> Understand why artistic choices are made in a <b>drama/theatre</b> work (e.g., <b>process drama</b> , <b>story drama</b> , <b>creative drama</b> ).
<b>Interpret</b>	<b>TH:Re8.3.a</b> Examine how multiple personal experiences are made between oneself and a <b>character's</b> emotions in <b>drama/theatre</b> work. <b>TH:Re8.3.b</b> Consider multiple ways to develop a <b>character</b> using physical characteristics and prop or costume design choices that reflect cultural perspectives in <b>drama/theatre</b> work.
<b>Evaluate</b>	<b>TH:Re9.3.a</b> Understand how and why groups evaluate <b>drama/theatre</b> work. <b>TH:Re9.3.b</b> Consider and analyze <b>technical elements</b> from multiple <b>drama theatre</b> works. <b>TH:Re9.3.c</b> Evaluate and analyze problems and situations in a <b>drama/theatre</b> work from an <b>audience</b> perspective.
<b>Process Components</b>	<b>Connecting</b>
<b>Emphasize</b>	<b>TH:Cn10.3.a</b> Use personal experiences and knowledge to make connections to the students' community and culture in a <b>drama/theatre</b> work.
<b>Interrelate</b>	<b>TH:Cn11.3.a</b> Examine how artists have historically presented the same stories using different art forms, genres, or <b>drama/theatre</b> conventions.

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

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

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

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

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

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

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Theatre Arts – Middle School Standards	
Process Components	Creating
Envision	<p><b>TH:Cr1.MS.a</b> Investigate, imagine and explore multiple perspectives and solutions to <u>staging</u> problems in a <u>drama/theatre</u> work.</p> <p><b>TH:Cr1.MS.b</b> Develop a scripted or <u>improvised 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><b>TH:Cr2.MS.a</b> 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><b>TH:Cr2.MS.b</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><b>TH:Cr3.MS.a</b> Use repetition and analysis to revise devised or scripted <u>drama/theatre</u> work.</p> <p><b>TH:Cr3.MS.b</b> Refine effective physical, vocal, and physiological traits of <u>characters</u> in an <u>improvised</u> or scripted drama/theatre work.</p> <p><b>TH:Cr3.MS.c</b> 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><b>TH:Pr4.1.MS.a</b> Use various <u>character objectives</u> and tactics in a <u>drama/theatre</u> work to overcome an obstacle.</p> <p><b>TH:Pr4.1.MS.b</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><b>TH:Pr5.MS.a</b> 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><b>TH:Pr5.MS.b</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><b>TH:Pr6.MS.a</b> Perform a rehearsed <u>drama/theatre</u> work that will be shared with an <u>audience</u>.</p>

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Glossary: The document includes a glossary to define words that are underlined and bolded.

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

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

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

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## Glossary for Theatre Arts Standards

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**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.