

North Dakota Theatre Content Standards

Grades K-12

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Introduction

The North Dakota theatre arts content standards articulate the knowledge and activities that students should know and be able to do related to theatre. Framed within the processes of creating, performing, responding and connecting, the visual arts standards use the same eleven anchor standards consistent with all the arts standards, but specific to the visual arts. Along with understandings of the tradition of the theatre and drama as a way of telling stories, conveying information and expressing ideas throughout history and across cultures, the standards include understandings of the elements of performance, design, interpretation other aspects of theatre.

The theatre arts standards, as the other standards, were developed by a team of educators, informed by national, regional and previous state standards. Their intended use is for all those in North Dakota involved in the education and support of young people, whether they are language arts teachers, elementary classroom teachers, theatre arts professionals or other stakeholders involved in the arts. It is the hope that the standards will support collaborative efforts to include the theatre arts into the world of learning and academics.

THEATRE

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 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Envision	TH:Cr1.1.K. With prompting and support express original ideas in guided creative drama	TH:Cr1.1.1. With prompting and support contribute to the development of a sequential plot in guided creative drama	TH:Cr1.1.2. Identify ways in which voice and sounds may be used to create or retell a story	TH:Cr1.1.3. Devise original ideas for a creative drama experience	TH:Cr1.1.4. Develop original ideas for characters and plot in a theatre performance	TH:Cr1.1.5. Participate in specific responsibilities required to present a drama or theatre work informally to an audience	TH:Cr1.1.MS. Develop a character in a drama or theatre work and experiment with the use of production and staging elements	TH:Cr1.1.HS. Examine the roles of character, story, playwright, theatre tradition, production and staging elements, and genre in a drama or theatre work

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 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Develop	TH:Cr2-K. With prompting and support express original ideas in guided creative drama	TH:Cr2-1. With prompting and support contribute to the development of a sequential plot in guided creative drama	TH:Cr2-2. Identify ways in which voice and sounds may be used to create or retell a story	TH:Cr2-3. Devise original ideas for a creative drama experience	TH:Cr2-4. Develop original ideas for characters and plot in a theatre performance	TH:Cr2-5. Participate in specific responsibilities required to present a drama or theatre work informally to an audience	TH:Cr2-MS. Demonstrate leadership and collaboration when developing a drama or theatre work	TH:Cr2-HS. Analyze the collaborative relationship of the actor, director, production staff and playwright in creating a drama or theatre work.

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 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Rehearse	TH:Cr3.1.K. With prompting and support identify plot details in guided creative drama.	TH:Cr3.1.1. With prompting and support contribute to the adaptation of the plot in guided creative drama	TH:Cr3.1.2. Contribute to the adaptation of dialogue in a creative drama	TTH:Cr3.1.3. Contribute to the adaptation of dialogue in a creative drama	TH:Cr3.1.4. Revise an improvised or scripted theatre work	TH:Cr3.1.5. Evaluate choices to improve an improvised or scripted drama or theatre work	TH:Cr3.1.MS. Analyze scripted drama and improvised theatre works	TH:Cr3.1.HS. Refine design choices to support the story and impact of devised, improvised or scripted drama and theatre works

THEATRE

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 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Select	TH:Pr4.1.K. With prompting and support use facial expressions to communicate character and emotions in guided creative drama	TH:Pr4.1.1. With prompting and support use body, face, gesture, and voice to communicate character and emotions in guided creative drama	TH:Pr4.1.2. Alter voice and body to expand and articulate character in creative drama experiences	TH:Pr4.1.3. Determine how movement and voice are incorporated into creative drama experiences	TH:Pr4.1.4. Make physical and vocal choices to develop a character in a drama experience	TH:Pr4.1.5. Experiment with physical and vocal choices to create meaning in drama and theatre works	TH:Pr4.1.MS. Identify the essential events in a story or script that make up the dramatic structure	TH:Pr4.1.HS. Apply a variety of acting techniques in the rehearsal and performance of drama and theatre works

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 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Prepare	TH:Pr5.1.K. With prompting and support identify various design elements in guided creative drama	TH:Pr5.1.1. With prompting and support experiment with design in guided creative drama	TH:Pr5.1.2. Identify the basic design elements in creative drama experiences	TH:Pr.1.3. Describe design elements in a creative drama experience	TTH:Pr5.1.4. Discuss the use of technical elements to enhance a drama experience	TH:Pr5.1.5. Demonstrate the use of technical and production design elements in drama and theatre works	TH:Pr5.1.MS. Analyze how technical and production design elements enhance drama and theatre works	TH:Pr5.1.HS. Apply technical elements to enhance the technical and production design of drama and theatre works

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. <i>Essential Question(s): What happens when theatre artists and audiences share a creative experience?</i>								
	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Share, Present	TH:Pr6.1.K. With prompting and support use voice and sound in guided creative drama	TH:Pr6.1.1. With prompting and support use movement and gesture to communicate emotions in guided creative drama	TH:Pr6.1.2. Contribute original ideas or choices to group creative drama experiences	TH:Pr6.1.3. Rehearse and discuss reflections about a drama experience	TH:Pr6.1.4. Perform small-group drama and theatre works to an audience	TH:Pr6.1.5. Present drama and theatre works informally for an audience	TH:Pr6.1.MS. Perform a rehearsed drama or theatre work for an audience	TH:Pr6.1.HS. Perform a rehearsed scripted drama or theatre work for a specific audience

THEATRE

Responding

Anchor Standard 7 - Perceive and analyze artistic work.								
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences. <i>Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?</i>								
	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Reflect	TH:Re7.1.K. With prompting support describe a response to characters in guided creative drama	TH:Re7.1.1. With prompting and support discuss an emotional response to guided creative drama	TH:Re7.1.2. Describe the artistic choices made in creative drama experiences	TH:Re7.1.3. Discuss artistic choices and how they shape reactions to drama and theatre works	TH:Re7.1.4. Identify artistic choices made through participation in and observation of drama and theatre works	TH:Re7.1.5. Explain personal reactions to artistic choices made in drama and theatre works	TH:Re7.1.MS. Evaluate the artistic choices in drama and theatre works	TH:Re7.1.HS. Synthesize what is seen, felt, and heard in drama and theatre works to develop criteria for personal artistic choices

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 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Interpret	TH:Re8.1.K. With prompting and support describe a setting in creative drama	TH:Re8.1.1. With prompting support discuss how setting can influence character actions in creative drama	TH:Re8.1.2. Describe how setting influences character actions and consequences in creative drama	TH:Re8.1.3. Discuss ways to develop a character for a creative drama	TH:Re8.1.4. Compare character qualities in drama or theatre works	TH:Re8.1.5. Explain how cultural perspectives influence personal responses to characters in drama and theatre works	TH:Re8.1.MS. Analyze how cultural perspectives influence the evaluation of drama and theatre work	TH:Re8.1.HS. Analyze how artistic choices are developed from personal experiences in drama and theatre works

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 artist's processes and the audience's perspectives impacted by analysis and synthesis?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Evaluate	TH:Re9.1.K. With prompting support identify design elements in guided creative drama	TH:Re9.1.1. With prompting support describe design elements in guided creative drama	TH:Re9.1.2. Discuss design elements in guided creative drama	TH:Re9.1.3. Compare design elements in creative drama	TH:Re9.1.4. Propose criteria to evaluate drama and theatre works	TH:Re9.1.5. Implement criteria to evaluate drama and theatre works	TH:Re9.1.MS. Evaluate drama and theatre works using supporting evidence	TH:Re9.1.HS. Analyze a drama or theatre work using personal aesthetics and artistic criteria

THEATRE

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	Middle Level Standard	Secondary Level Standard
Emphasize	TH:Cn10.1.K. With prompting and support identify similarities between characters and oneself in guided creative drama	TH:Cn10.1.1. With promoting and support describe similarities between characters and oneself in a guided creative drama	TH:Cn10.1.2. Compare character experiences to personal experiences in creative drama	TH:Cn10.1.3. Discuss personal experiences and knowledge to make connections to community and culture in creative drama	TTH:Cn10.1.4. Identify the ways drama and theatre work reflect the perspectives of a community or culture	TH:Cn10.1.5. Explain how drama and theatre work connects one to a community or culture	TH:Cn10.1.MS. Research how cultural perspectives, community, ideas, and personal beliefs impact a drama or theatre work	TH:Cn10.1.HS. Collaborate on drama or theatre work that examines a critical issue using various perspectives

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 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Middle Level Standard	Secondary Level Standard
Interrelate	TH:Cn11.1.K. With prompting and support identify similarities and differences in stories from multiple cultures	TH:Cn11.1.1. With prompting and support describe similarities and differences in stories from multiple cultures	TH:Cn11.1.2. Compare similarities and differences in stories from multiple cultures through creative drama experiences	TH:Cn11.1.3. Describe how stories are adapted from literature to become drama or theatre works	TH:Cn11.1.4. Discuss cross-cultural approaches to storytelling in drama and theatre works	TH:Cn11.1.5. Investigate historical, global, and cultural issues in drama and theatre works	TH:Cn11.1.MS. Use different forms of drama and theatre work to examine contemporary, social, cultural, or global issues	TH:Cn11.1.HS. Analyze the social, historical, and cultural contexts of drama and theatre works

The next page provides a sample chart showing all theatre standards for one level (Kindergarten). In the final standards document, similar charts will be provided for each level.

Theatre - Kindergarten	
Process Components	Creating
Envision	TH:Cr1.1.K. With prompting and support express original ideas in guided creative drama
Develop	TH:Cr2-K. With prompting and support express original ideas in guided creative drama
Rehearse	TH:Cr3.1.K. With prompting and support identify plot details in guided creative drama.
Process Components	Performing
Select	TH:Pr4.1.K. With prompting and support use facial expressions to communicate character and emotions in guided creative drama
Prepare	TH:Pr5.1.K. With prompting and support identify various design elements in guided creative drama
Share, Present	TH:Pr6.1.K. With prompting and support use voice and sound in guided creative drama
Process Components	Responding
Reflect	TH:Re7.1.K. With prompting support describe a response to characters in guided creative drama
Interpret	TH:Re8.1.K. With prompting and support describe a setting in creative drama
Evaluate	TH:Re9.1.K. With prompting support identify design elements in guided creative drama
Process Components	Connecting
Emphasize	TH:Cn10.1.K. With prompting and support identify similarities between characters and oneself in guided creative drama
Interrelate	TH:Cn11.1.K. With prompting and support identify similarities and differences in stories from multiple cultures