

## **Theatre Standards Grades P-12**

							THEATRE								
			Artistic	: Process						Anchor Sto	Indard 1				
			Cre	ating				Gen	erate and	l concentualiz	e artistic ideas and	lwork			
		Endi		nderstand	lina			Gen		Essential Q		Work.			
Th	eatre	artists		intuition, inquiry.	curiosity,	and					artists use their imaginations and/or learned theatre ollaborative and creative exploration and inquiry?				
	Exp	osure		E>	ploratior	ı	E	nrichmer	nt	Exc	Entrepreneurship				
								ndicator	s						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS	HS			
I.D-3.	1 · Pror	oose and	4	1.3-2.1.	Pronose and	lenact	1.6-8.1.1	vectigate	how		Accomplished earch and explore ho	Advanced			
					I:3-5:1: Propose and enact I:6-8:1: Investigate how details to the plot and different choices in plot and						atrical conventions in				
	enact details to the plot details to the plot and different cl of a guided original characters of a guided character h								•		vices in an original th	•			
	a/thea	•			Irama/thea			an origina	•						
	rience.			experien			theatrica	-							
		ose det	ails to		ropose and	explore	1:6-8:2: E	xplore how	1	I:9-12:2: Deve	elop a complete desi	gn concept,			
		ume, ar		different	ways to repr	resent		design and			• •	technical theatre, for			
		n a guid		-	ostume, and		choices e	nhance sto	ory,	an original th	eatrical work.				
origin	nal drai	na/thea	atrical		s in a guideo		characte	r, and them	ne in an						
exper	rience.			experience	rama/theatr	ical	original t	heatrical w	ork.						
I.P-2-3	3. Ident	ify and e	mnlov		xplore how	given	I:6-8:3: Develop an improvised			1.9-12.3. Inter	arate cultural and his	torical contexts with			
		ice and b			nces impact			using given			eriences to create a o				
		acter in		character	's motivatio	n and		nces, inner			id authentic in a thea				
-		a/theatr	ical	-	in a guided			and intera		Ū					
exper	ience.	_	_	drama/th	eatrical exp	erience.		her charact							
E+D 2	.1. This	nk creat	ivolu	E-2-5-1- S	ynthesize id	aac and		ffectively re		E:9-12:1: Research and assess information about various					
		nicate c	•		te with othe			tively make				onventions concerning			
		ance th			eresting plo			choices du		plot and char					
		theatric	•	character	s for an orig	inal	rehearsal	of an origin	al	pier and end					
	rience.			-	ama/theatri	cal	theatrical	work.							
E-D 2-	2. Call-	borate v	with	experienc		alward	F.C. 0.2. (	Collohar		F-0 12-2- Ff	المانية والمعالمة وال	la taabaalaa ita			
		iborate v nceptual			Vork creative te with othe			Collaborate explore ar			ctively utilize availab mmunicate a comple				
		umes, a			d conceptua			low design			initiatie a comple	ete design concept.			
	-	r a guide		settings, o	costumes, ar	nd	-	ory, charac							
drama	a/theat	rical		propertie	s for a guide	d	theme.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							
	experience. drama/theatrical experience														
		hk creat	•	E:3-5:3: \				Nork indep			aborate with others	•			
	•	ent idea			lently to cr			p a charac		U		al contexts, theatrical			
		ne a cha nd body	racter	basic cha	racter anal	yses.	original t	heatrical w	UTK.	theatrical wo	and personal experie	nces to develop a			
				F:3-5-4-1	hink creati	velv	F:6-8:4:1	hink creat	ively and			lexible in rehearsing,			
	E:P-2:4: Think creatively E:3-5:4: Think creatively and be flexible during a and be flexible in					,		e in rehear			•	<b>.</b>			
	guided drama/theatrical rehearsing, and producing					ducing		g an origin	•	designing, and producing an original theatrical work.					
0	experience. an original					Ŭ	theatrical work.								
				drama/th	neatrical										
	experience.														



							Tł	IEATR	E				
			Artistic	Process						Anchor St	andard 2		
			<u> </u>	ation					0				
		Fndı		ating I <i>derstand</i>	lina				Organiz	e and develop a Essential (	rtistic ideas and wor <i>Question</i>	K	
		Enat			mg					Listentian			
Т	heatre	artists v		liscover dif	ferent wa	ys of		Но	w, when, a	and why do thea	atre artists' choices cl	nange?	
	Eve		commu	nicating	valoratio		E.	nrichme	at	Eve	ellence	Entropropourship	
	Expo	osure		E	xploratio	חו			-	EXC	ellence	Entrepreneurship	
	r		1					dicators		116	110		
РК	К	1	2	3	4	5	6	7	8	HS	HS	HS Advanced	
		L								Proficient	Accomplished		
		ore and			hrough col dvance ori		I:6-8:1: Explore, and justify original artistic choices in a				ize critical analysis,		
	op dial	-		ideas of p		gillai	U	work base				neatrical conventions	
-		lot and			eatrical wo	ork using		alyses, and			y develop original a	rtistic choices to	
		racters			er's given			nd knowle		clarify thema	atic meaning.		
U		na/thea	trical		ances, obje	ctive, and		an historica	al and				
-	rience.			inner tho	•		cultural c		a mala t				
		n promp	•		/ith promp assume de	-		Share lead	ership			ve team with defined	
		, assum		••• •	oilities of a		and exec	ute bilities of a	docian	-	ies to discover artis		
		or spec			l create a d			d collabor	•		retive choices in a d	evised theatrical	
		eatrical		a devised	drama/th	eatrical		ate variou		work.			
aesig	n team			experience	ce.			trical worl					
				_			Exp	pectatio	15				
		collabo	'	E:3-5:1:	Work cre	atively	E:6-8:1:	Research a	and	E:9-12:1: Uti	lize script analysis a	nd playwriting	
		develop		and coll	aborate v	/ith		playwriting		techniques a	nd evaluate person	al artistic choices in	
		concerr acters in	0		o analyze			es and eva		a devised/ad	lapted theatrical pro	oduction.	
		/theatrie		advance	original i	deas.		hoices in a adapted tl					
experi	ence.						producti	•	leatrical				
E:P-2	:2: Use	develo	ped	E:3-5:2:	Research		E:6-8:2: R			E:9-12:2: Res	search information	about the world of	
inforr	mation	about	the	informa	tion abou	t the		on about t		the play and	work creatively wit	h others to enhance	
world	l of the	play/st	tory	world of	f the story	/ and		y and work		artistic choices during the rehearsal process of a			
to en	hance	artistic		use it cr	eatively t	D	-	<ul> <li>with othe artistic cho</li> </ul>		devised/ada	pted theatrical proc	luction.	
choic	es in th	ne guide	ed	enhance	e the devi	sed		e rehearsal					
devis	ed drai	na/the	atrical	drama/t	heatrical		-	ed/adapte	•				
	rience.	1. 1.1		experier		iuchu		nroductio		50422.0		and the last stand	
		lexible			Vork effect verse team			/lanage a d y sharing le	-		e technical theatre l	U U	
		vely whi f a thea			ith others	0		ing effectiv			o explore how each		
	, part o n team		ulludi	to incorp	orate vario	us artistic		think critic		and theme.	eatre interacts to en	nance storytening	
uesig	nteam	•		ideas in a			about de	sign choice	s and	and theme.			
F.P-2.	E:P-2:4: Collaborate with E:3-5:4: Collaborate with						solutions	e responsi	hle to	F-9-12-4- Po	responsible with ot	hers and work	
	others and work effectively others and work effectively							d work effe			a diverse team to e		
	in a diverse team to develop in a diverse team to enhance							se team to		-	pted theatrical proc		
	-					/adapted t	heatrical	actiseu/aua					
· · · · · · · · · · · · · · · · · · ·				productio									
		Vith guidance and E:3-5:5: Use available E:6-8:5: Use available						e available technolo					
		vailable enhanc	۵		ogy to enl			ogy to enl			es in a devised/ada	pted theatrical	
		s in a gu			choices in			hoices in	а	production.			
	/theatr	-			drama/th	eatrical	-	adapted					
experi	experience. expe				nce.		theatric	al product	tion.				



			THEA	TRE						
Artisti	c Process					Anchor Sta	ndard 3			
Cre	eating				Refine	and comple <sup>-</sup>	te artistic work			
	Inderstanding					Essential Q				
Theatre artists refine th	eir work and praction	ce their	Hov	v do thea	atre artist	s transform	and edit their o	original ideas?		
	igh rehearsal									
Exposure	Exploratio	n		Enrichmer	nt	Exc	cellence	Entrepreneurship		
		E.	Indico		0	HS	HS			
PK K 1 2	3 4	5	6	7	8	Proficient	Accomplished	HS Advanced		
I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience. I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.	<ul> <li>I:3-5:1: Explore and various artistic choid enhance character, and plot in a devised theatrical experience</li> <li>I:3-5:2: Through reh explore and refine a choices in staging a theatrical experience</li> </ul>	rehearsa and refit to bette theme. I:6-8:2: E staging id rehearsal adapted t performa		, analyze choices cory and ous hout the a devised vork for	theatrical ti production devised/ad performand 1:9-12:2: Thr ideas from r reimagine a that is convi concept in a performanc	rough the rehear raditions, staging analyses to refin- apted theatrical v ce. rough the rehearsa research and script nd transform stagi incing, authentic, a devised/adapted e.	work for al process adapt : analysis to ng in a performance and relevant to the theatrical work for			
I:P-2:3: With prompting and support discover various solutions to a single technical element.	I:3-5:3: Create inno solutions to design technical problems arise in rehearsal fo devised theatrical experience.	and that	a planned using ava during the for devise theatrical performa	nce.	design nology process	and revise t the story, e devised/ad	process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.			
E:P-2:1: Reason effectively and	E:3-5:1: Reason effe	ctively	Expect	Apply perf	ormance	E:9-12:1: Utilize information on theatrical				
work creatively with others to make artistic decisions about plot and dialogue.	while comparing art choices in a devised drama/theatrical ex		criteria t	o evaluate n a theatri	artistic	traditions and conventions and evaluate artistic choices in a theatrical production.				
E:P-2:2: Make decisions on artistic choices in staging.	E:3-5:2: Collaborate others to reimagine choices in a timely n	staging		Manage t e effective ly.			lanage time to ac tively and efficien			
E:P-2:3: Produce design elements for a guided drama/theatrical experience.	E:3-5:3: Reflect and c technical artistic choi implement innovated refine choices to bett theme.	ces and ideas to	technica and impl	Make deci l artistic ch ement inn refine thei	ovated	E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production				
E:P-2:4: With guidance and support use available technology to refine technical designs.	support use available technology to refine technical designs. technical designs.				able ne	E:9-12:4: Use available technology to refine and create technical designs.				
Bispan       E:P-2:5: Perform a guided       E:3-5:5: Perform a         devised drama/theatrical       devised/adapted theatrical         work for an informal       experience for an informal         audience.       audience.			E:6-8:5: Produce a E:9-12:5: Produce a devised/adapted theatrical production for an audience.				adapted theatrical			



				Т	heatre							
Artisti	c Process						Anchor St	andard 4				
Pre	enting				Analyze,	interpret	, and select a	artistic work for p	presentation.			
Enduring L	Inderstand	ling			Essential Question							
Theatre artists ma effectively c			to	Why ar	Why are strong choices essential to interpreting a drama or theatre piec							
Exposure	Ex	ploratio	on	E	nrichme	nt	Exc	cellence	Entrepreneurship			
Indicators												
РК К 1 2	4	5	6	5 7 8 HS HS HS HS HS								
I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.	I:3-5:1: I apply var choices t dramatic theatre v	rious arti o enhanc momen	stic ce	apply va choices dramati	Develop a arious artis to enhanc c moment c element work.	itic e is and	I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s) and acting method(s), using appropriate technical language, to inform a theatre work.					
I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.	I:3-5:2: E physical a to create character performa	and voca a convir r for a sci	l choices Icing	acting te expand between characte	Apply vari echniques the conne n the acto er's object ions, and s	to ction r and a ive,	I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.					
				Ex	pectatio	15						
E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.	effectively why a specific story is worth exploring in a guided drama/theatrical performing.					vided ecisions tion for	E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.					
E:P-2:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance.	with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance. with others to decide on and implement original creative artistic choices for a scripted theatrical performance.				Work creat ers to deci lement orig artistic cho d theatrica on.	de on ginal bices for	E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.					
E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character. E:3-5:3: Effectively justify a implement specific acting, vocal, and movement choic to create a convincing character in a scripted performance.				production. E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.			E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.					



							Т	heatre	:					
		ļ	Artistic	Process						Anchor St	andard 5			
			Prese	enting				Dev	elop and	refine artist	ic work for preser	ntation		
		Endu	ring Ur	nderstand	ding		Essential Question							
Theat				persona rmance c		es and	Wh	What can I do to fully prepare a performance or technical design?						
	Ехро	sure		E	xploratio	n	E	nrichmei	nt	Exc	ellence	Entrepreneurship		
							lı	ndicators	;					
РК	РК К 1 2			3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced		
I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story.			ated ement o	techniqu imagina and voca	tion, move al exercise theatrica	es in a	I:6-8:1: Participate in a variety of acting exercises, and transfer techniques to a rehearsal and performance of a scripted theatrical work.			I:9-12:1: Util justify artisti	ize acting exercises c choices while pre gful scripted theatri	paring a convincing		
I:P-2:2: ( technica guided o experier guided t				technica enhance	Craft basic I element story and oted theat	s that d theme	technica create a or inforn	I:6-8:2: Explore a variety of technical techniques to create a design for a formal or informal, scripted theatrical production.I:9-12:2: Research, practice and refine tech and employ them in a scripted theatrical production.						
							Exp	pectation	าร					
drama/	es to ir ity in a /theatr	nspire guided re exper		exercises enhance a scripte	Use acting to creativ a perform d theatrica ce.	ance for	E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.			E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.				
collabor technica and cost a guidec experier	creativity in a guided drama/theatre experience based on a known story. E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.			experience. E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.			E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.			E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work.				
E:P-2:3 to crea enhanc drama/ experie	E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.			E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work.			and imp innovati enhance	Apply tec lement ve solutio a scripte al product	ns to d	E:9-12:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.				
	known story. E:P-2:4: Participate in theatrically based warm-			progress	Participat sively mor warm-up	e	E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.			E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.				



							т	heatre	9						
		,	Artistic	Process						Anchor St	andard 6				
			Pres	enting			Convey meaning through the presentation of artistic work.								
		Endu	ring U	nderstan	ding			Essential Question							
			world	nd preser s to explo rience.			Wh	at happe	ens when	theatre artis experie	ts and audience s ence?	share a creative			
	Exposure Exploration							nrichmei	nt	Exc	cellence	Entrepreneurship			
							11	ndicators	5						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
inforr dram	1: Shar mal, gu a/thea d on kn	ided trical w		or forma and scrij work for	Share an i al, theme- oted, thea r an audie in shared ns.	based atrical	rehearse and scri work for engage reflectio		trical nce and	I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and practices grounded in the creative collaboration of the director, designer(s), actor and dramaturg, for a formal audience and engage in shared reflections.					
other	:1: Coll rs on a g rical we	guided	e with		Collabora n a guidea al work.		E:6-8:1: managir	pectation Collabora ng goals an a theatrica ion.	te while nd time	E:9-12:1: Collaborate while managing goals and time to craft a theatrical production.					
play/	:2: Pres drama mal auc	for an			Present a mal audie			Produce a udience.	a play	E:9-12:2: Produce a play for an audience.					
inforr inforr	E:P-2:3: Interact with an formal audience in an audience in an informal reflection activity.					audienc	Interact v e in a forn on activity.	nal	E:9-12:3: Interact with the audience in a formal reflection activity.						
	E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.					E:6-8:4: Present a self- reflection on a theatrical work and one's own contribution to the performance.			E:9-12:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.						



Theatre															
		,	Artistic	Process				Anchor Standard 7							
			Respo	onding				Perceive and analyze artistic work.							
	Enduring Understanding									Essential	Question				
				o underst nd theatr			How d	o theatre	e artists c	omprehend t theatre exp		ama processes and			
	Exposure Exploration							nrichmei	nt	Exc	cellence	Entrepreneurship			
							11	ndicators	;						
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
and s artist perso react	1: With upport ic choic onal aes ions to rience.	, identil ces and thetic	fy	choices a personal	dentify ar and explai l aesthetic s to a thea ice.	in C	analyze artistic o applying	Identify a the effect hoices by g given crit ical exper	of teria to	societal and	I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.				
							Ex	pectatio	n						
artist in a t	E:P-2:1: Identify when artistic choices are made in a theatrical experience. E:3-5:1: Identify where artistic choices are made and analyze why they were made.							Effectivel <sup>®</sup> culate the in various al works.	artistic	E:9-12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.					
aesth artist	E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience.E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.					to evaluate the use of				ason and communic al and theatrical co eaning.	•				



								THEA	TRE								
			,	Artistic	Process			Anchor Standard 8									
				Respc	nding				Inte	roret inte	nt and mear	ning in artistic w	vork				
			Endu		derstand	ing				-	Essential Qu	-					
Th	tro	ort:	ctc' in	+ ~ ~ ~ ~ ~ ~	ations of	dromo /+k	o o tro	llow	oon tho co	mowork	of ort comm	unicata diffora					
					ations of ersonal e			поw	can the sa		different pe	nunicate differen onle?	nt messages to				
		C 111	Tuerre		etics.	xperience						opic.					
	E	xposi	ure			Exploration	າ		Enrichmen	t	Exc	cellence	Entrepreneurship				
	-				-		-	Indico	ators								
РК	к		1	2	3	4	5	6	7	8	HS	HS	HS Advanced				
								Proficient	Accomplished								
		Aake personal I:3-5:1: Identify and I:6-8:1: Explore how the u					the use		evelop and justify								
conne				-		cate persor		-	nal aestheti		aesthetics	and artistic point	of view.				
reactio circum					styles of t	to various heatrical	types and	artistic p	oint of viev	<i>i</i> inform							
					experience				ioices.								
I:P-2:2:	: With	prom	pting a	nd	1:3-5:2:10	dentify how	v setting.	1:6-8:2: E>	plore vario	us styles	I:9-12:2: Id	entifv and make a	esthetic opinions				
suppor						r, and plot	-	of storyte	lling in thea	trical		•	ersonal experience				
is defin charact		-			artistic in	itent.			d identify ar		and knowledge of an artist's intent and style.						
prop/c								productio	၊ playwritinန ၈.	; and							
I:P-2:3	3: Idei	ntifv	and		I:3-5:3: E	xplore vari	ous	•	dentify pers	onal	l:9-12:3: Sv	nthesize various r	personal aesthetics				
respo						choices in			s through		-		critique, refine, and				
charad					a charact	er for a th	eatrical	• •	participation in a theatrical produce a theatrical work.								
drama			al		experien	ce.		work.									
experi	lence	•						Expect	ations	_		_					
E:P-2:	1: Eff	ectiv	ely rea	son	E:3-5:1:	Effectively	reason		Communica	te clearly	E:9-12:1: Work independently to reason and						
and in	iterac	t wit	h othe	rs to	and inter	act with o	thers to	with othe	ers how pe	sonal	create an effective relationship between						
compa	-			-	-	personal f	-		noices are i		•	esthetics and artis	tic choices for a				
about a guid			•		about ch various t	aracter an heatrical	a plot in	by persol	nal aesthet	ICS.	theatrical v	VORK.					
experi			, encar		experien												
E:P-2:2	2: Col	labor	ate wi	th	E:3-5:2: F	Reason effe	ectively		esearch infor		E:9-12:2: R	eason effectively	to identify and				
others				store		e the relat	•		tists' lives an and commu	•	•	artists' choices a	nd aesthetics				
unders within		•	Clidid	LIEIS		an artist's			how they in		within a the	eatrical work.					
drama	drama/theatrical experience.						•	their artist	ic choices.								
E:P-2:3	3: Wo	rk col	llabora	tively	E:3-5:3: \	Nork		E:6-8:3: \	While worki	ng in a	E:9-12:3: Ir	teract effectively	with others to				
and us				etics	-	lently to c		-	oup, effect			the various artisti					
to resp drama				ences.	characte	r for a scer	ie.		cate and int ersonal aest	•		tics of the group t	o enhance a				
							-	a theatrical		theatrical work.							
E:P-2:	E:P-2:4: Engage E:3-5:4: Engage							E:6-8:4: Engage E:9-12:4: Engage				12:4: Engage appropriately as an audience					
appro			an			ately as an		appropriately as an audience participant in formal/informal settings.									
	udience participant in audience participant in						in participant in										
forma	i/into	ormal	settin	gs	formal/ir	nformal set	tings.	formal/ir	itormal set	tings.		formal/informal settings.					



		THEATRE								
Artist	ic Process		Anchor Standard 9							
Res	oonding	Apply c	riteria to evaluate artistic wo	ork.						
Enduring U	Inderstanding	Essential Question								
	y criteria to investigate, Irama and theatre work.		ists' processes and the audie ted by analysis and synthesis							
Exposure	Exploration	Enrichment	Excellence	Entrepreneurship						
		Indicators								
РК К 1 2	3 4 5	6 7 8	HS HS Proficient Accomplished	HS Advanced						
I:P-2:1: Describe and define a character in a theatrical production.	I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work.	I:6-8:1: Respond to a theatrical work using specific evidence and artistic criteria.	I:9-12:1: Use historical and cul play's language, style and stru theatrical work.							
I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.	I:3-5:2: Investigate how technical elements assist in presenting theme.	I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work.	I:9-12:2: Recognize and analyz interpretations of the same th							
I:P-2:3: Describe how characters respond to conflicts in a theatrical production.	I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a theatrical work.	I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.	I:9-12:3: Create impactful connections between a theatre work and contemporary issues.							
		Expectations								
E:P-2:1: Work with others to apply given criteria to a theatrical work.	E:3-5:1: Work creatively with others to formulate evaluation criteria.	E:6-8:1: Apply standard analysis criteria to a theatrical production.	E:9-12:1: Access information of to investigate and explore a th							
E:P-2:2: Identify and communicate technical choices in a theatrical production.	E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical work.	E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it.	E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.							
E:P-2:3: Interact effectively with a group and discuss a character's role in the story.	E:3-5:3: Interact with an informal audience and analyze a theatrical work.	E:6-8:3: Evaluate an effect a theatrical event has on an audience.	E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.							



							TH	IEATRE							
		,	Artistic	Process			Anchor Standard 10								
			Conn	ecting			Synthesize and relate knowledge and personal experiences to make art								
		Endu	ring Ur	nderstand	ling			Essential Question							
in	Theatre artists allow awareness of interrelationships between self and others to influence and inform their work							What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?							
	Ехро	osure		E	xploratio	n	E	nrichmer	nt	Exc	cellence	Entrepreneurship			
	Indicators														
РК	к	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced			
perso relate exper	1: Explo onal exp es to a c rience ir rical exp	erience haracte nguided	r's I	theatre	explore hor can connec co a comm	ct	commur	nvestigate hity issue t perspectiv al work.	hrough	I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.					
							Ехр	ectations	;						
theat basec comn	:1: Crea rical exp d on the nunity a dual.	perience idea of	9	theatrica work to	Present a d al issue-bas a formal o audience.	sed r	commur collabor	Research a nity issue a ate with of theatrical	nd thers to	E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.					
effect and s and c	ndividual. E:P-2:2: Interact effectively with others and share how personal and character experiences relate.							While wor iverse grou and adapt to clearly nicate ther al work.	up, be artistic	E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.					
								E:6-8:3: Lead others and interact with the audience in a formal or informal response activity.			E:9-12:3: Lead and interact with the audience in a formal or informal response activity.				
							E:6-8:4: Create a self- reflective review. E:9-12:4: Create a self-reflective review.					e review.			



		THEATRE				
	Process ecting	A Relate artistic ideas and	Anchor Standard 11 works with societal, cultural, and historical t to deepen understanding			
Theatre artists understand creative processes and artisti	nderstanding and can communicate their ic inspirations as they analyze	In what ways does a theatr	Essential Question re artist's understanding of self, the world, and n affect the way a theatrical production is			
the way the world r Exposure	may be understood. Exploration	Enrichment	understood. Excellence Entrepreneurship			
Exposure	Exploration	Indicators				
PK K 1 2	3 4 5	6 7 8	HS HS HS Advanced Proficient Accomplished			
I:P-2:1: Identify similarities between theatrical works from various cultures.	1:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.	I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.	I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.			
I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.	I:3-5:2: Identify and use historical source material to develop a theatrical work.	I:6-8:2: Use historical source material to craft a theatrical work.	I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical and cultural understanding of story, theme, and theatrical conventions.			
I:P-2:3: Describe the relationships of theatre to other arts subjects in school.	1:3-5:3: Describe the relationships of theatre to dance, music, the visual arts, media arts, and other disciplines.	1:6-8:3: Describe the relationships of theatre to dance, music, visual arts, media arts, and other disciplines.	I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.			
		Expectations				
E:P-2:1: With guidance, compare and contrast various theatrical works.	E:3-5:1: Compare and contrast various theatrical works.	E:6-8:1: Research and evaluate various productions based on the same story and/or theme.	E:9-12:1: Work independently to synthesize personal, cultural and historical views into compelling artistic choices.			
E:P-2:2: Communicate clearly personal responses to various theatrical works.	E:3-5:2: Using devised criteria respond to personal responses to various theatrical works.	E:6-8:2: Use discipline- specific literacy to clearly communicate personal aesthetics.	E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.			
E:P-2:3: Apply researched information to develop and refine a self-devised theatrical work based on a provided artifact.	E:3-5:3: Apply researched information to develop and refine a self-written theatrica work based on a historical source material.	E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.	E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.			
E:P-2:4: With guidance and support present a self- devised theatrical work.	E:3-5:4: Devise a personal theatrical work.	E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.	E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.			
E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places.	E:3-5:5: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.	E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.	E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.			



## Theatre Standards Grades P-2 Anchor Standard 1

#### Generate and conceptualize artistic ideas and work.

Artistic Process Creating Enduring Understanding Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Questions What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

РК	К	1	2
	Developmental	Level: Exposure	

#### Indicators

I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience. I:P-2:2: Propose details to setting, costume, and properties in a guided original drama/theatrical

## experience.

Expectations

E:P-2:1: Think creatively and communicate clearly ideas to advance the plot of a drama/theatrical experience.

E:P-2:2: Collaborate with others to conceptualize settings, costumes, and properties for a guided drama/theatrical experience.

E:P-2:3: Think creatively and implement ideas on how to define a character with voice and body. E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.



Organize and develop artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists work to discover different ways of communicating

*Essential Question* How, when, and why do theatre

artists' choices change?

PK

Developmental Level: Exposure

#### Indicators

I:P-2:1: Explore and develop dialogue, sequential plot and defined characters in a guided drama/theatrical experience.

I:P-2:2: With prompting and support, assume and offer ideas for specific roles of a theatrical design team.

Expectations

E:P-2:1: Work collaboratively with others to develop creative ideas concerning plot and characters in a guided drama/theatrical experience.

E:P-2:2: Use developed information about the world of the play/story to enhance artistic choices in the guided devised drama/theatrical experience.

E:P-2:3: Be flexible and think creatively while being part of a theatrical design team.

E:P-2:4: Collaborate with others and work effectively in a diverse team to develop a guided drama/theatrical experience.

E:P-2:5: With guidance and support use available technology to enhance artistic choices in a guided drama/theatrical experience.



Refine and complete artistic work.

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal

**Essential Question** 

How do theatre artists transform and edit their original ideas?

Р

Developmental Level: Exposure

#### Indicators

I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience.

I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.

I:P-2:3: With prompting and support discover various solutions to a single technical element.

Expectations

E:P-2:1: Reason effectively and work creatively with others to make artistic decisions about plot and dialogue.

E:P-2:2: Make decisions on artistic choices in staging.

E:P-2:3: Produce design elements for a guided drama/theatrical experience.

E:P-2:4: With guidance and support use available technology to refine technical designs.

E:P-2:5: Perform a guided devised drama/theatrical work for an informal audience.



Analyze, interpret, and select artistic work for presentation.

**Artistic Process** Presenting

Enduring Understanding Theatre artists make strong choices to effectively convey meaning

**Essential Question** Why are strong choices essential to interpreting a drama or

theatre piece

**Developmental Level: Exposure** 

I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.

I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.

E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.

E:P-2:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance.

E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation

Artistic Process Presenting **Enduring Understanding** Theatre artists develop personal processes and skills for a performance or design

*Essential Question* What can I do to fully prepare a

performance or technical

design?

PK

Developmental Level: Exposure

## Indicators

I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story.
 I:P-2:2: Create simple technical elements in a guided drama/theatrical experience to enhance a guided theatrical experience based on a known story.

Expectations

E:P-2:1: Use acting exercises to inspire creativity in a guided drama/theatre experience based on a known story.

E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.

E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.

E:P-2:4: Participate in theatrically based warm-ups.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Unders	tanding	Essential Question
Presenting	Theatre artists share stories, ideas, and e worlds to explore t experience	envisioned he human	What happens when theatre artists and audience share a creative experience?
РК	K	1	2
	Dovelopmental Love		

Developmental Level: Exposure

Indicators

I:P-2:1: Share an informal, guided drama/theatrical work based on known story.

Expectations

E:P-2:1: Collaborate with others on a guided theatrical work. E:P-2:2: Present a play/drama for an informal audience.

E:P-2:3: Interact with an informal audience in an informal reflection activity.



Perceive and analyze artistic work.

	•	
Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists reflect to	How do theatre artists
	understand the impact of drama	comprehend the essence of
	processes and theatre	drama processes and theatre
	experiences	experiences?
РК	К 1	2

Developmental Level: Exposure

#### Indicators

I:P-2:1: With prompting and support, identify artistic choices and personal aesthetic reactions to a theatrical experience.

Expectations

E:P-2:1: Identify when artistic choices are made in a theatrical experience.

E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists' interpretations	of How can the same work of art
	drama/theatre work are	communicate different messages
	influenced by personal	to different people?
	experiences and aesthetics.	
РК	К 1	. 2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Make personal connections to the feelings, reactions, and dramatic circumstances of a character.

I:P-2:2: With prompting and support, analyze how character is defined through physical characteristics, dialogue, and prop/costume design choices.

I:P-2:3: Identify and respond to various characters in a drama/theatrical experience.

Expectations

E:P-2:1: Effectively reason and interact with others to compare personal feelings about character and plot in a guided drama/theatrical experience.

E:P-2:2: Collaborate with others to create an understanding of characters within a given drama/theatrical experience.

E:P-2:3: Work collaboratively and use personal aesthetics to respond to various drama/theatrical experiences.

E:P-2:4: Engage appropriately as an audience participant in formal/informal settings



Apply criteria to evaluate artistic work.

Artistic Process Responding	<i>Enduring Understan</i> Theatre artists apply cri investigate, explore, and drama and theatre w	teria to d assess	<i>Essential Question</i> How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?
РК	К		2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Describe and define a character in a theatrical production.

I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.

I:P-2:3: Describe how characters respond to conflicts in a theatrical production.

Expectations

E:P-2:1: Work with others to apply given criteria to a theatrical work.

E:P-2:2: Identify and communicate technical choices in a theatrical production.

E:P-2:3: Interact effectively with a group and discuss a character's role in the story.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process	
Connecting	

Enduring Understanding

Theatre artists allow awareness of

interrelationships between self

and others to influence and

inform their work

## Essential Question

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

			F F 7 -
РК	К		2
	Developmental	Level: Exposure	

#### Indicators

I:P-2:1: Explore how personal experience relates to a character's experience in guided theatrical

experience.

Expectation

E:P-2:1: Create a devised theatrical experience based on the idea of community and the individual. E:P-2:2: Interact effectively with others and share how personal and character experiences relate.



Relate artistic ideas and works with societal, cultural, and historical context to

	deepen understand	ling.
Artistic Process	Enduring Understandin	ng Essential Question
Connecting	Theatre artists understand	d and In what ways does a theatre
	can communicate their crea	eative artist's understanding of self, the
	processes and artistic inspira as they analyze the way the may be understood.	e world affect the way a theatrical
РК	К	1 2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Identify similarities between theatrical works from various cultures.

I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.

I:P-2:3: Describe the relationships of theatre to other arts subjects in school.

Expectations

E:P-2:1: With guidance, compare and contrast various theatrical works.

E:P-2:2: Communicate clearly personal responses to various theatrical works.

E:P-2:3: Apply researched information to develop and refine a self-devised theatrical work based on a provided artifact.

E:P-2:4: With guidance and support present a self-devised theatrical work.

E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places.



# Theatre Standards Grades 3-5

## Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists rely on intuition, curiosity, and critical inquiry.

#### **Essential Questions**

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

}

Developmental Level: Exploration

#### Indicators

I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.

I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.

I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.

Expectations

E:3-5:1: Synthesize ideas and collaborate with others to create interesting plot and characters for an original guided drama/theatrical experience.

E:3-5:2: Work creatively and collaborate with others to create and conceptualize settings, costumes, and properties for a guided drama/theatrical experience.

E:3-5:3: Work independently to create a basic character analyses.

E:3-5:4: Think creatively and be flexible in rehearsing, and producing an original drama/theatrical experience.



Organize and develop artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists work to discover different ways of communicating

*Essential Question* How, when, and why do theatre

ng artists' choices change?

**Developmental Level: Exploration** 

## Indicators

I:3-5:1: Through collective inquiry, advance original ideas of plot in a drama/theatrical work using a character's given circumstances, objective, and inner thoughts.

I:3-5:2: With prompting and support, assume defined responsibilities of a theatrical team and create a design for a devised drama/theatrical experience.

Expectations

E:3-5:1: Work creatively and collaborate with others to analyze and advance original ideas.

E:3-5:2: Research information about the world of the story and use it creatively to enhance the devised drama/theatrical experience.

E:3-5:3: Work effectively with a diverse team being flexible with others in order to incorporate various artistic ideas in a devised drama/theatrical experience.

E:3-5:4: Collaborate with others and work effectively in a diverse team to enhance a devised drama/theatrical experience.

E:3-5:5: Use available technology to enhance artistic choices in a devised drama/theatrical experience.



Refine and complete artistic work

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

nears

# Developmental Level: Exploration

## Indicators

I:3-5:1: Explore and refine various artistic choices to enhance character, dialogue, and plot in a devised theatrical experience.

1:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised theatrical experience.1:3-5:3: Create innovative solutions to design and technical problems that arise in rehearsal for a devised theatrical experience.

#### Expectations

E:3-5:1: Reason effectively while comparing artistic choices in a devised drama/theatrical experience. E:3-5:2: Collaborate with others to reimagine staging choices in a timely manner.

E:3-5:3: Reflect and critique on technical artistic choices and implement innovated ideas to refine choices to better reveal theme.

E:3-5:4: Use available technology to refine technical designs.

E:3-5:5: Perform a devised/adapted theatrical experience for an informal audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process Presenting *Enduring Understanding* Theatre artists make strong choices to effectively convey meaning

Essential Question

Why are strong choices essential to interpreting a drama or theatre piece

3

**Developmental Level: Exploration** 

## Indicators

I:3-5:1: Develop and apply various artistic choices to enhance dramatic moments in a theatre work. I:3-5:2: Expand on artistic physical and vocal choices to create a convincing character for a scripted

performance.

Expectations

E:3-5:1: Reason effectively to understand what makes a play worth performing.

E:3-5:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical performance.

E:3-5:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character in a scripted performance.



Develop and refine artistic work for presentation.

Artistic Process Presenting **Enduring Understanding** Theatre artists develop personal processes and skills for a performance or design

Essential Question

What can I do to fully prepare a performance or technical design?

## 3

Developmental Level: Exploration

## Indicators

I:3-5:1: Integrate techniques of imagination, movement, and vocal exercises in a scripted theatrical experience.

I:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work.

Expectations

E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical experience. E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.

E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work. E:3-5:4: Participate in progressively more involved warm-ups.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audience share a creative experience?
3	4	5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Share an informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.

Expectations

E:3-5:1: Collaborate with others on a guided theatrical work.

E:3-5:2: Present a play for an informal audience.

E:3-5:3: Interact with the audience in an informal reflection activity.

E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.



Perceive and analyze artistic work.

	1	
Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists reflect to	How do theatre artists
	understand the impact of drama	comprehend the essence of
	processes and theatre	drama processes and theatre
	experiences	experiences?
3	4	5
	Developmental Level, Evalementica	

#### **Developmental Level: Exploration**

Indicators

I:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.

E:3-5:1: Identify where artistic choices are made and analyze why they were made.

E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists' interpretations of	How can the same work of art
	drama/theatre work are	communicate different messages
	influenced by personal	to different people?
	experiences and aesthetics.	
3	4	5

**Developmental Level: Exploration** 

#### Indicators

I:3-5:1: Identify and communicate personal reactions to various types and styles of theatrical experiences.

I:3-5:2: Identify how setting, character, and plot define artistic intent.

I:3-5:3: Explore various personal choices in creating a character for a theatrical experience.

Expectation

E:3-5:1: Effectively reason and interact with others to compare personal feelings about character and plot in various theatrical experiences.

E:3-5:2: Reason effectively to explore the relationship between an artist's intent and artistic choices. E:3-5:3: Work independently to create a character for a scene.

E:3-5:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process	
Responding	

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

#### **Essential Question**

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

Developmental L	evel: Exploration
Developmentare	even Exploration

#### Indicators

I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work. I:3-5:2: Investigate how technical elements assist in presenting theme.

I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a

theatrical work.

Expectations

E:3-5:1: Work creatively with others to formulate evaluation criteria.

E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical work. E:3-5:3: Interact with an informal audience and analyze a theatrical work.



Synthesize and relate knowledge and personal experiences to make art.

Artistic Process

## Enduring Understanding

#### **Essential Question**

Connecting

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

**Developmental Level: Exploration** 

I:3-5:1: Explore how theatre can connect oneself to a community or culture.

E:3-5:1: Present a devised theatrical issue-based work to a formal or informal audience. E:3-5:2: Interact with the audience in a formal or informal response activity.



Relate artistic ideas and works with societal, cultural, and historical context to

	deepen understanding.	
Artistic Process	Enduring Understanding	Essential Question
Connecting	Theatre artists understand and	In what ways does a theatre
	can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.	artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.
3		5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.

I:3-5:2: Identify and use historical source material to develop a theatrical work.

I:3-5:3: Describe the relationships of theatre to dance, music, the visual arts, media arts and other disciplines.

#### Expectations

E:3-5:1: Compare and contrast various theatrical works.

E:3-5:2: Using devised criteria respond to personal responses to various theatrical works. E:3-5:3: Apply researched information to develop and refine a self-written theatrical work based on a historical source material.

E:3-5:4: Devise a personal theatrical work.

E:3-5:5: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.



## Theatre Standards Grades 6-8 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists rely on intuition, curiosity, and critical inquiry.

#### **Essential Questions**

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

.

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.

I:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.

I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.

Expectations

E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.

E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.

E:6-8:3: Work independently to develop a character for an original theatrical work.

E:6-8:4: Think creatively and be flexible in rehearsing and producing an original theatrical work.



Organize and develop artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists work to discover different ways of communicating

*Essential Question* How, when, and why do theatre

artists' choices change?

Developmental Level: Enrichment

## Indicators

I:6-8:1: Explore, and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.

I:6-8:2: Share leadership and execute responsibilities of a design team, and collaborate to incorporate various ideas in a theatrical work.

Expectations

E:6-8:1: Research and employ playwriting techniques and evaluate artistic choices in a devised/adapted theatrical production.

E:6-8:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.

E:6-8:3: Manage a design project by sharing leadership and working effectively with others to think critically about design choices and solutions.

E:6-8:4: Be responsible to others and work effectively in a diverse team to enhance a devised/adapted theatrical production.

E:6-8:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.



Refine and complete artistic work.

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.

I:6-8:2: Explore various staging ideas throughout the rehearsal process of a devised /adapted theatrical work for performance.

I:6-8:3: Implement and refine a planned technical design using available technology during the rehearsal process for devised/adapted theatrical work for performance.

Expectations

E:6-8:1: Apply performance criteria to evaluate artistic choices in a theatrical production. E:6-8:2: Manage time and rehearse effectively and efficiently.

E:6-8:3: Make decisions on technical artistic choices and implement innovated ideas to refine them. E:6-8:4: Use available technology to refine technical designs.

E:6-8:5: Produce a devised/adapted theatrical production for an audience.



Analyze, interpret, and select artistic work for presentation.

Artistic Process Presenting Enduring Understanding Theatre artists make strong choices to effectively convey meaning

Essential Question

Why are strong choices essential to interpreting a drama or theatre piece

6

Developmental Level: Enrichment

### Indicators

I:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.

I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.

Expectations

E:6-8:1: Apply provided criteria to make decisions on a script's selection for performance.

E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production

E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation.

Artistic Process Presenting **Enduring Understanding** Theatre artists develop personal processes and skills for a performance or design Essential Question

What can I do to fully prepare a performance or technical design?

6

Developmental Level: Enrichment

### Indicators

I:6-8:1: Participate in a variety of acting exercises, and transfer techniques to a rehearsal and performance of a scripted theatrical work.

I:6-8:2: Explore a variety of technical techniques to create a design for a formal or informal, scripted theatrical production.

Expectations

E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.

E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.

E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.

E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.



Convey meaning through the presentation of artistic work.

Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audience share a creative experience?
6	7	8
	Developmental Level: Enrichment	

I:6-8:1: Present a rehearsed, theme-based, and scripted theatrical work for an audience and engage in shared reflections.

Expectations

E:6-8:1: Collaborate while managing goals and time to craft a theatrical production.

E:6-8:2: Produce a play for an audience.

E:6-8:3: Interact with the audience in a formal reflection activity.

E:6-8:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.



Perceive and analyze artistic work.

	•	
Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists reflect to	How do theatre artists
	understand the impact of drama	comprehend the essence of
	processes and theatre	drama processes and theatre
	experiences	experiences?
6	7	8
	Developmental Level: Enrichment	

#### Indicators

I:6-8:1: Identify and analyze the effect of artistic choices by applying given criteria to a theatrical experience.

Expectations

E:6-8:1: Effectively justify and articulate the artistic choices in various theatrical works.

E:6-8:2: Use given criteria to evaluate the effectiveness of artistic choices in various theatrical works.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question
Responding	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?
6	7	8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices.

I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.

I:6-8:3: Identify personal aesthetics through participation in a theatrical work.

Expectation

E:6-8:1: Communicate clearly with others how personal artistic choices are informed by personal aesthetics.

E:6-8:2: Research information on various artists' lives and personal aesthetics and communicate effectively how they informed their artistic choices.

E:6-8:3: While working in a diverse group, effectively communicate and integrate various personal aesthetics to enhance a theatrical work.

E:6-8:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process	
Responding	

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

#### **Essential Question**

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?

### Developmental Level: Enrichment

#### Indicators

I:6-8:1: Respond to theatrical work using specific evidence and artistic criteria.

I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work.

I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.

Expectations

E:6-8:1: Apply standard analysis criteria to a theatrical production.

E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it. E:6-8:3: Evaluate an effect a theatrical event has on an audience.



Synthesize and relate knowledge and personal experiences to make art.

of interrelationships between self

and others to influence and

inform their work

Artistic Process Connecting **Enduring Understanding** Theatre artists allow awareness

### **Essential Question**

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Developmental Level: Enrichment

### Indicators

I:6-8:1: Investigate a community issue through multiple perspectives in a theatrical work.

Expectation

E:6-8:1: Research a community issue and collaborate with others to devise a theatrical work.E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.

E:6-8:3: Lead others and interact with the audience in a formal or informal response activity. E:6-8:4: Create a self-reflective review.



Relate artistic ideas and works with societal, cultural, and historical context to

	deepen understanding.	
Artistic Process	Enduring Understanding	Essential Question
Connecting	Theatre artists understand and	In what ways does a theatre
	can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.	artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.
6	7	8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.

I:6-8:2: Use historical source material to craft a theatrical work.

I:6-8:3: Describe the relationships of theatre to dance, music, visual arts, media arts, and other disciplines.

#### Expectations

E:6-8:1: Research and evaluate various productions based on the same story and/or theme. E:6-8:2: Use discipline-specific literacy to clearly communicate personal aesthetics.

E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.

E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.



# Theatre Standards Grades 9-12 Anchor Standard 1

Generate and conceptualize artistic ideas and work.

Artistic Process Creating *Enduring Understanding* Theatre artists rely on intuition, curiosity, and critical inquiry.

#### **Essential Questions**

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?

		-1 - 7 -
Exc	cellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	

I:9-12:1: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.

I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.

I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.

### Expectations

E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.

E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.

E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions, and personal experiences to develop a theatrical work.

E:9-12:4: Think creatively and be flexible in rehearsing, designing, and producing an original theatrical work.



Organize and develop artistic ideas and work.

Artistic Process	Enduring Understanding	Essential Question
Creating	Theatre artists work to discover different ways of communicating	How, when, and why do theatre artists' choices change?
Exce	llence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
<ul> <li>I:9-12:1: Utilize critical analysis, historical and cultural contexts, and learned theatrical conventions to collectively develop original artistic choices to clarify thematic meaning.</li> <li>I:9-12:2: Collaborate as a creative team with defined responsibilities to discover artistic solutions and make interpretive choices in a devised theatrical work.</li> </ul>		
Expectations		
E:9-12:1: Utilize script analysis and playwriting techniques and evaluate personal artistic choices in a devised/adapted theatrical production.		
<ul> <li>E:9-12:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.</li> <li>E:9-12:3: Use technical theatre knowledge and collaborate to explore how each element of technical theatre interacts to enhance storytelling and theme.</li> <li>E:9-12:4: Be responsible with others and work effectively in a diverse team to enhance a devised/adapted theatrical production.</li> <li>E:9-12:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.</li> </ul>		

Theatre State Standards Page 46



Refine and complete artistic work.

Artistic Process Creating Enduring Understanding Theatre artists refine their work and practice their craft through rehearsal Essential Question

How do theatre artists transform and edit their original ideas?

Tened Sul		
	Excellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced

### Indicators

I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions, and production analyses to refine a devised/adapted theatrical work for performance.

I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for performance.

I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.

### Expectations

E:9-12:1: Utilize information on theatrical traditions and conventions and evaluate artistic choices in a theatrical production.

E:9-12:2: Manage time to accomplish artistic goals effectively and efficiently in a theatrical production.

E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production.

E:9-12:4: Use available technology to refine and create technical designs.

E:9-12:5: Produce a devised/adapted theatrical production for an audience.



Analyze, interpret, and select artistic work for presentation.		
Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists make strong choices to effectively convey	Why are strong choices essential to interpreting a drama or
	meaning	theatre piece
Excel	lence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work.		
I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.		
	En anter Parte	

Expectations

E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.

E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.

E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



Develop and refine artistic work for presentation.

Artistic Process Presenting	<b>Enduring Understanding</b> Theatre artists develop personal processes and skills for a performance or design	<i>Essential Question</i> What can I do to fully prepare a performance or technical design?
Exce	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work. I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.		
Expectations		
E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.		
E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work. E:9-12:3: Apply technology and implement innovative solutions to enhance a scripted theatrical		

### production.

E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.



Convey meaning through the presentation of artistic work.		
Artistic Process	Enduring Understanding	Essential Question
Presenting	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audience share a creative experience?
Exc	ellence	Entrepreneurship
High School Proficient	High School Accomplished	High School Advanced
	Indicators	
I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and		
practices grounded in the creative collaboration of the director, designer(s), actor, and dramaturg for a		
formal audience and engage in shared reflections.		
	Expectations	

E:9-12:1: Collaborate while managing goals and time to craft a theatrical production. E:9-12:2: Produce a play for an audience.

E:9-12:3: Interact with the audience in a formal reflection activity.

E:9-12:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.



Perceive and analyze artistic work.

	,			
Artistic Process	Enduring Understanding	Essential Question		
Responding	Theatre artists reflect to	How do theatre artists		
	understand the impact of drama	comprehend the essence of		
	processes and theatre	drama processes and theatre		
	experiences	experiences?		
Exc	ellence	Entrepreneurship		
High School Proficient	High School Accomplished	High School Advanced		
Indicators				
I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic				
choices and intent.				
	Expectations			
E:9-12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in				
conveying meaning.				

E:9-12:2: Reason and communicate effectively the use of societal and theatrical conventions in conveying meaning.



Interpret intent and meaning in artistic work.

Artistic Process	Enduring Understanding	Essential Question			
Responding	Theatre artists' interpretations of	How can the same work of art			
	drama/theatre work are	communicate different messages			
	influenced by personal	to different people?			
	experiences and aesthetics.				
Excellence		Entrepreneurship			
High School Proficient	High School Accomplished	High School Advanced			
Indicators					
I:9-12:1: Develop	o and justify personal aesthetics and a	rtistic point of view.			
I:9-12:2: Identify and make aesthetic opinions on a theatrical work using personal experience and					
knowledge of an artist's intent and style.					
I:9-12:3: Synthesize various personal aesthetics and artistic point of view to critique, refine, and produce					
a theatrical work.					
Expectations					
E:9-12:1: Work independently to reason and create an effective relationship between personal					
aesthetics and artistic choices for a theatrical work.					
E:9-12:2: Reason effectively to identify and critique the artists' choices and aesthetics within a theatrical					
work.					
E:9-12:3: Interact effectively with others to synthesize the various artistic points of view and aesthetics					
of the group to enhance a theatrical work.					
F·9-12·4· Engage appropriately as an audience participant in formal/informal settings					

E:9-12:4: Engage appropriately as an audience participant in formal/informal settings.



Apply criteria to evaluate artistic work.

Artistic Process Responding *Enduring Understanding* Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

#### **Essential Question**

How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis? Entrepreneurship

High	School	Proficient

High School Accomplished

High School Advanced

#### Indicators

I:9-12:1: Use historical and cultural contexts and the play's language, style, and structure to analyze a theatrical work.

I:9-12:2: Recognize and analyze varied aesthetic interpretations of the same theatrical work.

I:9-12:3: Create impactful connections between a theatre work and contemporary issues.

Expectations

E:9-12:1: Access information on various criteria used to investigate and explore a theatrical work. E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.

E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.



Synthesize and relate knowledge and personal experiences to make art.				
Artistic Process	Enduring Understanding	Essential Question		
Connecting	Theatre artists allow awareness of interrelationships between self and others to influence and inform their work	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?		
Excellence		Entrepreneurship		
High School Proficient	High School Accomplished	High School Advanced		
Indicators				

I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.

Expectations

E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.
E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.
E:9-12:3: Lead and interact with the audience in a formal or informal response activity.
E:9-12:4: Create a self-reflective review.



Relate artistic ideas and works with societal, cultural, and historical context to

<i>Artistic Process</i> Connecting	deepen understanding. <i>Enduring Understanding</i> Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.	<i>Essential Question</i> In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.
Excellence		Entrepreneurship

**High School Proficient** 

High School Accomplished

**High School Advanced** 

#### Indicators

I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.

I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical, and cultural understanding of story, theme, and theatrical conventions.

I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.

Expectations

E:9-12:1: Work independently to synthesize personal, cultural, and historical views into compelling artistic choices.

E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.

E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.

E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.



# **Glossary of Theatre Terminology**

## **Available Technology**

Computers and other personal devices, lighting systems, sound systems, set construction tools, and costume construction tools that are present in each school.

## Drama Experience

Creative drama not for audience.

# **Theatrical Experience**

Devised, adapted, or scripted presentation for an audience of peers.

## **Theatrical Production**

Theatrical production involving technical aspects and a formal audience.

# **Theatrical Work**

Theatrical presentation produced at the workshop level with an audience of peers or a formal audience.

## **Think Creatively**

Student-based ideas formed independently or presented in a brainstorming activity, new student-created ideas and concepts that expand given ideas and artistic choices and/or student-developed, unique solutions to artistic challenges.