

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? | | | | | | | | | | | CREATING | | | |
|------------------------|--|--|---|---|--|---|--|---|---|--|--|---|---|------------------------------|--|--|
| | | PreK TH:Cr1.1.PK. | K TH:Cr1.1.K. | 1 TH:Cr1.1.1. | 2 TH:Cr1.1.2. | 3 TH:Cr1.1.3. | 4 TH:Cr1.1.4. | 5 TH:Cr.1.1.5. | 6 TH:Cr1.1.6 | 7 TH:Cr.1.1.7. | 8 TH:Cr1.1.8. | HS Proficient TH:Cr1.1.I. | HS Accomplished TH:Cr1.1.II. | HS Advanced TH:Cr1.1.III. | | |
| Envision/Conceptualize | a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Create roles, imagined worlds , and improvised stories in a drama/theatre work. | a. Articulate the visual details of imagined worlds , and improvised stories that support the given circumstances in a drama/theatre work. | a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work. | a. Identify possible solutions to staging challenges in a drama/theatre work. | a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. | a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work. | a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. | a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work. | a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions , and technologies to create the visual composition of a drama/ theatre work. | Envision/Conceptualize | | |
| | b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama , story drama , creative drama). | b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. | b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work. | b. Propose design ideas that support the story and given circumstances in a drama/theatre work. | b. Identify solutions to design challenges in a drama/theatre work. | b. Explain and present solutions to design challenges in a drama/ theatre work. | b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work. | b. Explore the impact of technology on design choices in a drama/theatre work. | b. Understand and apply technology to design solutions for a drama/theatre work. | b. Create a complete design for a drama/theatre work that incorporates all elements of technology. | | | |
| | | | c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). | c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). | c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. | c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work. | c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work. | c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work. | c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work. | c. Develop a scripted or improvised character by articulating the character's inner thoughts , objectives , and motivations in a drama/theatre work. | c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work. | c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work. | c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work. | | | |

| CREATING | Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change? | | | | | | | | | | | | | CREATING |
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| | PreK TH:Cr2-PK. | K TH:Cr2-K. | 1 TH:Cr2-1. | 2 TH:Cr2-2. | 3 TH:Cr2-3. | 4 TH:Cr2-4. | 5 TH:Cr2-5. | 6 TH:Cr2-6. | 7 TH:Cr2-7. | 8 TH:Cr2-8. | HS Proficient TH:Cr2-I. | HS Accomplished TH:Cr2-II. | HS Advanced TH:Cr2-III. | |
| Develop | a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Participate in methods of investigation to devise original ideas for a drama/theatre work. | a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots . | a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances . | a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. | a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context. | a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. | a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. | a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work. | a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions. | |
| | b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama). | b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work. | b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers. | b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience. | b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. | b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work. | b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work. | b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. | b. Cooperate as a creative team to make interpretive choices for a drama/theatre work. | b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work. | |

| CREATING | Anchor Standard 3: Refine and complete artistic work. | | | | | | | | | | | | CREATING | |
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| | 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? | | | | | | | | | | | | | |
| | PreK TH:Cr3.1.PK. | K TH:Cr3.1.K. | 1 TH:Cr3.1.1. | 2 TH:Cr3.1.2. | 3 TH:Cr3.1.3. | 4 TH:Cr3.1.4. | 5 TH:Cr3.1.5. | 6 TH:Cr3.1.6. | 7 TH:Cr3.1.7. | 8 TH:Cr3.1.8. | HS Proficient TH:Cr3.1.I. | HS Accomplished TH:Cr3.1.II. | HS Advanced TH:Cr3.1.III. | |
| Rehearse | a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work. | a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review. | a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review. | a. Articulate and examine choices to refine a devised or scripted drama/theatre work. | a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. | a. Use repetition and analysis in order to revise devised or scripted drama/theatre work. | a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions . | a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work. | a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions . | Rehearse |
| | | | b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work. | b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work. | b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work. | b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work. | b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work. | b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work. | b. Explore physical, vocal and physiological choices to develop a performance that is believable , authentic, and relevant to a drama/theatre work. | b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work. | b. Synthesize ideas from research, script analysis , and context to create a performance that is believable , authentic, and relevant in a drama/theatre work. | |
| | | | c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama). | c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama). | c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work. | c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work. | c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work. | c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work. | c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work. | c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work. | c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work. | c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work. | c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work. | |

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| Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. | | | | | | | | | | | | | | |
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| 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? | | | | | | | | | | | | | | |
| Performing | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS Proficient | HS Accomplished | HS Advanced | Performing |
| | TH:Pr4.1.PK. | TH:Pr4.1.K. | TH:Pr4.1.1. | TH:Pr4.1.2. | TH:Pr4.1.3. | TH:Pr4.1.4. | TH:Pr4.1.5. | TH:Pr4.1.6. | TH:Pr4.1.7. | TH:Pr4.1.8. | TH:Pr4.1.I. | TH:Pr4.1.II. | TH:Pr4.1.III. | |
| Select | a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Apply the elements of dramatic structure to a story and create a drama/theatre work. | a. Modify the dialogue and action to change the story in a drama/theatre work. | a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work. | a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work. | a. Consider various staging choices to enhance the story in a drama/theatre work. | a. Explore different pacing to better communicate the story in a drama/theatre work. | a. Examine how character relationships assist in telling the story of a drama/theatre work. | a. Discover how unique choices shape believable and sustainable drama/ theatre work. | a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work. | Select |
| | | | b. Use body, face, gestures , and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Investigate how movement and voice are incorporated into drama/theatre work. | b. Make physical choices to develop a character in a drama/theatre work. | b. Use physical choices to create meaning in a drama/theatre work. | b. Experiment with various physical choices to communicate character in a drama/theatre work. | b. Use various character objectives in a drama/theatre work. | b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. | b. Shape character choices using given circumstances in a drama/theatre work. | b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work. | |

| Performing | Anchor Standard 5: Develop and refine artistic techniques and work for presentation. | | | | | | | | | | | | | Performing |
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| | Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question(s): What can I do to fully prepare a performance or technical design? | | | | | | | | | | | | | |
| | PreK TH:Pr5.1.PK. | K TH:Pr5.1.K. | 1 TH:Pr5.1.1. | 2 TH:Pr5.1.2. | 3 TH:Pr5.1.3. | 4 TH:Pr5.1.4. | 5 TH:Pr5.1.5. | 6 TH:Pr5.1.6. | 7 TH:Pr5.1.7. | 8 TH:Pr5.1.8. | HS Proficient TH:Pr5.1.I. | HS Accomplished TH:Pr5.1.II. | HS Advanced TH:Pr5.1.III. | |
| Prepare | a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama). | a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama). | a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama). | a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. | a. Practice selected exercises that can be used in a group setting for drama/theatre work. | a. Choose acting exercises that can be applied to a drama/theatre work. | a. Recognize how acting exercises and techniques can be applied to a drama/theatre work. | a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance. | a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. | a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. | a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance. | a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance. | Prepare |
| | b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Identify the basic technical elements that can be used in drama/theatre work. | b. Propose the use of technical elements in a drama/theatre work. | b. Demonstrate the use of technical elements in a drama/theatre work. | b. Articulate how technical elements are integrated into a drama/ theatre work. | b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work. | b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production. | b. Use researched technical elements to increase the impact of design for a drama/theatre production. | b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production. | b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production. | |
| Performing | Anchor Standard 6: Convey meaning through the presentation of artistic work. | | | | | | | | | | | | | Performing |
| | Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience? | | | | | | | | | | | | | |
| | PreK TH:Pr6.1.PK. | K TH:Pr6.1.K. | 1 TH:Pr6.1.1. | 2 TH:Pr6.1.2. | 3 TH:Pr6.1.3. | 4 TH:Pr6.1.4. | 5 TH:Pr6.1.5. | 6 TH:Pr6.1.6. | 7 TH:Pr6.1.7. | 8 TH:Pr6.1.8. | HS Proficient TH:Pr6.1.I. | HS Accomplished TH:Pr6.1.II. | HS Advanced TH:Pr6.1.III. | |
| Share, Present | a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. | a. Practice drama/theatre work and share reflections individually and in small groups. | a. Share small-group drama/theatre work, with peers as audience. | a. Present drama/theatre work informally to an audience. | a. Adapt a drama/theatre work and present it informally for an audience. | a. Participate in rehearsals for a drama/theatre work that will be shared with an audience. | a. Perform a rehearsed drama/theatre work for an audience. | a. Perform a scripted drama/theatre work for a specific audience. | a. Present a drama/theatre work using creative processes that shape the production for a specific audience. | a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg. | Share, Present |

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| Anchor Standard 7: Perceive and analyze artistic work | | | | | | | | | | | | | | |
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| Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences. | | | | | | | | | | | | | | |
| Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences? | | | | | | | | | | | | | | |
| Responding | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS Proficient | HS Accomplished | HS Advanced | Responding |
| | TH:Re7.1.PK. | TH:Re7.1.K. | TH:Re7.1.1. | TH:Re7.1.2. | TH:Re7.1.3. | TH:Re7.1.4. | TH:Re7.1.5. | TH:Re7.1.6. | TH:Re7.1.7. | TH:Re7.1.8. | TH: Re7.1.I. | TH: Re7.1.II. | TH: Re7.1.-III. | |
| Reflect | a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Understand why artistic choices are made in a drama/theatre work. | a. Identify artistic choices made in a drama/theatre work through participation and observation. | a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation. | a. Describe and record personal reactions to artistic choices in a drama/theatre work. | a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work. | a. Apply criteria to the evaluation of artistic choices in a drama/theatre work. | a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices. | a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work. | a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work. | Reflect |

| Responding | Anchor Standard 8: Interpret intent and meaning in artistic work. | | | | | | | | | | | | Responding |
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| | 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? | | | | | | | | | | | | |
| | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS Proficient | HS Accomplished | HS Advanced |
| | TH:Re8.1.PK. | TH:Re8.1.K. | TH:Re8.1.1. | TH:Re8.1.2. | TH:Re8.1.3. | TH:Re8.1.4. | TH:Re8.1.5. | TH:Re8.1.6. | TH:Re8.1.7. | TH:Re8.1.8. | TH:Re8.1.I. | TH:Re8.1.II. | TH:Re8.1.III. |
| Interpret | a. With prompting and support, explore preferences in dramatic play , guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. | a. With prompting and support, identify preferences in dramatic play , a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. | a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. | a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. | a. Consider multiple personal experiences when participating in or observing a drama/theatre work. | a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. | a. Justify responses based on personal experiences when participating in or observing a drama/theatre work. | a. Explain how artists make choices based on personal experience in a drama/theatre work. | a. Identify the artistic choices made based on personal experience in a drama/theatre work. | a. Recognize and share artistic choices when participating in or observing a drama/theatre work. | a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. | a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work. | a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work. |
| | b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). | b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). | b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work. | b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives. | b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. | b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work. | b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. | b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work. | b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. | b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding. | b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. |
| | | | c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama). | c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama). | c. Examine how connections are made between oneself and a character's emotions in drama/theatre work. | c. Identify and discuss physiological changes connected to emotions in drama/theatre work. | c. Investigate the effects of emotions on posture, gesture , breathing, and vocal intonation in a drama/theatre work. | c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work. | c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work. | c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work. | c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. | c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work. | c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work. |

| Responding | Anchor Standard 9: Apply criteria to evaluate artistic work. | | | | | | | | | | | | Responding | |
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| | 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? | | | | | | | | | | | | | | |
| | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS Proficient | HS Accomplished | HS Advanced | |
| | TH:Re9.1.PK. | TH:Re9.1.K. | TH:Re9.1.1. | TH:Re9.1.2. | TH:Re9.1.3. | TH:Re9.1.4. | TH:Re9.1.5. | TH:Re9.1.6. | TH:Re9.1.7. | TH:Re9.1.8. | TH:Re9.1.I. | TH:Re9.1.II. | TH:Re9.1.III. | |
| Evaluate | a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama). | a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Understand how and why groups evaluate drama/theatre work. | a. Propose a plan to evaluate drama/theatre work. | a. Develop and implement a plan to evaluate drama/theatre work. | a. Use supporting evidence and criteria to evaluate drama/theatre work. | a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. | a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria. | a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. | a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. | a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. | |
| | | | b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events. | b. Consider and analyze technical elements from multiple drama/theatre works. | b. Investigate how technical elements may support a theme or idea in a drama/theatre work. | b. Assess how technical elements represent the theme of a drama/theatre work. | b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. | b. Consider the aesthetics of the production elements in a drama/theatre work. | b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. | b. Consider the aesthetics of the production elements in a drama/theatre work. | b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations. | b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work. | |
| | | | c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama). | c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama). | c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective. | c. Observe how a character's choices impact an audience's perspective in a drama/theatre work. | c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work. | c. Identify a specific audience or purpose for a drama/theatre work. | c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience. | c. Assess the impact of a drama/theatre work on a specific audience. | c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience. | c. Verify how a drama/theatre work communicates for a specific purpose and audience. | c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences. | |

THEATRE

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| Connecting | Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make 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? | | | | | | | | | | | | Connecting | |
| | PreK TH:Cn10.1.PK. | K TH:Cn10.1.K. | 1 TH:Cn10.1.1. | 2 TH:Cn10.1.2. | 3 TH:Cn10.1.3. | 4 TH:Cn10.1.4. | 5 TH:Cn10.1.5. | 6 TH:Cn10.1.6. | 7 TH:Cn10.1.7. | 8 TH:Cn10.1.8. | HS Proficient TH:Cn10.1.I. | HS Accomplished TH:Cn10.1.II. | | HS Advanced TH:Cn10.1.III. |
| Empathize | a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience. | a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work. | a. Identify the ways drama/theatre work reflects the perspectives of a community or culture. | a. Explain how drama/theatre connects oneself to a community or culture. | a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture. | a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work. | a. Examine a community issue through multiple perspectives in a drama/theatre work. | a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work. | a. Choose and interpret a drama/theatre work to reflect or question personal beliefs. | a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives. | Empathize |
| Connecting | Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 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? | | | | | | | | | | | | Connecting | |
| | PreK TH:Cn11.1.PK. | K TH:Cn11.1.K. | 1 TH:Cn11.1.1. | 2 TH:Cn11.1.2. | 3 TH:Cn11.1.3. | 4 TH:Cn11.1.4. | 5 TH:Cn11.1.5. | 6 TH:Cn11.1.6. | 7 TH:Cn11.1.7. | 8 TH:Cn11.1.8. | HS Proficient TH:Cn11.1.I. | HS Accomplished TH:Cn11.1.II. | | HS Advanced TH:Cn11.1.III. |
| Interrelate | a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Identify connections to community, social issues and other content areas in drama/theatre work. | a. Respond to community and social issues and incorporate other content areas in drama/theatre work. | a. Investigate historical, global and social issues expressed in drama/theatre work. | a. Identify universal themes or common social issues and express them through a drama/theatre work. | a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context. | a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues. | a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work. | a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work. | a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. | Interrelate |

| Connecting | Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding | | | | | | | | | | | | Connecting | |
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| | Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work. | | | | | | | | | | | | | |
| | Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood? | | | | | | | | | | | | | |
| | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS Proficient | HS Accomplished | HS Advanced | |
| | TH:Cn11.2.PK. | TH:Cn11.2.K. | TH:Cn11.2.-1. | TH:Cn11.2.2. | TH:Cn11.2.3. | TH:Cn11.2.4. | TH:Cn11.2.5. | TH:Cn11.2.6. | TH:Cn11.2.7. | TH:Cn11.2.8. | TH:Cn11.2.I. | TH:Cn11.2.II. | TH:Cn11.2.III. | |
| Research | a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama). | | a. Explore how stories are adapted from literature to drama/theatre work. | a. Investigate cross-cultural approaches to storytelling in drama/theatre work. | a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. | a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story. | a. Research and discuss how a playwright might have intended a drama/theatre work to be produced. | a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work. | a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. | a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic. | a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. |
| | b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Examine how artists have historically presented the same stories using different art forms, genres , or conventions . | b. Compare the drama/theatre conventions of a given time period with those of the present. | b. Identify historical sources that explain drama/theatre terminology and conventions . | b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices. | b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work. | b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work. | b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work. | b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work. | b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research. | |