

## 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?**

	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.
<b>Envision/Conceptualize</b>	a. With prompting and support, transition between imagination and reality in <u>dramatic play</u> or a <u>guided drama experience</u> .	a. With prompting and support, invent and inhabit an imaginary place/environment in <u>dramatic play</u> or a <u>guided drama experience</u> .	a. Propose potential thoughts and choices characters might have in a <u>guided drama experience</u> .	a. Propose potential new details to <u>plot</u> and story in a <u>guided drama experience</u> .	a. Create roles, <u>imagined worlds</u> , and <u>improvised</u> stories in a theatrical work.	a. Articulate the visual details of <u>imagined worlds</u> , and <u>improvised</u> stories that support the <u>given circumstances</u> in a theatrical work.	a. Identify physical qualities that might reveal a character's inner traits in the <u>imagined world</u> of a theatrical work.	a. Identify possible solutions to <u>blocking</u> challenges in a theatrical work.	a. Investigate multiple perspectives and solutions to <u>blocking</u> challenges in a theatrical work.	a. Imagine and explore multiple perspectives and solutions to <u>blocking</u> problems in a theatrical work.	a. Apply basic research to construct ideas about the visual composition of a theatrical work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a theatrical work.	a. Synthesize knowledge from a variety of dramatic forms, <u>theatrical conventions</u> , and technologies to create the visual composition of a theatrical work.
	b. With prompting and support, use available materials to create props, puppets, and costume pieces for <u>dramatic play</u> or a <u>guided drama experience</u> .	b. With prompting and support, use available materials to create props, puppets, and costume pieces for <u>dramatic play</u> or a <u>guided drama experience</u> .	b. Collaborate with peers to create a character derived concept of costumes and props in a <u>guided drama experience</u> .	b. Collaborate with peers to create the story derived concept of scenery in a <u>guided drama experience</u> .	b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a theatrical work.	b. Visualize and design <u>technical elements</u> that support the story and <u>given circumstances</u> in a theatrical work.	b. Propose design ideas that support, and assist in telling, the story and <u>given circumstances</u> in a theatrical work.	b. Identify solutions to design challenges, as they relate to supporting the characters and story in a theatrical work.	b. Explain and present solutions to design challenges in a theatrical work.	b. Imagine and explore solutions to design challenges of a performance space in a theatrical work.	b. Explore the impact of technology on design choices in a theatrical work.	b. Understand and apply technology to design solutions for a theatrical work.	b. Using available technology, create a design for a <u>technical element</u> of a theatrical work.
			c. Identify ways in which <u>gestures</u> and movement may be used to create or retell a story in <u>guided drama experiences</u> .	c. Identify ways in which voice and sounds may be used to create or retell a story in <u>guided drama experiences</u> .	c. Collaborate to determine how characters might move and speak to support the story and <u>given circumstances</u> in a theatrical work.	c. Imagine how a character might move to support the story and <u>given circumstances</u> in a theatrical work.	c. Imagine how a character's <u>inner thoughts</u> impact the story and <u>given circumstances</u> in a theatrical work.	c. Explore a scripted or <u>improvised</u> character by imagining the given circumstances in a theatrical work.	c. Envision and describe a scripted or <u>improvised</u> character's <u>inner thoughts</u> and <u>objectives</u> in a theatrical work.	c. Develop a scripted or <u>improvised</u> character by articulating the character's <u>inner thoughts</u> , <u>objectives</u> , and <u>motivations</u> in a theatrical work.	c. Use <u>script analysis</u> to generate ideas about a character that is <u>believable</u> and authentic in a theatrical work.	c. Use personal experiences and knowledge to develop a character that is <u>believable</u> and authentic in a theatrical work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is <u>believable</u> and authentic, in a theatrical work.

**Anchor Standard 2: Organize and develop artistic ideas and work.**  
**Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?**

	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.
<b>Develop</b>	a. With prompting and support, contribute through <u>gestures</u> and words to <u>dramatic play</u> or a <u>guided drama experience</u> .	a. With prompting and support, interact with peers and contribute to <u>dramatic play</u> or a <u>guided drama experience</u> .	a. Contribute to the development of a sequential <u>plot</u> in a <u>guided drama experience</u> .	a. Collaborate with peers to devise meaningful <u>dialogue</u> in a <u>guided drama experience</u> .	a. Participate in methods of investigation to devise original ideas for a theatrical work.	a. Collaborate to devise original ideas for a theatrical work by asking questions about characters and <u>plots</u> .	a. Devise original ideas for a theatrical work that reflect collective inquiry about characters and their <u>given circumstances</u> .	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a <u>devised</u> or scripted theatrical work.	a. Examine and justify original ideas and artistic choices in a theatrical 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 theatrical work.	a. Explore the function of history and culture in the development of an idea through a critical analysis of original ideas in a theatrical work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.	a. Analyze the role history, culture, and theater traditions play in the process from the inception of an idea to the development of a theatrical work.
	b. With prompting and support, express original ideas in <u>dramatic play</u> or a <u>guided drama experience</u> .	b. With prompting and support, express original ideas in <u>dramatic play</u> or a <u>guided drama experience</u> .	b. With prompting and support, participate in group decision making in a <u>guided drama experience</u> .	b. Contribute ideas and make decisions as a group to advance a story in a <u>guided drama experience</u> .	b. Compare ideas with peers and make selections that will enhance and deepen group theatrical work.	b. Make and discuss group decisions and identify responsibilities required to present a theatrical work to peers.	b. Participate in defined responsibilities required to present a theatrical work informally to an audience.	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising a theatrical work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising theatrical work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising theatrical work.	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a theatrical work.	b. Cooperate as a creative team to make interpretive choices for theatrical work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a <u>devised</u> or scripted theatrical work.

Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?													
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.	a. With prompting and support, ask and answer questions in <u>dramatic play</u> or a <u>guided drama experience</u> .	a. Contribute to the adaptation of the <u>plot</u> in a <u>guided drama experience</u> .	a. Contribute to the adaptation of <u>dialogue</u> in a <u>guided drama experience</u> .	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a theatrical work.	a. Revise and improve an <u>improvised</u> or <u>scripted</u> theatrical work through repetition and collaborative review.	a. Revise and improve an <u>improvised</u> or <u>scripted</u> theatrical work through repetition and self-review.	a. Articulate and examine choices to refine a <u>devised</u> or <u>scripted</u> theatrical work.	a. Demonstrate <u>focus</u> and concentration in the rehearsal process to analyze and refine choices in a <u>devised</u> or scripted theatrical work	a. Use repetition and analysis in order to revise <u>devised</u> or scripted theatrical work.	a. Practice and revise a <u>devised</u> or scripted theatrical work using theatrical staging conventions.	a. Use the rehearsal process to analyze the dramatic concept and <u>technical design elements</u> of a <u>devised</u> or scripted theatrical work.	a. Refine, transform, and re-imagine a <u>devised</u> or scripted theatrical work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
			b. Identify similarities and differences in sounds and movements in a <u>guided drama experience</u> .	b. Use and adapt sounds and movements in a <u>guided drama experience</u> .	b. Participate and contribute to physical and vocal exploration in an <u>improvised</u> or scripted theatrical work.	b. Develop physical and vocal exercise techniques for an <u>improvised</u> or <u>scripted</u> theatrical work.	b. Use physical and vocal exploration for character development in an <u>improvised</u> or <u>scripted</u> theatrical work.	b. Identify effective physical and vocal traits of characters in an <u>improvised</u> or <u>scripted</u> theatrical work.	b. Develop effective physical and vocal traits of characters in an <u>improvised</u> or scripted theatrical work	b. Refine effective physical, vocal, and physiological traits of characters in an <u>improvised</u> or scripted theatrical work.	b. Explore physical, vocal and physiological choices to develop a performance that is <u>believable</u> , authentic, and relevant to a theatrical work.	b. Use research and script analysis to revise physical, vocal and physiological choices impacting the <u>believability</u> and relevance of a theatrical work.	b. Synthesize ideas from research, <u>script analysis</u> , and context to create a performance that is <u>believable</u> , authentic, and relevant in a theatrical work.
			c. Collaborate to imagine multiple representations of a single object in a <u>guided drama experience</u> .	c. Generate independently multiple representations of a single object in a <u>guided drama experience</u> .	c. Practice and refine <u>design and technical choices</u> to support a <u>devised</u> or scripted theatrical work.	c. Collaborate on solutions to design and technical problems that arise in rehearsal for a theatrical work.	c. Create innovative solutions to design and technical problems that arise in rehearsal for a theatrical work.	c. Explore a planned technical design during the rehearsal process for a <u>devised</u> or scripted theatrical work.	c. Consider multiple planned <u>technical design elements</u> during the rehearsal process for a <u>devised</u> or scripted theatrical work.	c. Implement and refine a planned <u>technical design</u> using simple technology during the rehearsal process for <u>devised</u> or scripted theatrical work.	c. Refine <u>technical design</u> choices to support the story and emotional impact of a <u>devised</u> or scripted theatrical work.	c. Re-imagine and revise <u>technical design choices</u> during the course of a rehearsal process to enhance the story and emotional impact of a <u>devised</u> or scripted theatrical work.	c. Apply advanced <u>technical proficiencies</u> from rehearsal through the performance to support the story and emotional impact of a <u>devised</u> or scripted theatrical work.

## THEATRE - PERFORMING

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**  
**Enduring Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?**

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

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**  
**Enduring Understanding: Theatre artists develop personal processes and skills for a performance or 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.
<b>Prepare</b>	a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences.	a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences.	a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences.	a. Demonstrate the relationship between and among the body, voice, and mind in a guided drama experience.	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.	a. Practice selected exercises that can be used in a group setting for a theatrical work.	a. Choose acting exercises that can be applied to a theatrical work.	a. Recognize how acting exercises and techniques can be applied to a theatrical work.	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical performance.	a. Use a variety of acting techniques to increase skills in a rehearsal or theatrical performance.	a. Practice various acting techniques to expand skills in a rehearsal or theatrical performance.	a. Refine a range of acting skills to build a believable and sustainable theatrical performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
	b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience.	b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience.	b. With prompting and support, identify technical elements that can be used in a guided drama experience.	b. Explore technical elements in a guided drama experience.	b. Identify the basic technical elements that can be used in theatrical work.	b. Propose the use of technical elements in a theatrical work.	b. Demonstrate the use of technical elements in a theatrical work.	b. Articulate how technical elements are integrated into a theatrical work.	b. Choose a variety of technical elements that can be applied to a design in a theatrical work.	b. Use a variety of technical elements to create a design for a rehearsal or theatrical production.	b. Use researched technical elements to increase the impact of design for a theatrical production.	b. Apply technical elements and research to create a design that communicates the concept of a theatrical production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a theatrical production.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**  
**Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?**

	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.
<b>Share - Present</b>	a. With prompting and support, engage in dramatic play or a guided drama experience.	a. With prompting and support, use voice and sound in dramatic play or a guided drama experience.	a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience.	a. Contribute to group guided drama experiences and informally share with peers.	a. Practice theatrical work and share reflections individually and in small groups.	a. Share small-group theatrical work, with peers as audience.	a. Present theatrical work informally to an audience.	a. Adapt a theatrical work and present it informally for an audience.	a. Participate in rehearsals for a theatrical work that will be shared with an audience.	a. Perform a rehearsed theatrical work for an audience.	a. Perform a scripted theatrical work for a specific audience.	a. Present a theatrical work using creative processes that shape the production for a specific audience.	a. Present a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

## THEATRE - RESPONDING

Anchor Standard 7: Perceive and analyze artistic work													
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences. Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?													
	PreK TH:Re7.1.PK.	K TH:Re7.1.K.	1 TH:Re7.1.1.	2 TH:Re7.1.2.	3 TH:Re7.1.3.	4 TH:Re7.1.4.	5 TH:Re7.1.5.	6 TH:Re7.1.6.	7 TH:Re7.1.7.	8 TH:Re7.1.8.	HS Proficient TH: Re7.1.I.	HS Accomplished TH: Re7.1.II.	HS Advanced TH: Re7.1.-III.
<b>Reflect</b>	a. With prompting and support, recall an emotion in <b>dramatic play</b> or a <b>guided drama experience</b> .	a. With prompting and support, express an emotional response to characters in <b>dramatic play</b> or a guided drama experience .	a. Recall an emotional reaction of a character made in a guided drama experience .	a. Recognize when artistic choices are made in a guided drama experience .	a. Understand why artistic choices are made in a theatrical work.	a. Identify artistic choices made in a theatre work through participation and observation.	a. Explain personal reactions to artistic choices made in a theatre work through participation and observation.	a. Describe and record personal reactions to artistic choices in a theatrical work.	a. Compare recorded personal and peer reactions to artistic choices in a theatrical work.	a. Apply criteria to the evaluation of artistic choices in a theatrical work.	a. Respond to what is seen, felt, and heard in a theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of interpretations of artistic choices and how each might be used to influence future theatrical work.	a. Use historical and cultural context to structure and justify personal responses to a theatrical work.
Anchor Standard 8: Interpret intent and meaning in artistic work.													
Enduring Understanding: Theatre artists' interpretations of drama/theatrical 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 TH:Re8.1.PK.	K TH:Re8.1.K.	1 TH:Re8.1.1.	2 TH:Re8.1.2.	3 TH:Re8.1.3.	4 TH:Re8.1.4.	5 TH:Re8.1.5.	6 TH:Re8.1.6.	7 TH:Re8.1.7.	8 TH:Re8.1.8.	HS Proficient TH:Re8.1.I.	HS Accomplished TH:Re8.1.II.	HS Advanced TH:Re8.1.III.
<b>Interpret</b>	a. With prompting and support, explore preferences in dramatic play, guided drama experience , or age-appropriate theatre performance.	a. With prompting and support, identify preferences in dramatic play, a guided drama experience , or age-appropriate theatre performance.	a. Explain preferences and emotions in a guided drama experience , or age-appropriate theatre performance.	a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience , or age-appropriate theatre performance.	a. Consider multiple personal experiences when participating in or observing a theatrical work.	a. Compare and contrast multiple personal experiences when participating in or observing a theatrical work.	a. Justify responses based on personal experiences when participating in or observing a theatrical work.	a. Explain how artists make choices based on personal experience in a theatrical work.	a. Identify the artistic choices made based on personal experience in a theatrical work.	a. Recognize and share artistic choices when participating in or observing a theatrical work.	a. Analyze and compare artistic choices developed from personal experiences in theatrical works.	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a theatrical 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 theatrical work.
	b. With prompting and support, name and describe characters in dramatic play or a guided drama experience .	b. With prompting and support, name and describe settings in dramatic play or a guided drama experience .	b. Identify causes of character actions in a guided drama experience	b. Identify causes and consequences of character actions in a guided drama experience.	b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatrical 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 theatrical work.	b. Identify cultural perspectives that may influence the evaluation of a theatrical work.	b. Describe how cultural perspectives can influence the evaluation of theatrical work.	b. Analyze how cultural perspectives influence the evaluation of a theatrical work.	b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a theatrical work.	b. Apply concepts from a theatre work for personal realization about cultural perspectives and understanding.	b. Use new understandings of cultures and contexts to shape personal responses to theatrical 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 .	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 .	c. Examine how connections are made between oneself and a character's emotions in theatrical work.	c. Identify and discuss physiological changes connected to emotions in theatrical work.	c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of a theatrical work.	c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.	c. Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.	c. Justify personal aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work.	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work.	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.

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

## THEATRE - 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?													
	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.
<b>Empathize</b>	a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience .	a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience .	a. Identify character emotions in a guided drama experience and relate it to personal experience.	a. Relate character experiences to personal experiences in a guided drama experience .	a. Use personal experiences and knowledge to make connections to community and culture in a theatrical work.	a. Identify the ways theatre work reflects the perspectives of a community or culture.	a. Explain how theatre connects oneself to a community or culture.	a. Explain how the actions and <b>motivations</b> of characters in a theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a theatrical work.	a. Examine a community issue through multiple perspectives in a theatrical work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.	a. Choose and interpret a theatre work to reflect or question personal beliefs.	a. Collaborate on a theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
	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?												
	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.
<b>Interrelate</b>	a. With prompting and support, use skills and knowledge from other content areas in <b>dramatic play</b> or a <b>guided drama experience</b> .	a. With prompting and support, identify skills and knowledge from other content areas in dramatic play or a guided drama experience.	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience.	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience.	a. Identify connections to community, social issues and other content areas in theatrical work.	a. Respond to community and social issues and incorporate other content areas in theatrical work.	a. Investigate historical, global and social issues expressed in theatrical work.	a. Identify universal themes or common social issues and express them through a theatrical work.	a. Incorporate music, dance, art, and/or media to strengthen the meaning and <b>conflict</b> in a theatre work with a particular cultural, global, or historic context.	a. Use different forms of theatre work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross- cultural theatrical work.	a. Develop a theatre work that identifies and questions cultural, global, and historic belief systems.
	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 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 TH:Cn11.2.PK.	K TH:Cn11.2.K.	1 TH:Cn11.2.-1.	2 TH:Cn11.2.2.	3 TH:Cn11.2.3.	4 TH:Cn11.2.4.	5 TH:Cn11.2.5.	6 TH:Cn11.2.6.	7 TH:Cn11.2.7.	8 TH:Cn11.2.8.	HS Proficient TH:Cn11.2.I.	HS Accomplished TH:Cn11.2.II.	HS Advanced TH:Cn11.2.III.
<b>Research</b>	a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience .	a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience .	a. Identify similarities and differences in stories from one's own community in a guided drama experience.	a. Identify similarities and differences in stories from multiple cultures in a guided drama experience.	a. Explore how stories are adapted from literature to theatrical work.	a. Investigate cross-cultural approaches to storytelling in theatrical work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a theatrical work.	a. Research and analyze two different versions of the same 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 theatre work to be produced.	a. Research the <b>story elements</b> of a staged 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 theatrical work, using research methods.	a. Formulate creative choices for a <b>devised</b> or <b>scripted</b> theatre work based on theatre research about the selected topic.	a. Justify the creative choices made in a devised or scripted theatrical work, based on research.
	b. With prompting and support, tell a short story in dramatic play or a guided drama experience .	b. With prompting and support, tell a short story in dramatic play or a guided drama experience .	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.	b. Examine how artists have historically presented the same stories using different art forms, <b>genres</b> , or theatre <b>conventions</b> .	b. Compare the theatre <b>conventions</b> of a given time period with those of the present.	b. Identify historical sources that explain theatre terminology and <b>conventions</b> .	b. Investigate the time period and place of a 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 theatrical work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a theatrical work.	b. Use basic research methods to better understand the social and cultural background of a theatrical work.	b. Explore how personal beliefs and biases can affect the interpretation of research applied in a theatrical work.	b. Present and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on research.