

Idaho Content Standards Theater



IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | THEATER

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The K-12 arts and humanities standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-six members representing a cross-section of grade levels and roles. This committee included community members, parents, educators from a variety of grade levels, and post-secondary content experts. The time and effort put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in arts and humanities education.

Respectfully,

The Arts and Humanities Standards Revision Committee

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PREAMBLE

What the Idaho Content Standards in Arts & Humanities Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Arts and Humanities. Local schools and districts make decisions about what resources will be used to teach the standards.

ORGANIZATION OF STANDARDS

Each grade band of the K-12 arts standards are organized into 5 Arts Anchor Standards:

- Anchor Standard 1: Develop and create artistic ideas and work.
- Anchor Standard 2: Develop and refine artistic techniques.
- Anchor Standard 3: Perform and/or present artistic work.
- Anchor Standard 4: Respond to artistic work.
- Anchor Standard 5: Relate artistic ideas and works with societal, cultural, and/or historical contexts to deepen comprehension.



ANCHOR STANDARD 1: DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

Code	Standard
K-1.TH.1.1	With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play.
2-3.TH.1.1	Create roles, imagined worlds, and improvised stories.
4-5.TH.1.1	Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
6.TH.1.1	Explore a scripted or improvised character through imagination.
7.TH.1.1	Explore a scripted or improvised character through imagination.
8.TH.1.1	Investigate multiple perspectives of scripted or improvised characters.
HS1.TH.1.1	Articulate a character's inner thoughts, objectives, and motivations through character analysis.
HS2.TH.1.1	Use script analysis to generate ideas about a character that is believable in a theatre work.
HS3.TH.1.1	Use personal experiences and knowledge to develop a character that is believable in a theatre work.

ANCHOR STANDARD 2: DEVELOP AND REFINE ARTISTIC TECHNIQUES.

Code	Standard
K-1.TH.2.1	Contribute to the adaptation of the plot in a drama experience.
2-3.TH.2.1	Collaborate with peers to employ physical and vocal techniques for an improvised drama experience.
4-5.TH.2.1	Articulate and implement choices to refine a theatre work using effective physical and vocal traits.
6.TH.2.1	Articulate and implement choices to refine a theatre work using effective physical and vocal traits.
7.TH.2.1	Demonstrate focus in the rehearsal process to develop effective physical and vocal traits of characters in a scripted theatre work.

Code	Standard
8.TH.2.1	Use repetition and analysis in order to revise devised or scripted theatre work.
HS1.TH.2.1	Refine effective physical and vocal traits of characters in an improvised or scripted theatre work.
HS2.TH.2.1	Use the rehearsal process to refine the dramatic concept of a scripted theatre work.
HS3.TH.2.1	Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.

ANCHOR STANDARD 3: PERFORM AND/OR PRESENT ARTISTIC WORK.

Code	Standard
K-1.TH.3.1	Use movement and gestures to communicate emotions in a guided drama experience.
K-1.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
2-3.TH.3.1	Share drama work with peers.
2-3.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
4-5.TH.3.1	Present drama work for an audience.
4-5.TH.3.2	Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.
6.TH.3.1	Present a scripted theatre work for an audience.
6.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
7.TH.3.1	Present a scripted theatre work for an audience.

Code	Standard
7.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
8.TH.3.1	Present a scripted theatre work for an audience.
8.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS1.TH.3.1	Perform a scripted theatre work for an audience.
HS1.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS2.TH.3.1	Perform varied styles of theatre work for an audience.
HS2.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.
HS3.TH.3.1	Perform a fully staged production for an audience.
HS3.TH.3.2	Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.

ANCHOR STANDARD 4: RESPOND TO ARTISTIC WORK.

Code	Standard
K-1.TH.4.1	Respond to a scene in a guided drama experience based on teacher given prompting/criteria.
2-3.TH.4.1	Observe how a character's choices impact an audience's perspective of a drama work.
4-5.TH.4.1	Use supporting evidence and criteria to evaluate drama work.
6.TH.4.1	Use supporting evidence and criteria to evaluate drama work.

Code	Standard
7.TH.4.1	Defend preferences when responding to a theatre work, using supporting evidence.
8.TH.4.1	Defend preferences when responding to a theatre work using supporting evidence and artistic criteria.
HS1.TH.4.1	Examine a theatre work using supporting evidence based on teacher generated criteria.
HS2.TH.4.1	Analyze and assess a theatre work using supporting evidence and criteria created through teacher and student collaboration.
HS3.TH.4.1	Evaluate artistic choices through student generated performance criteria.

ANCHOR STANDARD 5: RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

Code	Standard
K-1.TH.5.1	Identify similarities between characters and oneself in dramatic play or a guided drama experience.
2-3.TH.5.1	Relate character experiences to personal experiences in a guided drama work.
4-5.TH.5.1	Explain how drama connects oneself to a community or culture.
6.TH.5.1	Explain how the actions and motivations of characters in a theatre work impact the perspectives of the audience.
7.TH.5.1	Explore multiple perspectives and ideas in a theatre work.
8.TH.5.1	Examine a community issue through multiple perspectives in a theatre work.
HS1.TH.5.1	Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work.
HS2.TH.5.1	Choose and interpret a theatre work to reflect personal beliefs.
HS3.TH.5.1	Collaborate on a theatre work that explores multiple perspectives.