



# Humanities

## Drama (Theatre)

Approved by the Idaho State Board of Education, April 17, 2009

**IDAHO CONTENT STANDARDS  
GRADE K-3  
HUMANITIES: THEATRE**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

**Goal 1.1: Identify the historical and cultural contexts of theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past or present.
- K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story).
- K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

**Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.1.2.1 Dramatize how theatre is enhanced by dance, visual art, and music.
- K-3.T.1.2.2 Compare a written (oral) story with a dramatic performance of that same story.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using theatre vocabulary. Students explain personal preference about a dramatic performance.

**Goal 2.1: Conduct analyses of theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.2.1.1 Use theatre vocabulary to discuss a dramatic performance.
- K-3.T.2.1.2 Identify and describe the character, plot, and setting in stories.
- K-3.T.2.1.3 Use drama as a form of communication.

**Goal 2.2: Exercise sound reasoning in understanding and making choices about theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.2.2.1 Identify the beginning, middle, and ending of dramatic performances.
- K-3.T.2.2.2 Verbalize personal preferences for various types of drama.
- K-3.T.2.2.3 Express preferences for the various aspects of a dramatic performance.
- K-3.T.2.2.4 Explain the importance of theatre in one's own life.

**Standard 3:Performance**

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

**Goal 3.1: Utilize concepts essential to theatre.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.3.1.1 Create characters, environments, and situations for dramatization.
- K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters.

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.3.2.1 Use dialogue to tell stories
- K-3.T.3.2.2 Interact in imaginary situations.
- K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production.
- K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- K-3.T.3.2.5 Show respect for personal work and works of others.

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.T.3.3.1 Create spontaneous dialogue to express or create characters in a scene.
- K-3.T.3.3.2 Create and present original or fictional stories.
- K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading.

**IDAHO CONTENT STANDARDS  
GRADE 4-5  
HUMANITIES: THEATRE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

**Goal 1.1: Identify the historical and cultural contexts of theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation.
- 4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment.
- 4-5.T.1.1.3 Create dialogue involving historical figures.
- 4-5.T.1.1.4 Identify the value of theatre as a means of reflecting history and culture.

**Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance.
- 4-5.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

**Goal 2.1: Conduct analyses of theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.2.1.1 Develop and use theatre vocabulary.
- 4-5.T.2.1.2 Compare and contrast film, television, and theatre as distinct genres.

- 4-5.T.2.1.3 Examine theatre as a means to communicate meaning.
- 4-5.T.2.1.4 Justify reasons for personal preference concerning a dramatic performance.

**Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.2.2.1 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
- 4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning.
- 4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others.
- 4-5.T.2.2.4 Identify how theatre reveals universal themes.
- 4-5.T.2.2.5 Explain the importance of theatre in our society.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

**Goal 3.1: Utilize concepts essential to theatre.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.
- 4-5.T.3.1.2 Vary movements, vocal pitch, tempo, and tone for different characters.
- 4-5.T.3.1.3 Create characters, environments, and situations for dramatization.

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.3.2.1 Use appropriate improvised or scripted dialogue in a scene.
- 4-5.T.3.2.2 Demonstrate basic stage movement.
- 4-5.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
- 4-5.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 4-5.T.3.2.5 Show respect for personal work and works of others.

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.T.3.3.1 Create characters and plots from a variety of sources.
- 4-5.T.3.3.2 Create a short dramatic scene from narrative literature.
- 4-5.T.3.3.3 Improvise scenes collaboratively, based on relationships and social situations.

**IDAHO CONTENT STANDARDS  
GRADE 6-8  
HUMANITIES: THEATRE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

**Goal 1.1: Examine the historical and cultural contexts of theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.1.1.1 Investigate theatre's Greek roots.
- 6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.
- 6-8.T.1.1.3 Compare and contrast various historical changes and developments in the theatre and stage.
- 6-8.T.1.1.4 Delineate the differences among various acting styles, genres, and time periods.

**Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.
- 6-8.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

**Goal 2.1: Conduct analyses of theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.2.1.1 Use theatrical vocabulary to critique a dramatic performance.
- 6-8.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.

- 6-8.T.2.1.3 Identify the theatrical elements that contribute to the meaning of a dramatic work.
- 6-8.T.2.1.4 Compare one's interpretation of a dramatic scene with the interpretations of others.
- 6-8.T.2.1.5 Compare and contrast the theatre of different cultures.

**Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
- 6-8.T.2.2.2 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
- 6-8.T.2.2.3 Defend one's personal preferences for the various aspects of a dramatic work.
- 6-8.T.2.2.4 Utilize drama as a study of human character and personality.
- 6-8.T.2.2.5 Identify roles of professional and amateur performers and theatre technicians in our society.
- 6-8.T.2.2.6 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
- 6-8.T.2.2.7 Compare and contrast modern drama with the theatre of earlier periods.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

**Goal 3.1: Utilize concepts essential to theatre.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level.
- 6-8.T.3.1.2 Vary movements and vocal qualities to convey an interpretation of a character.
- 6-8.T.3.1.3 Create characters, environments, and situations to convey a specific idea or mood.

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.3.2.1 Use pantomime to communicate an idea or tell a story.
- 6-8.T.3.2.2 Demonstrate basic stage movement.
- 6-8.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
- 6-8.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 6-8.T.3.2.5 Show respect for personal work and works of others.

- 6-8.T.3.2.6 Identify and describe how performance and technical elements communicate the meaning and intent of a dramatic presentation.
- 6-8.T.3.2.7 Demonstrate the use of physical tools for acting (voice, movement, facial expression, gestures).

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.T.3.3.1 Build characters and portray situations through improvisation.
- 6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.
- 6-8.T.3.3.3 Plan and direct scripted scenes



**IDAHO CONTENT STANDARDS  
GRADE 9-12  
HUMANITIES: THEATRE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare stock characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.

**Goal 1.1: Examine the historical and cultural contexts of theatre.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.1.1.1 Investigate representative dramatic works from a variety of cultures and historical periods.
- 9-12.T.1.1.2 Demonstrate an understanding of cultural and historical perspectives required by a specific script.
- 9-12.T.1.1.3 Identify historical periods and their theatrical styles.
- 9-12.T.1.1.4 Describe and compare stock characters, archetypes, and universal themes in dramas from various cultures and periods.
- 9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.

**Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.
- 9-12.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

**Goal 2.1: Conduct analyses of theatre.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays.
- 9-12.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.
- 9-12.T.2.1.3 Analyze how technical elements can create meaning in a dramatic performance.
- 9-12.T.2.1.4 Evaluate how well the dramatic text or production meets its intended objectives.
- 9-12.T.2.1.5 Compare and contrast traditional theatre and contemporary trends in entertainment.

**Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.2.2.1 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
- 9-12.T.2.2.2 Analyze a character's actions and the consequences they create.
- 9-12.T.2.2.3 Develop and defend one's critique of a dramatic performance.
- 9-12.T.2.2.4 Utilize drama as a study of human character and personality.
- 9-12.T.2.2.5 Analyze production and performance appropriateness of a theatrical work within a given community.
- 9-12.T.2.2.6 Analyze how technical elements can create meaning in a dramatic performance.
- 9-12.T.2.2.7 Evaluate how theatrical participation is critical to global culture.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

**Goal 3.1: Utilize concepts essential to theatre.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience.
- 9-12.T.3.1.2 Utilize theatrical terminology in appropriate settings.
- 9-12.T.3.1.3 Research and apply physical, emotional, and social dimensions in creating character.

**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.3.2.1 Create imaginative scripts that convey story and meaning to an audience.
- 9-12.T.3.2.2 Interpret/perform a work respecting the intent of its creator.
- 9-12.T.3.2.3 Plan and utilize technical theatre elements to support a dramatic text.
- 9-12.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 9-12.T.3.2.5 Show respect for personal work and works of others.
- 9-12.T.3.2.6 Demonstrate how artistic choices can affect performances and formal productions.
- 9-12.T.3.2.7 Use theatrical elements to convey mood and environment.
- 9-12.T.3.2.8 Create works that integrate processes and concepts of other art forms.

**Goal 3.3: Communicate through theatre with creative expression.**

**Objective(s): By the end of high school, the student will be able to:**

- 9-12.T.3.3.1 Develop and sustain a character that communicates with the audience.
- 9-12.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.
- 9-12.T.3.3.3 Organize and conduct rehearsals for production.