

**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.~~

IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

THEATRE



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

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Theatre K-3

<u>TH.Cr1.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Envision, Conceptualize</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists rely on intuition, curiosity, and critical inquiry.</u>
<u>Essential Question</u>	<u>What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</u>

Grade K – TH.Cr1.1.K

- 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).
- 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).

Grade 1 – TH.Cr1.1.1

- a. Propose potential choices characters could make in 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).
- 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).

Grade 2 – TH.Cr1.1.2

- a. Propose potential new details to plot and story 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).
- 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).

Grade 3 – TH.Cr1.1.3

- a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.
- b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
- c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

<u>TH.Cr2.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Develop</u>

<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists work to discover different ways of communicating meaning.</u>
<u>Essential Question</u>	<u>How, when, and why do theatre artists' choices change?</u>

Grade K – TH.Cr2.1.K

- 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).
- b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).

Grade 1 – TH.Cr2.1.1

- a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2 – TH.Cr2.1.2

- a. Collaborate with peers to devise meaningful dialogue 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).

Grade 3 – TH.Cr2.1.3

- a. Participate in methods of investigation to devise original ideas for a drama/theatre work.
- b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

<u>TH.Cr3.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Rehearse</u>
<u>Anchor Standard</u>	<u>Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists refine their work and practice their craft through rehearsal.</u>
<u>Essential Question</u>	<u>How do theatre artists transform and edit their initial ideas?</u>

Grade K – TH.Cr3.1.K

- 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).

Grade 1 – TH.Cr3.1.1

- a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2 – TH.Cr3.1.2

- a. Contribute to the adaptation of dialogue 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).
- c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3 – TH.Cr3.1.3

- a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.
- b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.
- c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

<u>TH.Pr4.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Select</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists make strong choices to effectively convey meaning.</u>
<u>Essential Question</u>	<u>Why are strong choices essential to interpreting a drama or theatre piece?</u>

Grade K – TH.Pr4.1.K

- 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).

Grade 1 – TH.Pr4.1.1

- a. Describe a story’s character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 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).

Grade 2 – TH.Pr4.1.2

- a. Interpret story elements 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).

Grade 3 – TH.Pr4.1.3

- a. Apply the elements of dramatic structure to a story and create a drama/theatre work.
- b. Investigate how movement and voice are incorporated into drama/theatre work.

<u>TH.Pr5.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Prepare</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists develop personal processes and skills for a performance or design.</u>
<u>Essential Question</u>	<u>What can I do to fully prepare a performance or technical design?</u>

Grade K – TH.Pr5.1.K

- a. With prompting and support, understand that voice and sound and sound are fundamental to dramatic play and guided dramatic experiences (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 dramatic experience (e.g. process drama, story drama, creative drama).

Grade 1 – TH.Pr5.1.1

- 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).
- 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).

Grade 2 – TH.Pr5.1.2

- a. Demonstrate the relationship between and among body, voice, and mind 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).

Grade 3 – TH.Pr4.1.3

- a. Apply the elements of dramatic structure to a story and create a drama/theatre work.
- b. Investigate how movement and voice are incorporated into drama/theatre work.

<u>TH.Pr6.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Share, Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</u>
<u>Essential Question</u>	<u>What happens when theatre artists and audiences share a creative experience?</u>

Grade K – TH.Pr6.1.K

- 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).

Grade 1 – TH.Pr6.1.1

- 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).

Grade 2 – TH.Pr6.1.2

- a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

Grade 3 – TH.Pr6.1.3

- a. Practice drama/theatre work and share reflections individually and in small groups.

<u>TH.Re7.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Reflect</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</u>
<u>Essential Question</u>	<u>How do theatre artists comprehend the essence of drama processes and theatre experiences?</u>

Grade K – TH.Re7.1.K

- 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).

Grade 1 – TH.Re7.1.1

- a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2 – TH.Re7.1.2

- a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3 – TH.Re7.1.3

- a. Understand why artistic choices are made in a drama/theatre work.

<u>TH.Re8.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</u>
<u>Essential Question</u>	<u>How can the same work of art communicate different messages to different people?</u>

Grade K – TH.Re8.1.K

- 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.
- 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).

Grade 1 – TH.Re8.1.1

- a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
- b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).
- 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 dram).

Grade 2 – TH.Re8.1.2

- 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.
- b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or 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).

Grade 3 – TH.Re8.1.3

- a. Consider multiple personal experiences when participating in or observing a

- drama/theatre work.
- 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.
- c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

<u>TH.Re9.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Evaluate</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</u>
<u>Essential Question</u>	<u>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</u>

Grade K – TH.Re9.1.K

- 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).

Grade 1 – TH.Re9.1.1

- a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
- c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2 – TH.Re9.1.2

- a. Collaborate on a scene 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.
- c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3 – TH.Re9.1.3

- a. Understand how and why groups evaluate drama/theatre work.
- b. Consider and analyze technical elements from multiple drama/theatre works.
- c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

<u>TH.Cn10.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Empathize</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</u>
<u>Essential Question</u>	<u>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</u>

Grade K – TH.Cn10.1.K

- 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).

Grade 1 – TH.Cn10.1.1

- a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

Grade 2 – TH.Cn10.1.2

- a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3 – TH.Cn10.1.3

- a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

<u>TH.Cn11.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Interrelate</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</u>
<u>Essential Question</u>	<u>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</u>

Grade K – TH.Cn11.1.K

- 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).

Grade 1 – TH.Cn11.1.1

- 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).

Grade 2 – TH.Cn11.1.2

- 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).

Grade 3 – TH.Cn11.1.3

- a. Identify connections to community, social issues and other content areas in drama/theatre work.

<u>TH.Cn11.2 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Research</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</u>
<u>Essential Question</u>	<u>In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</u>

Grade K – TH.Cn11.2.K

- 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).
- 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).

Grade 1 – TH.Cn11.2.1

- 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).
- 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).

Grade 2 – TH.Cn11.2.2

- a. Identify similarities and differences in stories from multiple cultures 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).

Grade 3 – TH.Cn11.2.3

- a. Explore how stories are adapted from literature to drama/theatre work.
- b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

Theatre 4-5

<u>TH.Cr1.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Envision, Conceptualize</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists rely on intuition, curiosity, and critical inquiry.</u>
<u>Essential Question</u>	<u>What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</u>

Grade 4 – TH.Cr1.1.4

- a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.
- c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

Grade 5 – TH.Cr1.1.5

- a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
- b. Propose design ideas that 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.

<u>TH.Cr2.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Develop</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists work to discover different ways of communicating meaning.</u>
<u>Essential Question</u>	<u>How, when, and why do theatre artists' choices change?</u>

Grade 4 – TH.Cr2.1.4

- a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.
- b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

Grade 5 – TH.Cr2.1.5

- a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
- b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

<u>TH.Cr3.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Rehearse</u>
<u>Anchor Standard</u>	<u>Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists refine their work and practice their craft through rehearsal.</u>
<u>Essential Question</u>	<u>How do theatre artists transform and edit their initial ideas?</u>

Grade 4 – TH.Cr3.1.4

- a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.
- b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.
- c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Grade 5 – TH.Cr3.1.5

- a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.
- b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
- c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

<u>TH.Pr4.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Select</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists make strong choices to effectively convey meaning.</u>
<u>Essential Question</u>	<u>Why are strong choices essential to interpreting a drama or theatre piece?</u>

Grade 4 – TH.Pr4.1.4

- a. Modify the dialogue and action to change the story in a drama/theatre work.
- b. Make physical choices to develop a character in a drama/theatre work.

Grade 5 – TH.Pr4.1.5

- a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
- b. Use physical choices to create meaning in a drama/theatre work.

<u>TH.Pr5.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Prepare</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists develop personal processes and skills for a performance or design.</u>
<u>Essential Question</u>	<u>What can I do to fully prepare a performance or technical design?</u>

Grade 4 – TH.Pr5.1.4

- a. Practice selected exercises that can be used in a group setting for drama/theatre work.
- b. Propose the use of technical elements in a drama/theatre work.

Grade 5 – TH.Pr5.1.5

- a. Choose acting exercises that can be applied to a drama/theatre work.
- b. Demonstrate the use of technical elements in a drama/theatre work.

<u>TH.Pr6.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Share, Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</u>
<u>Essential Question</u>	<u>What happens when theatre artists and audiences share a creative experience?</u>

Grade 4 – TH.Pr6.1.4

- a. Share small-group drama/theatre work, with peers as audience.

Grade 5 – TH.Pr6.1.5

- a. Present drama/theatre work informally to an audience.

<u>TH.Re7.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Reflect</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</u>
<u>Essential Question</u>	<u>How do theatre artists comprehend the essence of drama processes and theatre experiences?</u>

Grade 4 – TH.Re7.1.4

- a. Identify artistic choices made in a drama/theatre work through participation and observation.

Grade 5 – TH.Re7.1.5

- a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

<u>TH.Re8.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</u>
<u>Essential Question</u>	<u>How can the same work of art communicate different messages to different people?</u>

Grade 4 – TH.Re8.1.4

- a. Compare and contrast multiple personal experiences when participating in or observing a 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.
- c. Identify and discuss physiological changes connected to emotions in drama/ theatre work.

Grade 5 – TH.Re8.1.5

- a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

<u>TH.Re9.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Evaluate</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</u>
<u>Essential Question</u>	<u>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</u>

Grade 4 – TH.Re9.1.4

- a. Propose a plan to evaluate drama/theatre work.
- b. Investigate how technical elements may support a theme or idea in a drama/theatre work.
- c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.

Grade 5 – TH.Re9.1.5

- a. Develop and implement a plan to evaluate drama/theatre work.
- b. Assess how technical elements represent the theme of a drama/theatre work.
- c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

<u>TH.Cn10.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Empathize</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</u>
<u>Essential Question</u>	<u>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</u>

Grade 4 – TH.Cn10.1.4

- a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

Grade 5 – TH.Cn10.1.5

- a. Explain how drama/theatre connects oneself to a community or culture.

<u>TH.Cn11.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Interrelate</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</u>
<u>Essential Question</u>	<u>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</u>

Grade 4 – TH.Cn11.1.4

- a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

Grade 5 – TH.Cn11.1.5

- a. Investigate historical, global and social issues expressed in drama/theatre work.

<u>TH.Cn11.2 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Research</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</u>
<u>Essential Question</u>	<u>In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</u>

Grade 4 – TH.Cn11.2.4

- a. Investigate cross-cultural approaches to storytelling in drama/theatre work.
- b. Compare the drama/theatre conventions of a given time period with those of the present.

Grade 5 – TH.Cn11.2.5

- a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.
- b. Identify historical sources that explain drama/theatre terminology and conventions.

Theatre 6-8

<u>TH.Cr1.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Envision, Conceptualize</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists rely on intuition, curiosity, and critical inquiry.</u>
<u>Essential Question</u>	<u>What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</u>

Grade 6 – TH.Cr1.1.6

- a. Identify possible solutions to staging challenges in a drama/theatre work.
- b. Identify solutions to design challenges in a drama/theatre work.
- c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Grade 7 – TH.Cr1.1.7

- a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
- b. Explain and present solutions to design challenges in a drama/ theatre work.
- c. Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.

Grade 8 – TH.Cr1.1.8

- a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
- b. Imagine and explore solutions to design challenges of a performance space 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.

<u>TH.Cr2.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Develop</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists work to discover different ways of communicating meaning.</u>
<u>Essential Question</u>	<u>How, when, and why do theatre artists' choices change?</u>

Grade 6 – TH.Cr2.1.6

- a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

- b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Grade 7 – TH.Cr2.1.7

- 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.
- b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Grade 8 – TH.Cr2.1.8

- 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.
- b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

<u>TH.Cr3.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Rehearse</u>
<u>Anchor Standard</u>	<u>Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists refine their work and practice their craft through rehearsal.</u>
<u>Essential Question</u>	<u>How do theatre artists transform and edit their initial ideas?</u>

Grade 6 – TH.Cr3.1.6

- a. Articulate and examine choices to refine a devised or scripted drama/theatre work.
- b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Grade 7 – TH.Cr3.1.7

- a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.
- b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

Grade 8 – TH.Cr3.1.8

- a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
- b. Refine effective physical, vocal, and physiological traits of characters in an improvised 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.

<u>TH.Pr4.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Select</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists make strong choices to effectively convey meaning.</u>
<u>Essential Question</u>	<u>Why are strong choices essential to interpreting a drama or theatre piece?</u>

Grade 6 – TH.Pr4.1.6

- a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- b. Experiment with various physical choices to communicate character in a drama/theatre work.

Grade 7 – TH.Pr4.1.7

- a. Consider various staging choices to enhance the story in a drama/theatre work.
- b. Use various character objectives in a drama/theatre work.

Grade 8 – TH.Pr4.1.8

- a. Explore different pacing to better communicate the story in a drama/theatre work.
- b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

<u>TH.Pr5.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Prepare</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists develop personal processes and skills for a performance or design.</u>
<u>Essential Question</u>	<u>What can I do to fully prepare a performance or technical design?</u>

Grade 6 – TH.Pr5.1.6

- a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.
- b. Articulate how technical elements are integrated into a drama/ theatre work.

Grade 7 – TH.Pr5.1.7

- a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.
- b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Grade 8 – TH.Pr5.1.8

- a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
- b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

<u>TH.Pr6.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Share, Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</u>
<u>Essential Question</u>	<u>What happens when theatre artists and audiences share a creative experience?</u>

Grade 6 – TH.Pr6.1.6

- a. Adapt a drama/theatre work and present it informally for an audience.

Grade 7 – TH.Pr6.1.7

- a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Grade 8 – TH.Pr6.1.8

- a. Perform a rehearsed drama/theatre work for an audience.

<u>TH.Re7.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Reflect</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</u>
<u>Essential Question</u>	<u>How do theatre artists comprehend the essence of drama processes and theatre experiences?</u>

Grade 6 – TH.Re7.1.6

- a. Describe and record personal reactions to artistic choices in a drama/theatre work.

Grade 7 – TH.Re7.1.7

- a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre

work.

Grade 8 – TH.Re7.1.8

- a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

<u>TH.Re8.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</u>
<u>Essential Question</u>	<u>How can the same work of art communicate different messages to different people?</u>

Grade 6 – TH.Re8.1.6

- a. Explain how artists make choices based on personal experience in a drama/theatre work.
- b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
- c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.

Grade 7 – TH.Re8.1.7

- a. Identify the artistic choices made based on personal experience in a drama/theatre work.
- b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
- c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

Grade 8 – TH.Re8.1.8

- a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
- b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
- c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

<u>TH.Re9.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Evaluate</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</u>
<u>Essential Question</u>	<u>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</u>

Grade 6 – TH.Re9.1.6

- a. Use supporting evidence and criteria to evaluate.
- b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- c. Identify a specific audience or purpose for a drama/theatre work.

Grade 7 – TH.Re9.1.7

- a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
- b. Consider the aesthetics of the production elements in a drama/theatre work.
- c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Grade 8 – TH.Re9.1.8

- a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
- b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- c. Assess the impact of a drama/theatre work on a specific audience.

<u>TH.Cn10.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Empathize</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</u>
<u>Essential Question</u>	<u>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</u>

Grade 6 – TH.Cn10.1.6

- a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

Grade 7 – TH.Cn10.1.7

- a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Grade 8 – TH.Cn10.1.8

- a. Examine a community issue through multiple perspectives in a drama/theatre work.

<u>TH.Cn11.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Interrelate</u>

<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</u>
<u>Essential Question</u>	<u>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</u>

Grade 6 – TH.Cn11.1.6

- a. Identify universal themes or common social issues and express them through a drama/theatre work.

Grade 7 – TH.Cn11.1.7

- 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.

Grade 8 – TH.Cn11.1.8

- a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

<u>TH.Cn11.2 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Research</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</u>
<u>Essential Question</u>	<u>In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</u>

Grade 6 – TH.Cn11.2.6

- 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.
- b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

Grade 7 – TH.Cn11.2.7

- a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.
- b. Examine artifacts from a time period and geographic location to better understand

performance and design choices in a drama/theatre work.

Grade 8 – TH.Cn11.2.8

- a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
- b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

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Theatre High School

<u>TH.Cr1.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Envision, Conceptualize</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists rely on intuition, curiosity, and critical inquiry.</u>
<u>Essential Question</u>	<u>What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</u>

HS Proficient – TH.Cr1.1.HSI

- a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- b. Explore the impact of technology on design choices 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.

HS Accomplished – TH.Cr1.1.HSII

- a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
- b. Understand and apply technology to design solutions for a drama/theatre work.
- c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

HS Advanced – TH.Cr1.1.HSIII

- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.
- b. Create a complete design for a drama/theatre work that incorporates all elements of technology.
- c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

<u>TH.Cr2.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Develop</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists work to discover different ways of communicating meaning.</u>
<u>Essential Question</u>	<u>How, when, and why do theatre artists' choices change?</u>

HS Proficient – TH.Cr2.1.HSI

- 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.
- b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

HS Accomplished – TH.Cr2.1.HSII

- a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
- b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

HS Advanced – TH.Cr2.1.HSIII

- 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. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

<u>TH.Cr3.1 – Theatre/Creating</u>	
<u>Process Component</u>	<u>Rehearse</u>
<u>Anchor Standard</u>	<u>Refine new work through play, drama processes, and theatre experiences using critical analysis and experimentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists refine their work and practice their craft through rehearsal.</u>
<u>Essential Question</u>	<u>How do theatre artists transform and edit their initial ideas?</u>

HS Proficient – TH.Cr3.1.HSI

- a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

HS Accomplished – TH.Cr3.1.HSII

- a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted 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.
- 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.

HS Advanced – TH.Cr3.1.HSIII

- 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.

- 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. 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.

<u>TH.Pr4.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Select</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists make strong choices to effectively convey meaning.</u>
<u>Essential Question</u>	<u>Why are strong choices essential to interpreting a drama or theatre piece?</u>

HS Proficient – TH.Pr4.1.HSI

- a. Examine how character relationships assist in telling the story of a drama/theatre work.
- b. Shape character choices using given circumstances in a drama/theatre work.

HS Accomplished – TH.Pr4.1.HSII

- a. Discover how unique choices shape believable and sustainable 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.

HS Advanced – TH.Pr4.1.HSIII

- a. Apply reliable research of directors’ styles to form unique choices for a directorial concept in a drama/theatre work.
- b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

<u>TH.Pr5.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Prepare</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic techniques and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Theatre artists develop personal processes and skills for a performance or design.</u>
<u>Essential Question</u>	<u>What can I do to fully prepare a performance or technical design?</u>

HS Proficient - TH:Pr5.1.HSI

- a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

- b. Use researched technical elements to increase the impact of design for a drama/theatre production.

HS Accomplished - TH:Pr5.1.HSII

- a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
- b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

HS Advanced - TH:Pr5.1.HSIII

- a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

<u>TH.Pr6.1 – Theatre/Performing</u>	
<u>Process Component</u>	<u>Share, Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</u>
<u>Essential Question</u>	<u>What happens when theatre artists and audiences share a creative experience?</u>

HS Proficient – TH.Pr6.1.HSI

- a. Perform a scripted drama/theatre work for a specific audience.

HS Accomplished – TH.Pr6.1.HSII

- a. Present a drama/theatre work using creative processes that shape the production for a specific audience.

HS Advanced – TH.Pr6.1.HSIII

- 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 dramaturgy.

<u>TH.Re7.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Reflect</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists reflect to understand the impact of drama processes and</u>

	<u>theatre experiences.</u>
<u>Essential Question</u>	<u>How do theatre artists comprehend the essence of drama processes and theatre experiences?</u>

HS Proficient – TH.Re7.1.HSI

- a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

HS Accomplished – TH.Re7.1.HSII

- 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.

HS Advanced – TH.Re7.1.HSIII

- a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

<u>TH.Re8.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</u>
<u>Essential Question</u>	<u>How can the same work of art communicate different messages to different people?</u>

HS Proficient – TH.Re8.1.HSI

- a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
- c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

HS Accomplished – TH.Re8.1.HSII

- a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
- b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
- c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

HS Advanced – TH.Re8.1.HSIII

- 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. Use new understandings of cultures and contexts to shape personal responses to 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.

<u>TH.Re9.1 – Theatre/Responding</u>	
<u>Process Component</u>	<u>Evaluate</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</u>
<u>Essential Question</u>	<u>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</u>

HS Proficient – TH.Re9.1.HSI

- a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
- b. Consider the aesthetics of the production elements in a drama/theatre work.
- c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

HS Accomplished – TH.Re9.1.HSII

- a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.
- c. Verify how a drama/theatre work communicates for a specific purpose and audience.

HS Advanced – TH.Re9.1.HSIII

- a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
- b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
- c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

<u>TH.Cn10.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Empathize</u>

<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</u>
<u>Essential Question</u>	<u>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</u>

HS Proficient – TH.Cn10.1.HSI

- a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

HS Accomplished – TH.Cn10.1.HSII

- a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

HS Advanced – TH.Cn10.1.HSIII

- a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

<u>TH.Cn11.1 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Interrelate</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</u>
<u>Essential Question</u>	<u>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</u>

HS Proficient – TH.Cn11.1.HSI

- a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

HS Accomplished – TH.Cn11.1.HSII

- a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

HS Advanced – TH.Cn11.1.HSIII

- a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

<u>TH.Cn11.2 – Theatre/Connecting</u>	
<u>Process Component</u>	<u>Research</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</u>
<u>Essential Question</u>	<u>In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</u>

HS Proficient – TH.Cn11.2.HSI

- a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
- b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

HS Accomplished – TH.Cn11.2.HSII

- a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

HS Advanced – TH.Cn11.2.HSIII

- 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. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

Glossary Theatre

Acting techniques

Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance

Believability

Theatrical choices thought to be “true” based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction

Character traits

Observable embodied actions that illustrate a character’s personality, values, beliefs, and history

Conflict

The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural

Creative drama

A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama

Creative processes

The application of production and technical elements (see the definitions) to a theatrical production

Devised drama

Creation of an original performance piece by an ensemble

Dialogue

A conversation between two or more characters

Dramatic play

Make-believe where children naturally assign and accept roles, then act them out

Focus

Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

Genre

Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce

Gesture

An expressive and planned movement of the body or limbs

Given circumstances

The underlying actions and events that have happened before the play, story, or devised piece

begins

Guided drama experience

A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role

Improvise

The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed

Imaginary elsewhere

An imagined location which can be historical, fictional, or realistic

Imagined worlds

An imaginary world created collectively by participants in a drama experience

Inner thoughts

The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)

Motivation

Reasons why a character behaves or reacts in a particular way in a scene or play

Non-representational materials

Objects which can be transformed into specific props through the imagination

Objective

A goal or particular need or want that a character has within a scene or play

Plot

A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

Process drama

A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves

Production elements

Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts

Scripted drama

A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

Script analysis

The study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters

Staging

Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning

Story drama

Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves

Story elements

Characters, setting, dialogue, and plot that create a story

Style

The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor

Tactic

The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb

Technical elements

The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production

Theatrical conventions

Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside

Theme

The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas

Visual composition

The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as mise-en scène