

# THEATRE

<b>CREATING</b>	<b>Anchor Standard 1: Generating and conceptualizing ideas.</b> <b>Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.</b> <b>Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</b>						
<b>2nd 1.4.2.Cr1</b>	<b>5th 1.4.5.Cr1</b>	<b>8th 1.4.8.Cr1</b>	<b>HS Proficient 1.4.12prof.Cr1</b>	<b>HS Accomplished 1.4.12acc.Cr1</b>	<b>HS Advanced 1.4.12adv.Cr1</b>		
<b>Imagine, Envision</b>	a. Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work.	a. Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.	a. Research to construct ideas about the visual composition of devised or scripted theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.	a. Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.	<b>Imagine, Envision</b>
	b. Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work.	b. Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.	b. Explore the impact of technology on design choices in devised or scripted theatre work.	b. Understand and apply technology to design choices for devised or scripted theatre work.	b. Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.	
	c. Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	c. Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.	c. Use script analysis to generate ideas about a character that is believable and authentic.	c. Use personal experiences and knowledge to develop a character that is believable and authentic.	c. Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.	

<b>CREATING</b>	<b>Anchor Standard 2: Organizing and developing ideas.</b>					
	<b>Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.</b>					
	<b>Essential Question(s): How, when, and why do theatre artists' choices change?</b>					
	<b>2nd</b> <b>1.4.2.Cr2</b>	<b>5th</b> <b>1.4.5.Cr2</b>	<b>8th</b> <b>1.4.8.Cr2</b>	<b>HS Proficient</b> <b>1.4.12prof.Cr2</b>	<b>HS Accomplished</b> <b>1.4.12acc.Cr2</b>	<b>HS Advanced</b> <b>1.4.12adv.Cr2</b>
<b>Plan, Construct</b>	a. Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots, and their given circumstances.	a. Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.	a. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.	a. Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.	a. Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
	b. Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.	b. Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.	b. Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.	b. Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.	b. Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.
<b>CREATING</b>	<b>Anchor Standard 3: Refining and completing products.</b>					
	<b>Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.</b>					
	<b>Essential Question(s): How do theatre artists transform and edit their initial ideas?</b>					
	<b>2nd</b> <b>1.4.2.Cr3</b>	<b>5th</b> <b>1.4.5.Cr3</b>	<b>8th</b> <b>1.4.8.Cr3</b>	<b>HS Proficient</b> <b>1.4.12prof.Cr3</b>	<b>HS Accomplished</b> <b>1.4.12acc.Cr3</b>	<b>HS Advanced</b> <b>1.4.12adv.Cr3</b>
<b>Evaluate, Clarify, Realize</b>	a. With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, adapt, and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.	a. Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.	a. Use script analysis to inform choices impacting the believability and authenticity of a character.	a. Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.	a. Explore physical, vocal, and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
	b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use and adapt sounds and movements in a guided drama experience.	b. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.	b. Practice devised or scripted theatre work using theatrical staging conventions.	b. Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.	b. Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
	c. Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.	c. Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.	c. Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.	c. Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.

# THEATRE

PERFORMING	Anchor Standard 4: Selecting, analyzing, and interpreting work. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question(s): How do theatre artists fully prepare a performance or design?					
	2nd 1.4.2.Pr4	5th 1.4.5.Pr4	8th 1.4.8.Pr4	HS Proficient 1.4.12prof.Pr4	HS Accomplished 1.4.12acc.Pr4	HS Advanced 1.4.12adv.Pr4
Choose, Rehearse	a. With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).	a. Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	a. Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.	a. Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.	a. Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.	a. Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
	b. Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.	b. Use a variety of technical elements to create a design for a rehearsal or theatre production.	b. Use technical elements to increase the impact of design for a theatre production.	b. Apply theatrical elements and research to create a design that communicates the concept of a theatre production.	b. Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
PERFORMING	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Enduring Understanding: Theatre artists make choices to convey meaning. Essential Question(s): How do theatre artists use tools and techniques to communicate ideas and feelings?					
	2nd 1.4.2.Pr5	5th 1.4.5.Pr5	8th 1.4.8.Pr5	HS Proficient 1.4.12prof.Pr5	HS Accomplished 1.4.12acc.Pr5	HS Advanced 1.4.12adv.Pr5
Establish, Analyze	a. With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.	a. Examine how character relationships assist in telling the story of devised or scripted theatre work.	a. Identify and explore different pacing options per character to better communicate the story in a theatre work.	a. Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.	a. Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
	b. Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.	b. Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.	b. Explore and discover character choices using given circumstances in devised or scripted theatre work.	b. Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.	b. Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.

Select

Prepare

<b>PERFORMING</b>	<b>Anchor Standard 6: Conveying meaning through art.</b> <b>Enduring Understanding: Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</b> <b>Essential Question(s): What happens when theatre artists and audiences share creative experiences?</b>					
	<b>2nd</b> <b>1.4.2.Pr6</b>	<b>5th</b> <b>1.4.5.Pr6</b>	<b>8th</b> <b>1.4.8.Pr6</b>	<b>HS Proficient</b> <b>1.4.12prof.Pr6</b>	<b>HS Accomplished</b> <b>1.4.12acc.Pr6</b>	<b>HS Advanced</b> <b>1.4.12adv.Pr6</b>
<b>Share</b>	a. Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.	a. Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.	a. Perform a rehearsed theatrical work for an audience	a. Perform devised or scripted theatre work for a specific audience.	a. Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.	a. Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
						<b>Share, Present</b>

# THEATRE

RESPONDING							
Anchor Standard 7: Perceiving and analyzing work							
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.							
Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?							
2nd 1.4.2.Re7		5th 1.4.5.Re7		8th 1.4.8.Re7	HS Proficient 1.4.12prof.Re7	HS Accomplished 1.4.12acc.Re7	HS Advanced 1.4.12adv.Re7
Examine, Discern	a. Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify, explain, and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.	a. Describe and record personal reactions to artistic choices in a theatrical work.	a. Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.	a. Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.	Examine, Discern
			b. Compare recorded personal and peer reactions to artistic choices in a theatrical work.	b. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.	b. Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.	b. Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.	
RESPONDING							
Anchor Standard 8: Interpreting intent and meaning.							
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.							
Essential Question(s): How can the same work of art communicate different messages to different people?							
2nd 1.4.2.Re8		5th 1.4.5.Re8		8th 1.4.8.Re8	HS Proficient 1.4.12prof.Re8	HS Accomplished 1.4.12acc.Re8	HS Advanced 1.4.12adv.Re8
Interpret	a. With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Develop and implement a plan to evaluate drama/theatre work.	a. Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.	a. Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering plays' history, culture, and political context.	a. Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.	Interpret
	b. Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.	b. Justify the aesthetic choices created through the use of production elements in a theatrical work.	b. Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.	b. Construct meaning in a devised or scripted theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	b. Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.	
	c. Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.	c. Assess the impact of a theatrical work on a specific audience.	c. Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.	c. Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.	c. Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.	

RESPONDING	Anchor Standard 9: Applying criteria to evaluate products. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?					
	2nd 1.4.2.Re9	5th 1.4.5.Re9	8th 1.4.8.Re9	HS Proficient 1.4.12prof.Re9	HS Accomplished 1.4.12acc.Re9	HS Advanced 1.4.12adv.Re9
Critique	a. With prompting and support, Identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance and 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 theatre performance.	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. and justify responses to drama/theatre work based on personal experience.	a. Analyze how personal experiences affect artistic choices in a theatrical work.	a. Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing devised or scripted theatre work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
	b. With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	b. Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.	b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.	b. Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.	b. Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
	c. Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	c. Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

Critique

# THEATRE

CONNECTING							
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b> <b>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</b> <b>Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</b>							
2nd 1.4.2.Cn10	5th 1.4.5.Cn10	8th 1.4.8.Cn10	HS Proficient 1.4.12prof.Cn10	HS Accomplished 1.4.12acc.Cn10	HS Advanced 1.4.12adv.Cn10		
Incorporate	a. With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).	a. Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.	a. Examine a community issue through multiple perspectives in a theatrical work.	a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.	a. Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.	a. Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Incorporate
CONNECTING							
<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b> <b>Enduring Understanding: As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</b> <b>Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</b>							
2nd 1.4.2.Cn11	5th 1.4.5.Cn11	8th 1.4.8.Cn11	HS Proficient 1.4.12prof.Cn11	HS Accomplished 1.4.12acc.Cn11	HS Advanced 1.4.12adv.Cn11		
Affect, Expand	a. With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.	a. Identify, respond to, and investigate connections to global issues including climate change, and other content areas in a dramatic/theatrical work.	a. Research the story elements of a staged drama/theatre work about global issues, including change, and discuss how a playwright might have intended a theatrical work to be produced.	a. Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.	a. Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.	Affect, Expand
	b. Collaborate on the creation of a short scene based on personal perspectives and understandings.	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.	b. Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.	b. Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.	b. Justify the creative choices made in a devised or scripted theatre work, based on a critical interpretation of specific data from theatre research.	