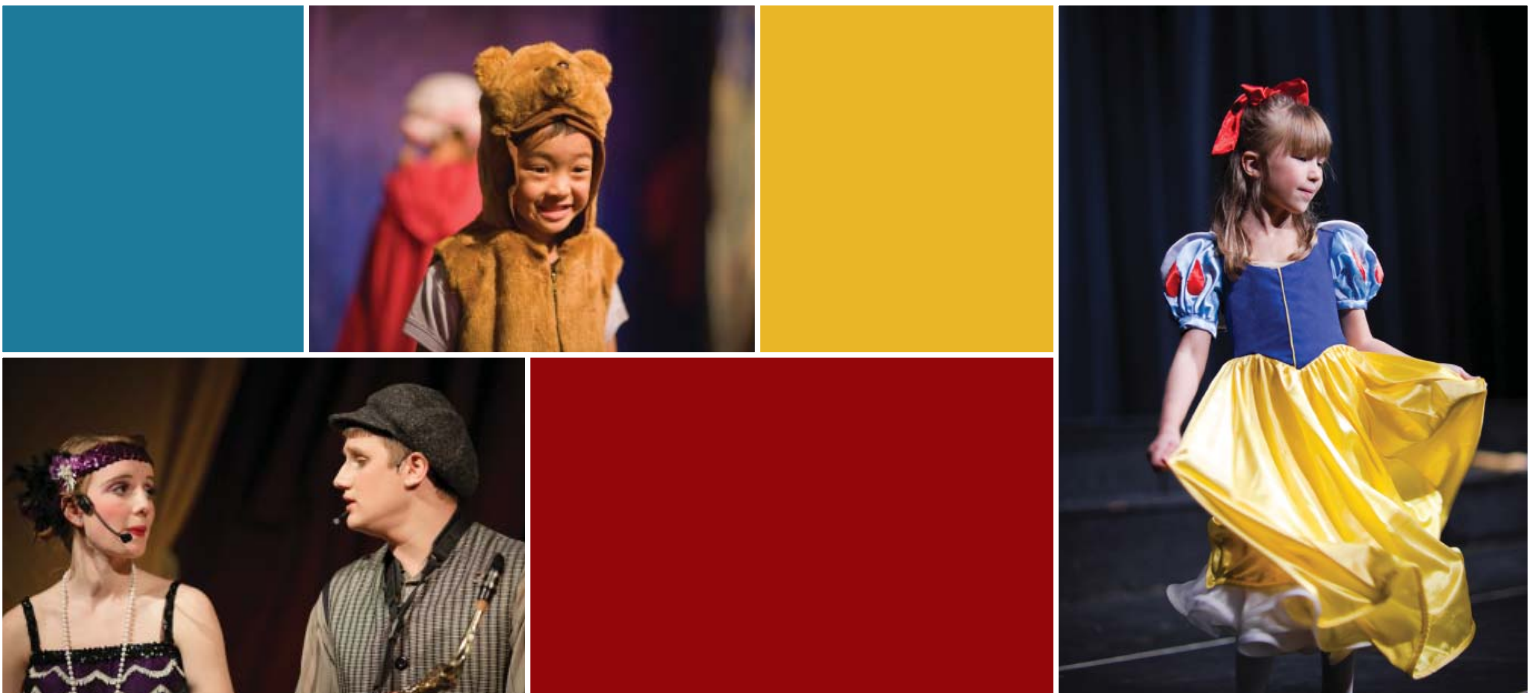


# Drama & Theatre Arts



# Overview of Changes Theatre Standards

## Principles of the Standards Review Process

The Colorado Model Content Standards revision process was informed by these guiding principles:

- Begin with the end in mind; define what prepared graduates need in order to be successful using 21<sup>st</sup> century skills in our global economy.
- Align K-12 standards with early childhood expectations and higher education.
- In order to be globally competitive, international and national benchmarking strongly informs the new standards.
- Change is necessary.
- Standards will be deliberately designed for clarity, rigor, and coherence.
- There will be fewer, higher, and clearer standards.
- Standards will be actionable.

## Notable Changes to the Colorado Theatre Model Content Standards

The most evident changes to the Colorado standards are replacing grade-band expectations (K-4, 5-8, and 9-12) with grade-level specific expectations. These are explained here in addition to other changes that are apparent upon comparison between the current drama and theatre arts standards and the proposed changes.

1. **Content name change.** Originally the Colorado Theatre Model Content Standards presented a one-dimensional, performance-based focus that the subcommittee wished to change. Drama skills emphasize the importance of the creative process by which students learn critical thinking skills, and theatre emphasizes the performance or “product” aspect. Much as Singapore emphasizes this approach, 21<sup>st</sup> century learning requires a balanced focus that emphasized process and product, prompting the subcommittee’s recommendation to change the standards to “Drama and Theatre Arts.”
2. **Impact of standards articulation by grade level.** The original Colorado Theatre Model Content Standards were designed to provide districts with benchmarks of learning at grades 4, 8, and 12. The standards revision subcommittee was charged with providing a more specific learning trajectory of concepts and skills across grade levels, from early school readiness to postsecondary preparedness. Articulating standards by grade level in each area affords greater specificity (clearer standards) in describing the learning path across levels (higher standards), while focusing on a few key ideas at each grade level (fewer standards).
3. **The basic format for grouping standards has changed.** The new threefold structure reduces the number of standards while preserving the attention to detail for a skills- and competency-based approach to the education of the theatre student in public schools. The new format embraces the whole child in thinking, feeling, and willing. The threefold nature of this approach also supports a more modern educational philosophy in preparing the student for success in academic evaluation and accountability without sacrificing the ideals and values of conventional theatre training in academics, co-curricular production, and interdisciplinary benefits.

4. **Articulation of high school standards.** The grade-by-grade articulation of expectations was expanded. Each grade features written expectations for each standard up to the high school years. High school standards are not articulated by grade level, but by standard. This is intended to support district decisions about how best to design curriculum and courses – whether through an integrated approach, a traditional course sequence, or alternative approaches such as career and technical education. The high school standards delineate what all high school students should know and be able to do in order to be well prepared for any postsecondary option. In high school, the expectations are divided into fundamental skills and extended skills so that the student is allowed either to receive theatre instruction for his or her general enrichment or to specialize in the art in its more advanced, production-oriented form as preparation for college or a career. The individual standards are not meant to represent a course or a particular timeframe. All high school students should be able to reach these rigorous standards within four years. Students with advanced capability may accomplish these expectations in a shorter timeframe, leaving open options for additional drama and theatre studies.
5. **Integration of P-2 Council's recommendations.** The subcommittees integrated the *Building Blocks to Colorado's K-12 Standards* document into the P-12 standards, aligning expectations to a great degree. Important concepts and skills are defined clearly across these foundational years, detailing expectations to a much greater extent for teachers and parents.
6. **Standards are written for mastery.** The proposed revisions to standards define mastery of concepts and skills. Mastery means that a student has facility with a skill or concept in multiple contexts. This is not an indication that instruction at a grade-level expectation begins and only occurs at that grade level. Maintenance of previously mastered concepts and skills and scaffolding future learning are the domain of curriculum and instruction – not standards. Interrelationships of the standards may require some grade-level skills to appear in more than one expectation or standard.
7. **Interconnectivity of theatre arts is emphasized.** The applications of theatre education are articulated from the points of view of theatre as it relates to society, culture, and lifestyle. Theatre relates to other disciplines as a study or a career, and as a tool for understanding and using current developments in technology. The interdisciplinary nature of theatre study is emphasized within the standards.
8. **Intentional integration of 21<sup>st</sup> century skills.** Appropriate technology allows students access to concepts and skills in ways that mirror the 21<sup>st</sup> century workplace. The progression of expectations and inter-referencing of standards were clearly articulated. The emphasis on both training in the use of technology and its application to 21<sup>st</sup> century skills is articulated with each grade and standard. The cultural, interdisciplinary, and technological applications are unique to each grade level and standard and are accompanied by Inquiry Questions that teachers and administrators may reference. These are organized to aid teachers and administrators in the implementation of a theatre arts program in schools.

Below is a quick guide to other changes in the theatre standards:

Area		Summary of changes	
Area	Current Standards	Proposed Revision	
<b>Number of standards</b>	6 standards	3 standards	
<b>Names of standards</b>	<p><b>Standard 1</b> Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.</p> <p><b>Standard 2</b> Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.</p> <p><b>Standard 3</b> Students understand and apply the creative process to skills of design and technical production.</p> <p><b>Standard 4</b> Students understand and relate the role of theatre arts to culture and history.</p> <p><b>Standard 5</b> Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.</p> <p><b>Standard 6</b> Students know and apply connections between theatre and other disciplines.</p>	<p><b>Standard 1</b> Create: The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.</p> <p><b>Standard 2</b> Perform: The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.</p> <p><b>Standard 3</b> Critically Respond: An informed literacy, ethical judgment, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.</p>	
<b>Integration of 21<sup>st</sup> century skills</b>	Not deliberately addresses in original document.	<ul style="list-style-type: none"> <li>• A design feature of the revision process.</li> <li>• Intentionally integrated into evidence outcomes.</li> </ul>	
<b>P-2</b>	<ul style="list-style-type: none"> <li>• Standards articulated for grade band beginning with kindergarten.</li> <li>• Benchmarks articulated by grade band of K-4 with most geared to upper grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-K included.</li> <li>• Grade level expectations articulated for each elementary grade.</li> <li>• Clear expectations articulated for grades P-2.</li> </ul>	
<b>Number of grade level expectations (GLE)</b>	Average of 12 benchmarks per standard.	Average of two to four grade level expectations per standard.	

## Drama and Theatre Arts Subcommittee Members

### Chair

Dr. Mary Schuttler  
Higher Education  
Professor of Theatre  
Head of Theatre Education  
University of Northern Colorado  
Greeley

### Subcommittee Members

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Mr. Doug Hinkle  
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Heritage High School  
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Director, Alliance for Colorado Theatre  
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## Drama and Theatre Arts National Expert Reviewer

### Susan Stauter

Arts educator and advocate Susan Stauter is the artistic director for the San Francisco Unified School District. She served on the steering committee and was instrumental in the creation of the San Francisco **Arts Education Master Plan**, which promises equity and access in arts education for all students during the curricular day. Stauter works nationally as a keynote speaker, workshop leader, and consultant on all areas relating to arts education. She was one of the readers for the audio book version of Richard Florida's highly acclaimed **Rise of the Creative Class** and served as the founding chair for the Los Angeles County High School for the arts theatre department. A former award-winning credentialed teacher, Stauter has worked as a writer and director for Disneyland Park, Anaheim, Calif.; consulted as a writer and educator with the Grammy Foundation; and conservatory director of the American Conservatory Theater in San Francisco. In May 2006 she was named *Visiting Scholar in Creativity* for the Independent Schools of New Zealand. Stauter was awarded the San Francisco Ballet's *Choose to Move Award* and the *Leap Award for Excellence in the Arts* in May 2007. She also consults with U.C. Berkeley on *The Bravo Project* for future educational administrators. In February 2009 she presented a workshop for artist educators at the Vienna Konzerthaus, traveling as a representative for the Leonard Bernstein Center for Arts Education. She returned to present the keynote address about connecting new findings in brain science to arts education for the National League of Orchestras annual conference for education, youth, and outreach managers. Stauter is the mother of designer Jeanine Payer.

## References used by the Drama and Theatre Arts subcommittee

The subcommittee used a variety of resources representing a broad range of perspectives to inform their work. Those references include:

- Singapore National Curriculum
- Massachusetts Curriculum Framework
- New Jersey Core Curriculum Content Standards
- Connecticut Common Core of Learning Standards
- Indiana Theatre Standards
- New South Wales – National Board of Studies
- Scotland Creative Arts Standards
- National Standards for Theatre
- Current Colorado Model Content Standards
- WestEd Colorado Model Content Standards Review
- Building Blocks to Colorado's K-12 Standards

## Colorado Academic Standards Drama and Theatre Arts

"The stage is not merely the meeting place of all the arts, but is also the return of art to life." --Oscar Wilde

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"Too often, we glimpse the outlines of a scene and fail to notice the details that fill it in, making it truly interesting and unique." --Eric Booth

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### **Theatre Arts are Important to Life and Learning**

Theatre arts are a universal force in the everyday life of people around the world. This force connects each new generation to those who have gone before. Students need theatre arts to make these connections and to express the otherwise inexpressible. Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life – about actions and consequences, customs and beliefs, and others and themselves.

Theatre arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy, including innovations in technology, while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21<sup>st</sup> century. Additionally, as they work at increasing their understanding of the challenges presented by theatre arts, they prepare to make their own contributions to the nation's storehouse of culture. The theatre process also is important for a student's individual growth. A strong and clear sense of the theatre process, which takes the creative theatrical act from inception to completion, teaches the importance of follow-through and responsibility.

Theatre arts have both intrinsic and instrumental value. That is, they have worth in and of themselves and also can be used to achieve a multitude of purposes such as to present issues and ideas, to teach or persuade, to entertain, to design, to plan, and to beautify. Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions, and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value." The modes of thinking and methods of theatre arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. Attributes necessary to the arts such as self-discipline, collaboration, and perseverance transfer to the rest of life.

The more students live up to these high expectations, the more empowered our citizenry becomes. Indeed, helping students meet these standards is among the best possible investment in the future of not only our children, but also our country and civilization.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

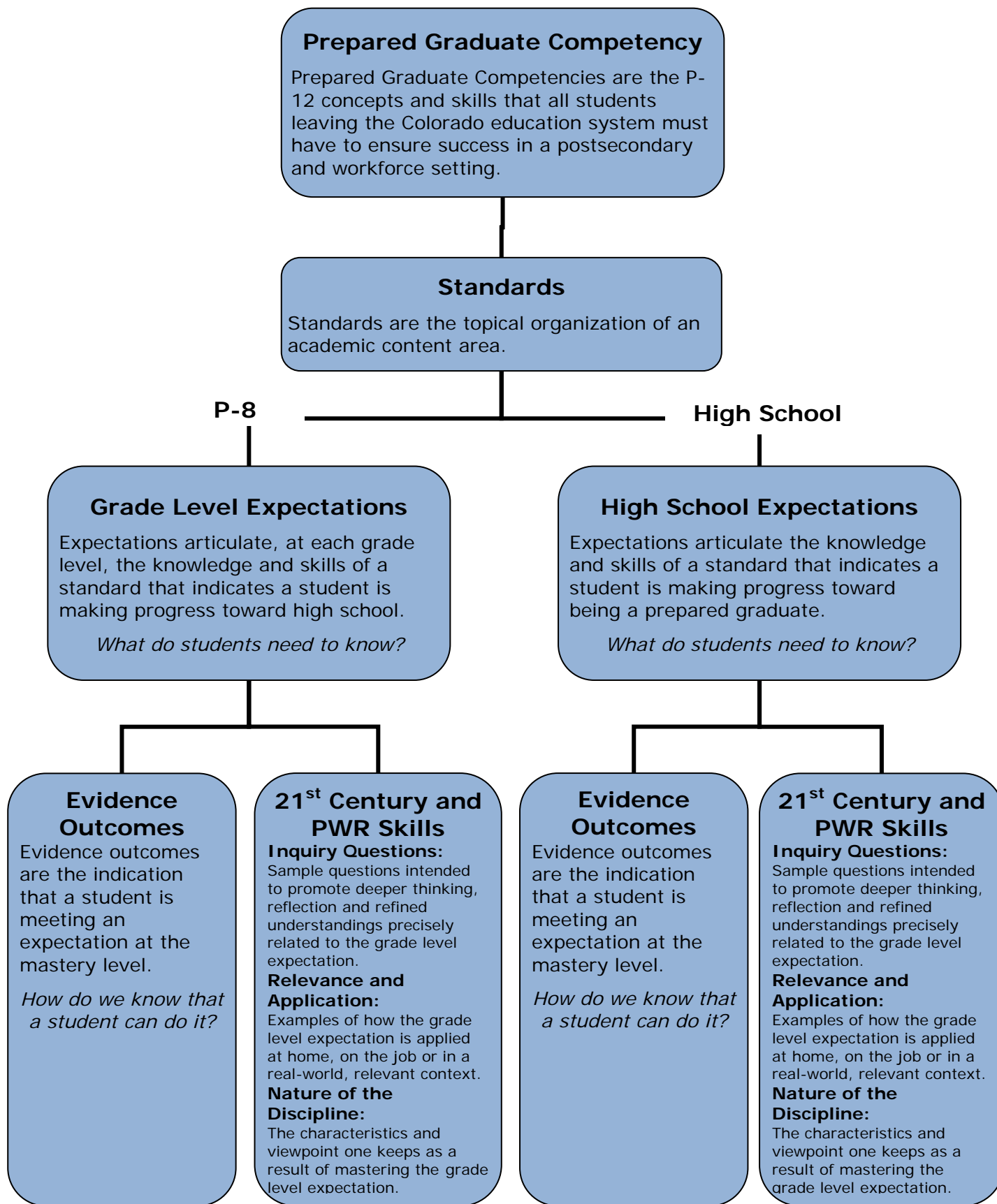
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

# Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Prepared Graduate Competencies in Drama and Theatre Arts

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles
- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process
- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

## Standards in Drama and Theatre Arts

Standards are the topical organization of an academic content area. The three standards of drama and theatre arts are:

### 1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.

### 2. Perform

The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

### 3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

### **Purpose of Fundamental and Extended Pathways in High School:**

In order to meet the basic needs of all students and the advanced needs of those pursuing careers in theatre, the standards review subcommittee developed *Fundamental* and *Extended* pathways.

The *Fundamental* pathway describes students who have limited interest in theatrical performance or theatre-related vocations, or whose interest lies within other aspects of theatre-related vocations, such as acoustic and structural engineering, advertising and marketing, event management, fashion design, mass communications, or publishing.

The *Extended* pathway is directed at students who intend to pursue postsecondary education or vocation in theatre, which might lead to careers in theatre education, performance, technical production, theater management, or other theatre-related areas. The expectations in the *Extended* pathway meet all of the prepared graduate competencies with a much higher degree of rigor appropriate to the expectations of postsecondary theatre opportunities.

# Drama and Theatre Arts

## Grade Level Expectations at a Glance

### Standard

### Grade Level Expectation

<b>High School – Extended Pathway</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Character development in improvised and scripted works</li> <li>2. Technical design and application of technical elements</li> <li>3. Ideas and creative concepts in improvisation and play building</li> <li>4. Creation, appreciation, and interpretation of scripted works</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences</li> <li>2. Technology reinforces, enhances, and/or alters a theatrical performance</li> <li>3. Direction or design of a theatrical performance for an intended audience</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Contemporary and historical context of drama</li> <li>2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions</li> <li>3. Respect for theatre professions, cultural relationships, and legal responsibilities</li> </ol>
<b>High School – Fundamental Pathway</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Creative process in character development and script improvisation</li> <li>2. Technical elements of theatre in improvised and scripted works</li> <li>3. Expression, imagination, and appreciation in group dynamics</li> <li>4. Interpretation of drama using scripted material</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. Communicate meaning to engage an audience</li> <li>2. Technology reinforces, enhances, and/or alters a theatrical performance</li> <li>3. Directing as an art form</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Analysis and evaluation of theatrical works</li> <li>2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions</li> <li>3. Respect for theatre, its practitioners, and conventions</li> </ol>
<b>Eighth Grade</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Creating and sustaining a believable character</li> <li>2. Participation in improvisation and play building</li> <li>3. Construction of technical and design elements</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. Characterization in performance</li> <li>2. Technology reinforces, enhances, and/or alters a theatrical performance</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Recognition and evaluation of contemporary and historical contexts of theatre history</li> <li>2. Use critical thinking skills in character analysis and performance</li> <li>3. Respect the value of the collaborative nature of drama and theatre works</li> </ol>
<b>Seventh Grade</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Characterization in a scripted or improvised scene</li> <li>2. Contributions in improvisation and play building</li> <li>3. Technical and design elements in improvised and scripted works</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. Acting techniques in performance</li> <li>2. Apply aspects of technology within a production</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Influence of contemporary and historical elements in theatrical works</li> <li>2. Critical evaluation in discussing theatrical works</li> <li>3. Individual and collaborative contributions</li> </ol>

# Drama and Theatre Arts

## Grade Level Expectations at a Glance

### Standard

### Grade Level Expectation

<b>Sixth Grade</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Characterization throughout a scripted or improvised scene</li> <li>2. Creation of a scene or play from an original idea, story or other form of literature</li> <li>3. Design and technical elements of theatre in improvised and scripted works</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. Confidence in characterization skills</li> <li>2. Recognition of responsibilities of various technical personnel in performance</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Discuss the influence of cultural and historical themes in theatrical works</li> <li>2. Recognize and identify the criteria for a quality performance</li> <li>3. Articulate the value of each practitioner's role in a drama and/or theatrical performance</li> </ol>
<b>Fifth Grade</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Contribute ideas in improvisation and play building</li> <li>2. Develop a variety of visual configurations of the acting space</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. In rehearsal and performance, work as a productive and responsible member of an acting ensemble using scripted or improvisational scene work</li> <li>2. Communicate characters through physical movement, gesture, sound and speech, and facial expressions</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Identify at least one role of a theatre practitioner</li> <li>2. Give, accept and integrate constructive and supportive feedback from self and others</li> <li>3. Demonstrate understanding of historical and cultural context of scripts, scenes, and performances</li> <li>4. Analyze dramatic text in scenes and script</li> </ol>
<b>Fourth Grade</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Create characters from scripts or improvisation using voice, gestures and facial expressions</li> <li>2. Create and write simple dramas and scenes</li> <li>3. Design a scene through an inventive process, and perform the scene</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. Participate collaboratively with partners and groups</li> <li>2. Demonstrate safe use of voice and body to communicate characters</li> <li>3. Define stage direction and body positions</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Develop selected criteria to critique what is seen, heard, and understood</li> <li>2. Examine character dynamics and relations</li> </ol>
<b>Third Grade</b>	
1. Create	<ol style="list-style-type: none"> <li>1. Create characters</li> <li>2. Create an improvised scene</li> <li>3. Create stage environments to understand locale and mood</li> </ol>
2. Perform	<ol style="list-style-type: none"> <li>1. Perform a scripted scene</li> <li>2. Work effectively alone and cooperatively with a partner or in an ensemble</li> </ol>
3. Critically Respond	<ol style="list-style-type: none"> <li>1. Examine the dynamic relationship among community, culture, and theatre</li> <li>2. Demonstrate appropriate audience etiquette</li> <li>3. Use selected criteria to critique what is seen, heard, and understood</li> </ol>

# Drama and Theatre Arts

## Grade Level Expectations at a Glance

### Standard

### Grade Level Expectation

<b>Second Grade</b>	
1. Create	1. Use voice and movement in character development 2. Create new dramatic elements from existing works
2. Perform	1. Dramatize short stories 2. Demonstrate movement based on stage directions
3. Critically Respond	1. Identify basic structures and relationships in a scene 2. Identify dramatic elements in dramatizations and stories 3. Express thoughts about a dramatization or performance
<b>First Grade</b>	
1. Create	1. Create characters and environments through dramatic play
2. Perform	1. Retell a short story or scene through dramatic play
3. Critically Respond	1. Identify key aspects of theatre
<b>Kindergarten</b>	
1. Create	1. Demonstrate characters through dramatic play
2. Perform	1. Express a feeling or emotion through dramatic play or creative drama 2. Dramatize ideas and events through dramatic play
3. Critically Respond	1. Identify elements of theatre in everyday life
<b>Preschool</b>	
1. Create	1. Demonstrate emotions and feelings in dramatic play
2. Perform	1. Use dramatic play to imitate characters
3. Critically Respond	1. Respond to stories and plays

## 21<sup>st</sup> Century Skills and Readiness Competencies in Drama and Theatre Arts

The drama and theatre arts subcommittees embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### **Colorado's Description of 21st Century Skills**

The 21<sup>st</sup> century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Drama and theatre arts are inherently demonstrated in each of Colorado's 21<sup>st</sup> century skills, as follows:

#### Critical Thinking and Reasoning

As this century progresses, it becomes clear that the world needs citizens who are able to penetrate unfolding of events and conflicts with pure thought. The greatest exercise for the development of solid rationalization and logical solution has to do with problem-solving and critical response. Whether searching for strong or better choices in production or dramatic literature, or exploring the spontaneous ingenuity of improvisation, the mind is engaged in analytic and logical examination. Through script analysis, character analysis, design interpretations, or marketing planning, the theatre student develops practical thinking skills along with the ability to respond through writing, speaking, and logical expression. Equal to the ability to develop thought through observation and the identification of substantive ethic in plot, character, or style is the mindfulness of how one's choices affect others within the theatre group and from an audience's perspective. Once the mind is engaged through decision-making in writing, directing, acting, critiquing, using mathematics in design and construction, or simply attending a performance, the theatre student is developing abilities and skills that serve society to progress and evolve, to be flexible in solving cultural conflicts, and to celebrate the uniqueness of the individuality and the common bond in humanity.

#### Information Literacy

Processing the awareness and demands of an ever-changing, modern world is more and more a function of an individual's ability to respond to what the world offers with one's foundation of knowledge, imagination, inventiveness, and attention to detail. The research required to master a fraction of theatrical endeavor entreats the student to utilize all the sources available for study and to know the laws and limitations relevant to their audience, community, and culture. Theatrical production, as well as study in history and criticism, demands knowledge of customs, ideals, and technologies. Theatre students must use their knowledge from all other disciplines, including history, politics and social studies, mathematics and science, and media technology and mass communications in order to create and to understand their roles and created environments. These bodies of knowledge must be enhanced by skills and awareness in knowing where and how to find the information and how to discern its truth and relevance. What follows lies in knowing how to utilize the information in writing, characterization, directing, designing, and fashioning implements and environments. Theatre expresses the differences of time and cultures from all over the world and the spectrum of disciplines from all of history.

### Collaboration

The spirit of collaboration lives in the very heart of theatre study. Theatrical production includes a dynamic mix of all the arts – as visual art, music, dance, and literary works are all embraced to recreate stories of the human condition. The study of theatre arts is a group dynamic. To produce theatrical works requires an interaction of artists and technicians from many different disciplines. This interaction is inherently related to the interaction our young citizens will encounter in their roles as citizens. In preparation for a theatrical event, planning, staffing, and practicing are required of the entire company of actors, artisans, managers, designers, technicians, and marketing specialists. The result of this intense collaboration is an understanding and appreciation of leadership, talent, and reliability. A work of theatre for an audience is the reenactment of conflict and consequence in time and space as interpreted by the group in plot, characterization, and spectacle. This provides the essence of understanding and loving in a community bound together by language, custom, age, gender, history, race, or privilege.

### Self Direction

The guiding lights for students of theatre are in learning the concepts of initiative and responsibility. Because of its collaborative nature and that a task must be completed on time and out of one's own initiative, theatre production is an invaluable tool for developing the personality and sense of community responsibility. Each individual finds an important place to contribute to the whole of the project, and each one learns to express himself or herself to their best sense of excellence for the good of the entire company. For personal growth, theatre equips the participant with the communication skills and the ego strength to make mature choices and evaluations. As theatre students progress from learner to leader, they have the opportunity find their gifts and individual talents. Theater students learn to rely on themselves and to trust the response of their community of artists and their audiences. To stand in the midst of fellow students, teachers, and administrators, or face an audience and deliver the fruits of their labor and study is the most internally strengthening human activity. Students of theatre can rely on this strength for self-expression and self direction, and those qualities stay with them for the rest of their lives.

### Invention

Exercising the creativity and inventiveness of the human soul begins at the very first stages of theatre study and continues beyond the high school years. The actor learns to take risks in characterization and spontaneity; the writer learns to explore all possibilities of development; and the technician learns to solve all sorts of problems in nonverbal forms. Each time a theatrical production is undertaken, it is a new invention, no matter if that title has been done before or if it is an original work. The solutions to that particular production concept are inventions created to serve the performance; the particular invention may live only in the time and place for which it is created, or it may be discarded after performance – but the inventiveness and appreciation for those solutions will live on in the individual and group –each time an actor, out of technique or spontaneity, creates a personal event or interpretation, or each time an artisan creates a working piece of scenery, sound effect, implement, or environmental effect, or each time a publicist finds a new incentive for a greater audience, an invention has come to life. The appreciation of new inventions also has a place in theatre study, as the discerning theatre group always embraces the newest technologies and latest developments in theory. The skill developed in the creation of the moment, implement, or method will serve the theatre student through many years to come.

## **Colorado's Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado's Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.

# 1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, developing characters, and analyzing roles.

## **Prepared Graduates**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the Create Standard:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

### Grade Level Expectation: High School Expectation – Extended Pathway

#### Concepts and skills students master:

1. Character development in improvised and scripted works

#### Evidence Outcomes

##### Students in the extended pathway can:

- a. Master fundamental vocal techniques, and demonstrate knowledge of dialects and accents, International Phonetic Alphabet, increased range and control, intonation, and connotation
- b. Master fundamental movement techniques, and show increased poise and flexibility
- c. Demonstrate fundamental motivation knowledge, and employ several strategies to discover what the character wants
- d. Demonstrate several ways to overcome the character's obstacle
- e. Identify and employ numerous tactics to get what the character wants
- f. Connect internal and external work to fully realize the character

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What choices must you make to create a character unlike yourself?
2. How can the use of character development techniques, both internal and external, result in well-rounded characters?
3. How does creating a believable character affect the final product and inform the playwright's intent?
4. How can one incorporate dance, music, and visual arts in creating a character?

##### Relevance and Application:

1. Taking risks and making interesting choices enhances character development.
2. Using technology and the Internet in cinema facilitates exploring characters and making alternative choices.
3. Creating believable characters such as literary and political figures enhances real-world connections to literary and historical figures and diverse cultures.
4. Character development skills lead to learning about empathy and playing the objective, both of which are important in the mastery of acting.

##### Nature of Drama and Theatre Arts:

1. The process of creating a character is the foundation of human development and interaction.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectation: High School Expectation – Extended Pathway**

**Concepts and skills students master:**

**2. Technical design and application of technical elements**

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Analyze, research, and design scenery, lighting, makeup, costumes, stage properties, sound, film, and cinema or electronic media
- b. Employ a publicity campaign for a given production
- c. Describe and demonstrate artistic choices in the use of technology pertaining to technical elements of production
- d. Develop theatrical production concepts through collaboration with directors, designers, and actors
- e. Employ a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why is the technical design crucial to a theatrical endeavor?
2. How do the efforts of theatrical managers, technical designers, and artisans affect the final presentation or production?
3. How does the inclusion of media, cinema, film, and environmental and technical effects enhance the final product?
4. How can music, visual arts, and dance be utilized in a theatrical performance?

**Relevance and Application:**

1. Exploring alternative choices in technology helps to convey a production concept.
2. Investigating historical progress and diverse cultures informs theatrical decisions.
3. Understanding the roles of live drama and theatre arts, film, cinema, television, and electronic media help to deconstruct and reinvent the world at large.
4. Applying knowledge in theatrical technical arts and production staffing leads to viable careers such as stage design, architecture, interior design, construction arts, television, and film production.

**Nature of Drama and Theatre Arts:**

1. Drama and theatre are multifaceted collaborations that involve numerous levels of production aspects, problem-solving, and critical thinking skills to achieve a vision or concept.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

**Grade Level Expectation: High School Expectation – Extended Pathway**

**Concepts and skills students master:**

3. Ideas and creative concepts in improvisation and play building

**Evidence Outcomes**

- Students in the extended pathway can:**
- a. Create an interdisciplinary project involving drama and theatre, which can be integrated to enhance school wide curriculum
  - b. Use correct form and structure independently to write a one-act play that includes full character development, believable dialogue, and logical plot outcomes
  - c. Use improvisation to create extended theatrical pieces
  - d. Participate in virtual playwriting and virtual society using contemporary Internet technology

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why is creating an interdisciplinary drama or theatre project significant?
2. How does improvisation aid in the development of believable dialogue and characters?
3. How does playwriting form and structure assist in creating a one-act play?
4. How can a musical instrument enhance a performance?

**Relevance and Application:**

1. Creating a play may be enhanced through the use of current social, political, historical, and cultural themes and issues, and philosophies.
2. Employing improvisational skills clearly informs the playmaking and writing processes.
3. Developing improvisational skills contributes to spontaneous ingenuity and self direction.
4. Contributing to a creative work by utilizing various technical resources such as digital, projections, and video/audio techniques enhances the overall production.

**Nature of Drama and Theatre Arts:**

1. In creating devised works, an inventive, collaborative process is employed.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectation: High School Expectation – Extended Pathway**

**Concepts and skills students master:**

4. Creation, appreciation, and interpretation of scripted works

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Select a one-act play for public performance, and write a director's concept statement for the interpretation of the work
- b. Develop a plan for the audition casting process, and create and implement a complete rehearsal production schedule
- c. Prepare a director's promptbook to record blocking and other notation, while maintaining a journal of approaches to coaching actors and solving artistic problems

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How can a one-act play that is relevant to a time, place, or social situation be selected?
2. Does the selection of a one-act play and writing a director's concept statement reflect the capabilities of the ensemble process?
3. How does the knowledge of historical periods impact overall production value?
4. What are the best methods to determine effective casting, staging, and technical choices?
5. How can current visual arts methods and materials aid in dramatic interpretation?

**Relevance and Application:**

1. Creating a promptbook and researching the background of a play expands one's knowledge base and enhances the overall product.
2. Understanding historical timelines and a play's influence on society gives one a basis for interpreting current events.
3. Determining relevance and truth in artistic choices expands one's global awareness about topics such as the power of negotiations, diplomacy, social interactions, and critical awareness.
4. Incorporating technological advances to recreate environment builds one's awareness of the production process.

**Nature of Drama and Theatre Arts:**

1. The ability to work collaboratively is realized through coordinating with a production staff to finalize production details.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

**Grade Level Expectation: High School Expectation – Fundamental Pathway**

**Concepts and skills students master:**

1. Creative process in character development and script improvisation

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Apply these vocal techniques: Breath control, diction, projection, inflection, rhythm, and pace
- b. Employ these movement techniques: body alignment, control of isolated body parts, and rhythms
- c. Demonstrate knowledge of motivation (what the character wants) through the recall of emotional experience, blocking, and observations of the external world
- d. Recognize and work against the obstacle – what's in the character's way
- e. Identify and employ several tactics to get what the character wants
- f. Connect feelings to thought process when creating a character

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does analyzing character help to understand human behavior?
2. How does creating characters enhance real-world connections to literary and historical characters and diverse cultures?
3. How can using current technologies such as social networking, Internet research, and media support and assist with creating a character?

**Relevance and Application:**

1. Analyzing character helps to understand human behavior (e.g., pedagogical growth, and mental health issues).
2. Creating characters enhances real-world connections to literary and historical characters, and diverse cultures.
3. Using current technologies, such as social networking, Internet research, and media can support assist with creating a character.
4. Creating a character can assist in developing one's personal voice.
5. Identification with a character connects one's empathy to themselves and others as human beings who live and work together.

**Nature of Drama and Theatre Arts:**

1. The process of creating a character is the foundation of human development and interaction.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: High School Expectation – Fundamental Pathway

#### Concepts and skills students master:

#### 2. Technical elements of theatre in improvised and scripted works

#### Evidence Outcomes

##### Students in the fundamental pathway can:

- a. Demonstrate how to run a sound board and light board
- b. Show how to build simple pieces of scenery, and apply several different painting techniques
- c. Apply basic makeup techniques for the stage
- d. Identify appropriate stage properties and costumes for a given production
- e. Create a publicity campaign for a given production
- f. Understand and use technology to enhance activities and dramatizations
- g. Create a project that uses electronic media to present a dramatic form in a new or enhanced way
- h. Practice safety procedures for working with tools, paints, electrical equipment, and scene-shifting equipment

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is the technical side of theatre important?
2. How do the technical aspects of a production support the overall presentation?
3. How is the creative process influenced by the technical aspects of a production?

##### Relevance and Application:

1. Investigating the roles of live theatre, film, cinema, television, and electronic media help to interpret the world at large.
2. Studying technical arts can lead to careers in many disciplines such as architecture and design, the practice of law, engineering, and broadcast.
3. Researching the numerous historical and inventive aspects of technical theatre leads to a deeper understanding of the field.
4. Understanding improvisational technique in theatre gives insight to improvisation in music.

##### Nature of Drama and Theatre Arts:

1. Drama and theatre are multifaceted collaborations that involve numerous levels of production aspects, problem-solving, and critical thinking skills to achieve a vision or concept.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

**Grade Level Expectation: High School Expectation – Fundamental Pathway**

**Concepts and skills students master:**

3. Expression, imagination, and appreciation in group dynamics

**Evidence Outcomes**

- Students in the fundamental pathway can:**
- a. Create scenes and narrative structures to convey a dramatic intention
  - b. Develop improvisation skills through games, and make, accept, and extend offers in improvisation
  - c. Use improvisation as a form and a key technique to develop play building

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is play creation significant?
- 2. What does improvisation do for the development of the individual?
- 3. How can improvisation assist in play creation?

**Relevance and Application:**

- 1. Using current social, political, historical, and cultural themes, issues, or philosophies improves creative works.
- 2. Employing improvisational skills builds on the play making and playwriting processes and develops spontaneous ingenuity in the workplace.
- 3. Building on various technical sources augments creative works.

**Nature of Drama and Theatre Arts:**

- 1. In creating devised works, an inventive, collaborative process is employed.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectation: High School Expectation – Fundamental Pathway**

**Concepts and skills students master:**

4. Interpretation of drama using scripted material

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Select a scene from literature, original, or scripted material, and contribute to the direction of a scene as a member of an ensemble
- b. Articulate the rationale for all artistic choices concerning historical periods, genres, and relevant playwrights
- c. Determine casting, staging, and technical requirements

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does the selection of a literary work reflect the capabilities of the ensemble process?
- 2. How does the ensemble process help to build character and self direction?
- 3. How does a director determine casting?
- 4. How can music, dance, or art convey a culture or experience?

**Relevance and Application:**

- 1. Participating in theatrical experiences builds confidence and fosters problem-solving skills.
- 2. Using technology can recreate environment, enhance a production, and bring a creative work to life.
- 3. Understanding the historical and cultural relevance of a play's structure helps to establish the connection among time, place, function, and environment.

**Nature of Drama and Theatre Arts:**

- 1. The ability to work collaboratively is realized through coordinating with a production staff to finalize production details.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

#### 1. Creating and sustaining a believable character

#### Evidence Outcomes

##### Students can:

- Develop and use previously acquired movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop roles or characters with commitment
- Develop and use previously acquired vocal and physical techniques appropriate to conveying a variety of roles or characters
- Generate, formulate, and apply character ideas to improvisation or scripted material
- Discover a character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and translate these into voice, language, and movement that are unique to a role or character
- Use the recall of sensory and personal experiences and the observation of the external world to motivate character behavior
- Use improvisation techniques to explore the dramatic structures of scripts

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How many "characters" do you play in one day?
- What makes a character believable?
- Why is it important for scripts to contain diverse characters?

##### Relevance and Application:

- Creating a character and observing the characterization process validates the respect for exceptional performers, writers, artists, and public personalities.
- Analyzing characters and roles and performing them using the voice, body, and ingenuity deepens one's understanding of oneself, one's peers, and the adult community.
- Performing with increased knowledge and awareness of characterization technique leads to more awareness of the need for technical control of the physical environment. For example, a character with a disability or a character portraying a specific historical figure requires a precise, controlled plan for the set design to ensure the character is placed within an appropriate environment; otherwise the character is less believable.

##### Nature of Drama and Theatre Arts:

- Creating and maintaining a character requires self direction, confidence, and concentration.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

#### 2. Participation in improvisation and play building

#### Evidence Outcomes

##### Students can:

- a. Create new, original, and unique roles or characters of one's own imagining by experimenting with plot and narrative structures such as realistic and abstract, dialectics such as presenting conflicting or contrasting ideas, and dramatic metaphors
- b. Write a monologue and/or a series of dramatic scenes for an invented, literary, or historical situation or character
- c. Demonstrate previously acquired improvisation skills through the appropriate participation in improvisation games with established rules and improvisation processes
- d. Make, accept, and extend offers in improvisation, and contribute ideas in spontaneous and rehearsed scenes with a focus on the development and resolution of dramatic conflicts
- e. Use and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and scripts

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How do performers use personal experiences to enhance a scene or improvisation, but still connect to universal themes?
2. Why is it fun to see history brought to life?

##### Relevance and Application:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building.
2. Developing and appreciating spontaneous ingenuity through the improvisation process aids in social adeptness and acceptance.
3. Exploring the styles and techniques in theatrical conventions for work on a stage fosters an appreciation of theatrical and educational technologies.

##### Nature of Drama and Theatre Arts:

1. Realizing theatrical ideas fosters confidence and self-reliance.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

3. Construction of technical and design elements

**Evidence Outcomes**

- Students can:**
- a. Conceptualize, hypothesize, and analyze ideas from a scripted or improvised work in to design elements
  - b. Make and justify choices on the selection, and use design elements to support scripted and unscripted material
  - c. Identify and analyze the application of design elements to scripted and unscripted material

**21<sup>st</sup> Century Skills and Readiness Competencies**

- Inquiry Questions:**
1. How do technical elements affect the actors and their performances?
  2. What happens to a production if there is no cohesiveness in the design elements?
  3. How much freedom should directors have in changing or modifying technical aspects written in to a script?
- Relevance and Application:**
1. Training in drama and theatre arts technology can be directly applied to vocations outside the educational setting such as corporate training, construction, performance, visual art, music, and sound and lighting design.
  2. Developing the imagination through lighting, construction, sound technologies, fashion, theatre business techniques, and media technologies enhances appreciation for engineers, scientists, and marketing experts.
  3. Developing confidence in technical skills in drama and theatre arts leads to many opportunities to work in theatre productions in high school and higher education institutions.
- Nature of Drama and Theatre Arts:**
1. Creating, reflecting on, and analyzing one's own work are exercises in initiative, self-awareness, and humility.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

### Grade Level Expectation: Seventh Grade

#### Concepts and skills students master:

1. Characterization in a scripted or improvised scene

#### Evidence Outcomes

##### Students can:

- a. Develop and use language appropriate to a role or character
- b. Develop and use fundamental vocal and physical techniques appropriate to conveying a role or character
- c. Play with a variety of roles, characters and relationships through improvised techniques in fictional situations and scripted text

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What makes an actor's performance of a character intriguing?
2. Do inanimate objects have "character?"
3. What are the differences or similarities in a role versus a character? Or are they one in the same?

##### Relevance and Application:

1. Performing in rehearsal situations as a productive and responsible member of an acting ensemble demonstrates personal responsibility and commitment to a collaborative process.
2. Performing, observing, and listening in the rehearsal process increases one's awareness of personalities in the community and confidence in social situations.
3. Performing a character and observing the characterization process increases language skills in all other disciplines such as politics, social sciences, and retail and service industries.
4. Using the performance space to express one's social imagination creates confidence in the technical aspects of performance.

##### Nature of Drama and Theatre Arts:

1. Developing a character requires critical thinking, creativity, and problem-solving skills.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: Seventh Grade

#### Concepts and skills students master:

#### 2. Contributions in improvisation and play building

#### Evidence Outcomes

##### Students can:

- a. Develop linear scene and plot structures to communicate dramatic ideas
- b. Devise, explore, and enact a variety of texts
- c. Analyze, interpret, and explore simple or multi-layer scripts or scenes
- d. Select and use appropriate information and communication technologies to devise collaborative dramatic works
- e. Construct and analyze a situation to be improvised
- f. Collaborate as part of an ensemble to problem-solve improvised scene work
- g. Make, accept, and extend offers in improvisation, and contribute ideas in improvised scenes
- h. Link play building scenes in different ways to create cohesive material/work

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How do ensembles accomplish their goal?
2. How can a story move from place to place and scene to scene through time?

##### Relevance and Application:

1. Utilizing movement, storytelling, literature, images, personal stories and experiences, music, creative writing, local community, media, government bodies and institutions, libraries, or the Internet as sources is key to obtaining the material used for play building.
2. Using improvisation as a form and key technique to devise play building improves spontaneity and builds group participation.
3. Participating in building a play enhances logical sequencing and problem-solving skills involved in other disciplines such as medical professions, aero space, corporate administration, industrial films, computer programming, and gaming.
4. Understanding the complexity of devising a play aids in the appreciation of dramatic literature and playwrights.
5. Participating in and observing the construction of the scene helps to create flexibility and tolerance toward others with all types of skills including performance, management, writing, and technical skills.

##### Nature of Drama and Theatre Arts:

1. Developing ideas for theatrical situations requires higher level thinking skills, self-reflection and flexibility.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: Seventh Grade

#### Concepts and skills students master:

#### 3. Technical and design elements in improvised and scripted works

#### Evidence Outcomes

##### Students can:

- a. Make and justify choices on the selection and use of design elements to support scripted and unscripted material
- b. Identify and analyze the application of design elements of scripted and unscripted material
- c. Implement the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why does the location of the audience matter when telling a story in theatre?
2. Why does employing dramatic and theatrical vocabulary become essential when producing dramatic and theatrical works?
3. What careers are dependent on theatrical production?
4. How does knowing proper vocabulary enhance the process of creating a theatrical work?

##### Relevance and Application:

1. Designing and building for the stage aids in environmental awareness.
2. Using the imagination to interpret the written word in terms of physical surroundings enhances learning in sciences and mathematics.
3. Building confidence in hands-on expression and skill builds respect for the personal space and expression of other people.

##### Nature of Drama and Theatre Arts:

1. Great art requires skills and discipline to turn notions into a quality product.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Characterization throughout a scripted or improvised scene

**Evidence Outcomes**

**Students can:**

- a. Experiment with basic movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop roles or characters with commitment
- b. Create roles or characters of their own imagining through improvisation
- c. Recognize character traits and choices in a scripted text

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How is it possible for one person or actor to play many different characters?
2. What "roles" do you play in your own life?
3. How realistic should a characterization be delivered?
4. Why would actors find it necessary to create new characters or portrayals that differ from a script?

**Relevance and Application:**

1. Making choices in vocal and physical characteristics helps the student discover more about themselves in relation to their community.
2. Exercising the imagination opens abilities in other studies such as computer science, writing, scientific invention, and green energy technology.
3. Performing for peers strengthens the sense of self.
4. Performing increases the awareness of the physical performance space and its technical capabilities.

**Nature of Drama and Theatre Arts:**

1. Exploring character allows for a better understanding of human nature.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: Sixth Grade

#### Concepts and skills students master:

2. Creation of a scene or play from an original idea, story, or other form of literature

#### Evidence Outcomes

##### Students can:

- Develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, clear relationships, conflict, setting, actions, and a beginning, middle, and end
- Create through improvisation a scene or situation from literature, history, or current events

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How do you synthesize a variety of ideas to create a final product?
- How does the creation of a story further enhance our understanding of literature?
- What role does imagination play in a scene or story?

##### Relevance and Application:

- Creating original scenes and plays develops problem-solving skills.
- Collaborating is employed to create improvised works.
- Creating original works through storyboards and available technology utilizes the skills that marketing firms, publishers, and film and television executives employ in their vocations.
- Creating original dramatic works applies the skills of imagination and problem-solving.
- Creating scenes or plays can be used to gain confidence in storytelling.

##### Nature of Drama and Theatre Arts:

- Exploring character allows for a better understanding of human nature.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

**3. Design and technical elements of theatre in improvised and scripted works**

**Evidence Outcomes**

**Students can:**

- a. Discuss, plan, describe, and make the design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work
- b. Choose, analyze, and discuss the emotional impact of design elements on an improvised or scripted play
- c. Identify and use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does a designer make choices to affect the emotions of the audience?
2. How do designers collaborate with all members of a theatrical production?

**Relevance and Application:**

1. Comprehending and working with theatrical technologies enhances an appreciation of different vocations both in drama and theatre arts, and in society in general.
2. Providing artistic expression not connected to performing provides hands-on training for everyone and allows the inclusion of those who do not wish to perform.
3. Understanding different kinds of staging and performance areas can stimulate the imagination and flexibility for adaptive skills.
4. Recognizing the technical possibilities of a theatrical work can lead to exciting and creative outcomes, and employ skills used in vocations such as architecture, film and television, and graphic design.

**Nature of Drama and Theatre Arts:**

1. Recognizing the technical possibilities of a theatrical work can lead to exciting and creative outcomes.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: Fifth Grade

#### Concepts and skills students master:

#### 1. Contribute ideas in improvisation and play building

#### Evidence Outcomes

##### Students can:

- a. Identify and create a situation to be improvised including major dramatic elements, such as: who, what, where, when, why, conflict, theme and plot
- b. Show improvisation skills through the appropriate participation in improvisation games with established rules
- c. Make and accept offers in improvisation and contribute ideas in improvised scenes
- d. Improvise and play build through group-devised processes

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How do actors bring up new ideas and information in an improvised scene/story?
2. Why is it important to "say yes" in improvisation?
3. What other disciplines rely on improvisational elements?

##### Relevance and Application:

1. Play building can utilize movement, storytelling, literature, images, personal stories/experiences, music, creative writing, local community, media, government bodies and institutions, libraries, or the Internet as source material.
2. Using improvisation as a form as well as a key technique to devise play building improves spontaneity and builds group participation.
3. Participating in and observing the construction of the scene helps to create flexibility and tolerance toward others with all types of skills including performance, management, writing and technical skills.

##### Nature of Drama and Theatre Arts:

1. Participating in a sharing of ideas is an exercise in collaboration and teamwork.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

2. Develop a variety of visual configurations of the acting space

**Evidence Outcomes**

**Students can:**

- a. Use the placement of the audience to affect the actors' entrances and exits
- b. Use the placement of set pieces in the space to affect the actors' use of pieces
- c. Test the effects of lighting and sound through an inventive process

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does the configuration of the venue affect the audience?
- 2. How do sound and lighting create mood?
- 3. How do script requirements of environment, time, and action affect scene design?

**Relevance and Application:**

- 1. Spatial awareness such as audience placement, venue configuration, and set design provides context for how a scene is constructed.
- 2. Analysis of the performance space stimulates problem-solving.
- 3. The use of video allows for the evaluation and adjustment of design aspects.
- 4. The development and skills in design produce the power to create or to enhance the economy and quality of life. For example, visual design and use of space is used to create ergonomic work environments and more efficient placement of lighting to reduce the amount of electricity required to illuminate a room.
- 5. All inventions made by human hands require design skills.
- 6. Staging is essential to successful theatrical productions, whether personal, business, or community.

**Nature of Drama and Theatre Arts:**

- 1. The critical processes of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Create characters from scripts or improvisation using voice, gestures, and facial expressions

**Evidence Outcomes**

**Students can:**

- a. Utilize gesture and movement to create a character
- b. Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively )
- c. Apply facial expression to communicate motivation and mood

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How can changing one's enunciation, projection, diction, and tone impact the way an audience sees a character?
2. How can facial expressions, movement, and gestures convey motivation and believability?

**Relevance and Application:**

1. Performing, observing, and listening in the rehearsal process increases one's awareness of personalities in the community and confidence in social situations.
2. Performing a character and observing the characterization process increases language skills in all other disciplines.
3. Playing videos back is a one way to assess a performance. For example, film studios use "dailies" to help determine whether to re-shoot a scene.

**Nature of Drama and Theatre Arts:**

1. Developing a character requires critical thinking, creativity, and problem-solving skills.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

#### 2. Create and write simple dramas and scenes

#### Evidence Outcomes

##### Students can:

- a. Plan and record improvisations based on the five W's – who, what, where, when, and why
- b. Understand and apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story
- c. Use existing literature, and adapt it by creating alternate endings or by altering the characters or settings

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What makes a story dramatic?
2. What elements are essential in making a good drama?
3. Why are the five W's used in creating a scene?
4. How does changing a single element of a story alter the entire story?

##### Relevance and Application:

1. Participation in and observation of scene construction helps to create flexibility and tolerance toward others and their skills.
2. The application of the creative process demonstrates a sense of curiosity and imagination in creating original work.
3. Simple storytelling techniques can be employed through scene creation.
4. Simple scenes and improvisations are used in mass media such as comedic and dramatic scenes and video streaming entertainment to communicate a message or entertain.

##### Nature of Drama and Theatre Arts:

1. Participating in the sharing of ideas is an exercise in collaboration and teamwork.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

- 3. Design a scene through an inventive process, and perform the scene

**Evidence Outcomes**

**Students can:**

- a. Create a design such as scenery, props, and costumes for an informal presentation through an inventive process
- b. Collect, make, or borrow materials that could be used for scenery, props, or costumes for informal presentations

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What knowledge is necessary to design a scene?
- 2. How does the design impact the audience's imagination?
- 3. How does design impact the performers?

**Relevance and Application:**

- 1. Scenery, props and costumes all play a part in setting societal norms and opinions.
- 2. The contribution of relevant materials to a project develops self confidence.
- 3. Knowledge of the purposes of everyday items in our surroundings transfers helps in deciding how to use a prop within a scene.
- 4. Software programs can be used to design a variety of scenes and situations as an alternative to building models or devising sketches.

**Nature of Drama and Theatre Arts:**

- 1. Imagination, analytical, and process skills are used in the creation of original works.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

**1. Create characters**

**Evidence Outcomes**

**Students can:**

- Use a variety of vocal tones and breath control to create a character's feelings and mood
- Create a variety of human or animal characters through developmentally appropriate physical actions

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- How does your voice change when your feelings change?
- How does your breath change as your emotions change?
- What parts of your body are used to portray an animal?
- What parts of your body change to portray different people?

**Relevance and Application:**

- Vocal variation is studied by a variety of mass media to create believable characters.
- Technology can assist in electronically altering vocal tone quality to produce nontraditional tonal qualities.
- Advertisers use vocal quality to focus an audience on their products.
- Understanding character movement gives insight in to what a character is feeling or who the character is.

**Nature of Drama and Theatre Arts:**

- Emotions are the seeds of character creation.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

### Grade Level Expectation: Third Grade

#### Concepts and skills students master:

#### 2. Create an improvised scene

#### Evidence Outcomes

##### Students can:

- a. Develop through improvisation scenes with a defined beginning, middle, and end
- b. Create scenes, puppet plays, or situations with original or literary characters and settings

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why must scenes have a beginning, middle, and end?
2. What is the idea that grabs your attention in your favorite story?
3. How do you make your scene understandable to your audience?

##### Relevance and Application:

1. Improvisation is a skill used in science, music, and technology to help build the foundational blocks of discovery and scientific application such as computer software design, forensic science, scientific brainstorming, model building, simulation, and data interpretation.
2. Improvisation connects drama and theatre arts skills and writing skills.
3. Mass media rely upon improvisation to create television, movies, and commercial scripts.

##### Nature of Drama and Theatre Arts:

1. Improvisation equals innovation.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

**Grade Level Expectations: Third Grade**

**Concepts and skills students master:**

3. Create stage environments to establish locale and mood

**Evidence Outcomes**

**Students can:**

- a. Create a basic design depicting the difference between a stage environment and real environment
- b. Craft set pieces such as furniture, appliances, or trees that could make up a stage environment

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is furniture set where it is in your house?
- 2. How does the placement of items on stage affect the performers?
- 3. How does the placement of items on stage affect the audience?

**Relevance and Application:**

- 1. Creators of drama and theatre utilize skills used in other creative fields such as interior design when designing for different time periods and contrasting styles.
- 2. Imagination based on situations based on everyday life clarifies the difference between fiction and nonfiction.
- 3. Simulation software technology provides a wide variety of choices when designing stage environments.

**Nature of Drama and Theatre Arts:**

- 1. Visualization is the seed of design.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

**Grade Level Expectations: Second Grade**

**Concepts and skills students master:**

1. Use voice and movement in character development

**Evidence Outcomes**

**Students can:**

- a. Demonstrate basic vocal quality such as tone and pace to convey a message
- b. Use developmentally appropriate movement to create a character

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does a performer’s vocal quality convey a message about the character?
2. How does a performer’s movement convey a message about a character?
3. What comparisons can be made between theatrical vocal quality and musical vocal quality?

**Relevance and Application:**

1. Advertisers use vocal quality to focus an audience on their products.
2. Movement of characters gives insight in to a character’s feeling and identity.
3. Technology can assist in electronically altering vocal tone quality to create human and nonhuman characters.
4. Drama and theatre require many vocal transitions to convey a message, much like vocals in music.

**Nature of Drama and Theatre Arts:**

1. Decisions about vocal quality and movement are paramount to character development.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

2. Create new dramatic elements from existing works

**Evidence Outcomes**

**Students can:**

- a. Create with guidance new outcomes of basic plots
- b. Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does changing one element of a story change the rest of the story?
2. Why is it important to look at different perspectives of a story?
3. What parts of a story can be changed easily?

**Relevance and Application:**

1. Context and a respect for others are furthered by viewing different perspectives through a dramatic lens.
2. Openness to taking risks comes from improvising existing works.
3. The improvisation from something that's known leads to the identification of variables in science.
4. Mass media rely on adaptations of known plots to sell products and tickets.

**Nature of Drama and Theatre Arts:**

1. Improvisation leads to innovation.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

### Grade Level Expectation: First Grade

#### Concepts and skills students master:

1. Create characters and environments through dramatic play

#### Evidence Outcomes

##### Students can:

- a. Demonstrate individual interpretations of a character's feelings through movement and voice
- b. Respond to verbal prompts to demonstrate feelings such as sad and happy
- c. Create animal and human characters in specific environments through improvisation

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How is creating an animal character different from creating a human character?
2. Can animals have human feelings?
3. When does creating a human character mimic real life?

##### Relevance and Application:

1. Following directions demonstrates understanding in listening skills.
2. Creating simple characters in their environment can relate to actual scientific habitats.
3. Simulating videos provides an opportunity to create characters that can express or demonstrate a multitude of feelings.

##### Nature of Drama and Theatre Arts:

1. Using dramatic play as the catalyst for character creation allows for the developmentally appropriate acquisition of drama and theatre skills.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Demonstrate characters through dramatic play

**Evidence Outcomes**

**Students can:**

- a. Imitate or create people, creatures, or things based on observation using body and facial expression
- b. Use body and movement to create environments
- c. Create dramatizations or scenes that highlight cultural events

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does observing people help you create characters?
2. How do people in other cultures move differently?
3. How do people alter environments?

**Relevance and Application:**

1. Character creation is used in video game simulations.
2. Many societies around the globe recognize dramatic play as a key component in the human developmental process.

**Nature of Drama and Theatre Arts:**

1. Using dramatic play as the catalyst for character creation allows for the developmentally appropriate acquisition of drama and theatre skills.

**Content Area: Drama and Theatre Arts**

**Standard: 1. Create**

**Prepared Graduates:**

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Demonstrate emotions and feelings in dramatic play

**Evidence Outcomes**

**Students can:**

- a. Identify how people show emotions and feelings
- b. Use facial expressions and movement to demonstrate emotions and feelings

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why do people show emotion?
2. Why is it important to understand other people's emotions?
3. When do people show emotion?

**Relevance and Application:**

1. Advertisers study emotion to trigger a response in their advertising.
2. It is easier to communicate with other people when you understand their emotions.
3. Dramatic play connects with emotions and feelings portrayed in other arts disciplines such as visual arts and music.

**Nature of Drama and Theatre Arts:**

1. Emotions are the seeds of play and character creation.

## 2. Perform

The theatrical process is a product of the knowledge and essential skills gained in the study of drama and theatre arts toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

### **Prepared Graduates**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Perform Standard:**

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Portray a believable character in situations from scripted and improvised plots
- b. Master the fundamental requirements, and demonstrate the ability to rehearse and exhibit the following forms and skills:
  1. Original works, scripted plays, scenes and monologues
  2. Ensemble works
  3. Improvisation and purposeful movement
  4. Vocal control
  5. Design and media
  6. Public speaking
- c. Demonstrate the ability to utilize the fundamental conventions and the following styles: Non-realism, commedia dell arte, Shakespeare, absurdism, mask work, improvisation, environmental drama, and theatre arts
- d. Create an interdisciplinary project involving drama or theatre that can be integrated to enhance school wide curriculum
- e. Use correct form and structure independently to write a one-act play that includes fully developed characters, believable dialogue, and logical plot outcomes
- f. Determine through problem spotting if another actor's or one's own performance is believable and truthful

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What does theatrical convention teach about style?
2. What skills are essential in portraying a believable character?
3. Why is it important to understand numerous theatrical genres and styles?
4. What does performing in different forms and styles teach the actor?
5. What is the value of working independently on writing a one-act play?

**Relevance and Application:**

1. Acquiring the essential skills of drama and theatre supports interdisciplinary, multiple intelligences.
2. Understanding the different forms of drama and theatre and the use of a variety of conventional styles connects training in drama and theatre arts to industries such as film and television.
3. Producing interdisciplinary theatrical projects synthesizes interdisciplinary content through the application and assessment of knowledge.
4. Utilizing advanced technological systems can assist in theatrical business practices and performances.
5. Adjusting to other actor's decisions within a performance demonstrates advancement in an actor's problem-solving skill level.

**Nature of Drama and Theatre Arts:**

1. Participation in individual and ensemble projects instills discipline, initiative, and responsibility, teaches conflict resolution, and promotes taking risks.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

2. Technology reinforces, enhances, and/or alters a theatrical performance

**Evidence Outcomes**

**Students in the extended pathway can:**

- Lead a technical crew in a production
- Implement a major design element, scenic light, sound, or makeup while using complex technologies to enhance theatrical productions
- Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event
- Apply technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- Why is the leadership of a technical crew essential?
- Why is identifying and understanding design elements critical to the success of a production?
- What are the key components of assuming responsibility and coordinating the technical aspects of a production?
- What are the essential safety procedures for a theatrical environment?

**Relevance and Application:**

- Incorporating multiple pathways through drama and theatre allows for one to apply his or her creative skills to livelihood and success.
- A stage manager ensures that a production runs smoothly by coordinating technical responsibilities with the instructions of the director.
- Understanding that theatrical production staffing mimics corporate structure broadens career possibilities.

**Nature of Drama and Theatre Arts:**

- Using technology in a performance promotes nonverbal expression, enhances production value, and fosters independent reasoning.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

3. Direction or design of a theatrical performance for an intended audience

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Direct a theatrical text, including interpretation of the text and facilitation of acting coaching
- b. Arrange the performance space, and coordinate the technical elements of the production
- c. Manage the rehearsal process while creating a productive ensemble
- d. Fully realize a director’s vision

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What is the importance of a director’s vision?
- 2. What is the most effective relationship of a director with cast and crew?
- 3. Who is responsible for the collaboration of what happens on stage?
- 4. What is the director’s role during the rehearsal process?

**Relevance and Application:**

- 1. Understanding the dramaturgical research strategies through the use of multiple technologies facilitates the director’s relationship with his or her cast and production team.
- 2. Articulating the resources needed to support a production clarifies the relationship with the production team.
- 3. Formulating historical and cultural aspects of a production assists in meeting the script’s demands.

**Nature of Drama and Theatre Arts:**

- 1. Working with a production team fosters collaboration, independent thinking, critical response, problem-solving, and conflict resolution skills.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: High School – Fundamental Pathway

#### Concepts and skills students master:

1. Communicate meaning to engage an audience

#### Evidence Outcomes

##### Students in the fundamental pathway can:

- a. Rehearse and perform a scripted or improvised scene
- b. Use previously acquired skills to demonstrate the ability to rehearse and exhibit the following:
  1. Original works, scripted plays, scenes, and monologues
  2. Ensemble works
  3. Improvisation and purposeful movement
  4. Vocal control
  5. Design and media
  6. Public speaking
- c. Demonstrate the ability to utilize the conventions of the following styles: Realism, mime, vaudeville, puppetry, clowning, comedy, tragedy, improvisation, and melodrama

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why rehearse and perform theatrical material?
2. What roles does an audience play in a variety of performances?
3. What role does public speaking play in the world of drama and theatre arts?

##### Relevance and Application:

1. Understanding the historical and cultural background of different forms of theatre aids one in creating believable performances.
2. Utilizing technology can assist in performances, house management systems, and budgeting practices.
3. Studying drama and theatre techniques, forms, styles, and conventions enhances and supports studies in other fields such as music and dance, advertising and marketing, and politics.

##### Nature of Drama and Theatre Arts:

1. Participation in individual and ensemble projects instills discipline, initiative, and responsibility, teaches conflict resolution, and promotes taking risks.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

2. Technology reinforces, enhances, and/or alters a theatrical performance

**Evidence Outcomes**

- Students in the fundamental pathway can:**
- a. Participate as a member of a technical crew and management team for a production
  - b. Inform the design of sets, costumes, sound, and lighting for a theatrical production
  - c. Exhibit an understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences
  - d. Apply technical knowledge of safety procedures and practices in the theatre environment

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is the technical crew important?
- 2. Why is research in the support of a theatrical production necessary?
- 3. What is the value of exhibiting and understanding technical aspects of a production?
- 4. What is the value of hands-on learning in a theatrical environment?

**Relevance and Application:**

- 1. Using appropriate technology provides opportunities for meaningful theatrical experiences and expression by individuals who may not be performers.
- 2. Recognizing safety concerns within a theatrical environment reflects safety in the workplace.
- 3. Utilizing historical development of technological systems informs the connectivity to science and vocations such as software development, engineering, graphic design, and architecture.

**Nature of Drama and Theatre Arts:**

- 1. Using technology in a performance promotes nonverbal expression, enhances production value, and fosters independent reasoning.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

**3. Directing as an art form**

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Select and use performance spaces, drama and theatre conventions, and production elements appropriate to an audience
- b. Generate audience response
- c. Facilitate the rehearsal process
- d. Bring a vision to fruition

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is a director essential in the playmaking process?
- 2. What is the director’s responsibility with regard to his or her commitment to the production concept?
- 3. What is the relationship of the director to his or her audience?
- 4. What are the best practices to facilitate rehearsal?

**Relevance and Application:**

- 1. Understanding the interdisciplinary and real world connections within a director’s concept for a production allows an audience to grasp the material by building on their prior knowledge or context of the world around them.
- 2. Locating the resources needed to support a production informs and determines the production concept and requires strong research, reasoning, and problem-solving.
- 3. Utilizing a director’s skills, such as organizing, blocking, preparing rehearsals, scheduling, and conceptualizing, promotes successful leaders.

**Nature of Drama and Theatre Arts:**

- 1. Working with a production team fosters collaboration, independent thinking, critical response, problem-solving, and conflict resolution skills.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Eighth Grade

#### Concepts and skills students master:

1. Characterization in performance

#### Evidence Outcomes

##### Students can:

- a. Perform sustained characters
- b. Develop a sense of timing in performance
- c. Demonstrate a character's motivation by using recall of sensory and emotional experience and observation of the external world
- d. Apply voice and movement skills that demonstrate a strong understanding of the script or text in action

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What makes relationships among actors in a performance believable?
2. How do actors make you believe that they believe what they are saying and doing?

##### Relevance and Application:

1. Collaborating with peers on a project and contributing to its management develops leadership skills.
2. Contributing to the total research and creative experience of a theatrical production enhances problem-solving aptitudes in other disciplines including literacy, engineering, and technology.
3. Translating the written word in to a hands-on experience in a theatrical production strengthens aptitudes for technical careers.

##### Nature of Drama and Theatre Arts:

1. Interpreting and shadowing leads to informed judgments regarding the relative merits of theatrical works of art.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

2. Technology reinforces, enhances, and/or alters a theatrical performance

**Evidence Outcomes**

**Students can:**

- a. Read, analyze, and evaluate a theatrical work, and name necessary technical elements
- b. Present renderings and floor plans, build models of sets for dramatic work, and explain choices in using visual elements such as line, shape or form, texture, color, and space
- c. Share sound choices for a production that reflect the realistic and emotional needs of theatrical work
- d. Show appropriate respect for the safety and maintenance of the work space, tools, and equipment
- e. Justify the necessary historical or relevant data to produce technical elements for a scripted or non-scripted play

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What is the relationship between the technician and actor?
2. How accurate must renderings be when designing a model?
3. What are the industry standard safety and maintenance requirements in community theatre companies?

**Relevance and Application:**

1. Exploring design elements and creating renderings and models develops spatial awareness and appreciation for physical environment.
2. Working on a production in a technical capacity enhances a sense of belonging and purpose.
3. Employing technical skills ensures a place in a production for future educational settings.

**Nature of Drama and Theatre Arts:**

1. Understanding technology and technical skills enhances presentational and communication skills.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Seventh Grade

#### Concepts and skills students master:

1. Acting techniques in performance

#### Evidence Outcomes

##### Students can:

- a. Integrate vocal and movement skills to communicate dramatic meaning and to enhance performance
- b. Use body language, physical and vocal skills to create and perform a believable character
- c. Contribute to the creation of a scene as a productive member of an ensemble
- d. Perform clarity of a character's motivation and personality

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why do different texts require different acting styles?
2. How does the ability to portray the same character from many perspectives enhance an actor's skill?

##### Relevance and Application:

1. Collaborating on a project and contributing to its outcome develops pride and a sense of belonging.
2. Exploring scripted material by interpreting it in spoken scenes validates academic studies in literature.
3. Using a performance space and scenic elements enhances the importance of a project.
4. Problem-solving within a collaborative group provides a more cohesive ensemble
5. Using video playbacks can determine the dynamics of an ensemble within a performance or scene.

##### Nature of Drama and Theatre Arts:

1. Contributing to the realization of a theatrical work is an exercise in collaboration and critical thinking.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

2. Apply aspects of technology within a production

**Evidence Outcomes**

**Students can:**

- a. Read and analyze a play for its technical requirements, identifying points in the script that require or enhance the addition of a technical element
- b. Describe characteristics of theatre technology and equipment based on a tour of a high school or professional theatre

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How do designers adapt the technical requirements called for in scripts and plays?
- 2. How does style come into play with technical elements?
- 3. How much of a live performance should rely on new technology?

**Relevance and Application:**

- 1. Analyzing the scripted material or the improvised story for physical necessities helps to make a reality of time and space.
- 2. Exploring other performance spaces and comparing them to what is available allows one to feel respect for the art and those who practice it.
- 3. Investigating the possibilities of a technical performance broadens the imagination beyond emotion and intellect.

**Nature of Drama and Theatre Arts:**

- 1. Providing services for the good of the whole project embellishes the project and earns respect.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Sixth Grade

#### Concepts and skills students master:

1. Confidence in characterization skills

#### Evidence Outcomes

##### Students can:

- a. Demonstrate and apply the components of the character development process such as gestures, movements, and various vocal qualities and tones
- b. Create and maintain clarity of focus in performance
- c. Contribute as a collaborative and responsible member of an ensemble
- d. Move through and act with confidence in a designated performance space

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is an actor's focus important?
2. How does being in an ensemble help one approach other life situations?
3. What are the steps in the character development process?

##### Relevance and Application:

1. Participating in an ensemble to complete a theatrical project enhances strong goal orientation and focus in all lifelong endeavors.
2. Performing helps to foster respect for everyone involved in the production.
3. Simulating situations through software provides opportunities to explore many aspects of the characterization process.

##### Nature of Drama and Theatre Arts:

1. Communication is a valuable byproduct of drama and theatre.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

2. Recognition of responsibilities of various technical personnel in performance

**Evidence Outcomes**

**Students can:**

- a. Demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup in creating a unified theatrical effect for a dramatic work
- b. Name, describe, and discuss various technical roles in theatre
- c. Understand and use some production elements creatively in a performance situation

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How can the use of a prop, costume, piece of music, or other technical elements create a "history" with an audience?
- 2. What impact do technical elements have on production?

**Relevance and Application:**

- 1. Exploring forms, colors, textures, and materials for technical and physical environment develops imagination and confidence in technology.
- 2. Becoming aware of technical vocations broadens the possibilities for the future.
- 3. Hands-on learning helps to complete a well-rounded educational experience that prepares one for careers beyond the arts.

**Nature of Drama and Theatre Arts:**

- 1. Participating on a team promotes community responsibility.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. In rehearsal and performance, work as a productive and responsible member of an acting ensemble using scripted or improvisational scene work

**Evidence Outcomes**

**Students can:**

- a. Demonstrate the balance between individual and group needs
- b. Communicate artistic choices, and suggest alternatives to solve problems and build consensus
- c. Meet deadlines, and follow through with group and individual commitments

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does a monologue differ from an ensemble performance?
2. How is consensus built?
3. How does one decide what is an individual versus group need?

**Relevance and Application:**

1. Human relations skills such as cooperation, work ethic, and integrity are essential components in the workforce.
2. Awareness and understanding of the dynamics of working together and the abilities to make group decisions, share ideas, and give and accept criticism are collaborative skills necessary to succeed in society.
3. Rehearsal and performance skills are used in preparing for public or social events such as campaigns, interviews, marketing presentations, and town hall meetings.

**Nature of Drama and Theatre Arts:**

1. Collaboration can lead to innovation.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Fifth Grade

#### Concepts and skills students master:

2. Communicate characters through physical movement, gesture, sound and speech, and facial expressions

#### Evidence Outcomes

##### Students can:

- Utilize realistic, authentic gesture and movement to create and clearly present a believable character
- Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively
- Apply facial expression to communicate motivation and mood

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- What is a believable character?
- What role do emotions play in communicating character?
- How do gestures or movements help to express emotion?

##### Relevance and Application:

- Broadcast journalism uses facial expressions to convey messages.
- Human beings communicate through a variety of nonverbal messages such as gestures, facial expressions, and body language.
- Essential to diplomatic communication is the understanding of body language and gestures.

##### Nature of Drama and Theatre Arts:

- Though the artist's imagination and intuition drive the work, great art requires effective communication to turn notions into a quality product.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Participate collaboratively with partners and groups

**Evidence Outcomes**

**Students can:**

- a. Demonstrate problem-solving skills through group interaction
- b. Demonstrate respect for others in dramatic activities

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does a group reach a general agreement where every voice is heard?
2. How does one decide what is an individual versus a group need?
3. Why is it important to work with your group?

**Relevance and Application:**

1. Working together and coming to a common agreement are sometimes necessary when working with a group.
2. Respecting the ideas of others leads to positive relationships, an enhanced end product, and a collaborative process.
3. Employing collaborative skills is fundamental in working with colleagues and family, participating in athletics, and socializing.

**Nature of Drama and Theatre Arts:**

1. Participating in the sharing of ideas is an exercise in collaboration and teamwork.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

2. Demonstrate safe use of voice and body to communicate characters

#### Evidence Outcomes

##### Students can:

- a. Communicate characters through the safe use of vocal intonation and breathing techniques
- b. Respect the personal space of other actors in dramatizations
- c. Develop character using safe body control techniques

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What does our culture consider "personal space?"
2. How can breathing patterns be altered to affect the impact of a voice?
3. Why is it important to project correctly?
4. How does one's actions on and off stage affect his or her peers?

##### Relevance and Application:

1. Human beings communicate through a variety of nonverbal messages such as gestures, facial expressions and body language.
2. Essential to communication is the understanding of body language and gestures.
3. The study of biology provides information about the basic physiology and importance of the proper care of vocal chords.
4. Video playbacks can be used in assessing efficient and safe use of the acting space.

##### Nature of Drama and Theatre Arts:

1. Developing a character requires critical thinking, creativity, and problem-solving skills along with vocal and spatial awareness.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

#### 3. Define stage direction and body positions

#### Evidence Outcomes

##### Students can:

- Identify and incorporate stage direction such as stage right, stage left, upstage, and downstage
- Identify body positions such as full profile and three-quarter

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How do different stage and body positions impact the image that is being created?
- What is special about the audience/performer relationship?
- Why is the audience important?
- Why do drama and theatre practitioners use stage directions? Why are stage directions important?

##### Relevance and Application:

- Awareness of the messages that are sent through body language enables one to function in society.
- Human beings communicate through a variety of nonverbal messages such as gestures, facial expressions and body language.
- Essential to creating an audience/performer relationship is an understanding of body language and gestures.

##### Nature of Drama and Theatre Arts:

- Though the artist's imagination and intuition drive the work, great art requires effective communication to turn notions into a quality product.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Third Grade

#### Concepts and skills students master:

1. Perform a scripted scene

#### Evidence Outcomes

##### Students can:

- a. Act in a scripted scene or reader's theatre in front of an audience
- b. Use basic analysis skills to perform a character within a scene

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How is acting in a scripted scene different from acting in a scene you have created yourself?
2. What do you need to know about your character before you can bring him or her to life?
3. What would you like your audience to know about your character?

##### Relevance and Application:

1. Acting connects reading and literacy skills with drama and theatre skills.
2. Movies, television shows, and even the news require the use of scripts.
3. The performance of simple scenes can be used to assess one's knowledge of a variety of subject matter.

##### Nature of Drama and Theatre Arts:

1. The use of scripts is the bridge between play and structured performance.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

2. Work effectively alone and cooperatively with a partner or in an ensemble

**Evidence Outcomes**

**Students can:**

- a. Accept responsibility, and demonstrate respect for others in dramatic activities
- b. Understand time constraints
- c. Understand stage space and proximity to other actors and set pieces

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is it important to consider your use of time?
- 2. How do the skills needed to create theatre change as the size of your group changes?
- 3. How is working alone different from working with a partner?

**Relevance and Application:**

- 1. Time management skills are necessary in every field and provide actors with an opportunity to be self directed.
- 2. Collaborative skills are highly valued in many fields in the workforce and can be the determining factor in a supervisor's impression of a worker.
- 3. Appropriate personal space varies depending on culture and career contexts.

**Nature of Drama and Theatre Arts:**

- 1. Participating in the sharing of ideas is an exercise in collaboration and teamwork.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Second Grade

#### Concepts and skills students master:

##### 1. Dramatize short stories

#### Evidence Outcomes

##### Students can:

- a. Act out the key elements of a short story
- b. Create character movement needed within a short story
- c. Create environments needed within a short story through body movement

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How can choices in movement affect a character?
2. How can movement depict an environment?
3. How does acting out short stories help you remember key elements of the story?

##### Relevance and Application:

1. Using story software can aid in determining key events to act out in a story.
2. Dramatizing fosters a fundamental understanding of story structure.
3. Creating characters and environments serves as a foundation for understanding the components of the theatre process.
4. Using short stories to create simple dramatic depictions develops foundational storytelling skills.

##### Nature of Drama and Theatre Arts:

1. Choices in body movement communicate intended meaning.

**Content Area: Drama and Theatre Arts**

**Standard: 2. Perform**

**Prepared Graduates:**

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

2. Demonstrate movement based on stage directions

**Evidence Outcomes**

**Students can:**

- a. Move respectfully throughout an acting space
- b. Respond appropriately to the language of stage directions and body positions
- c. Demonstrate the ability to differentiate between directed movement and free-form movement
- d. Respond with gestures and movement in a dramatic portrayal

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why are stage directions important?
- 2. How do decisions made about space effect a performance?
- 3. Why does the number of performers affect the creative use of space?

**Relevance and Application:**

- 1. Movement informs the way in which a director develops a performance.
- 2. Movement patterns connect knowledge of space on a stage to a setting in a story.
- 3. Transitions in movement require forethought.
- 4. Strong self-directive skills are provided by following directions while respecting others in a space.

**Nature of Drama and Theatre Arts:**

- 1. Stage directions create a sense of order.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

### Grade Level Expectation: First Grade

#### Concepts and skills students master:

1. Retell a short story or scene through dramatic play

#### Evidence Outcomes

##### Students can:

- a. Retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement and voice
- b. Identify and demonstrate setting in a scene

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is plot important to a story?
2. Do all stories have a beginning, middle, and end structure?
3. Why is the setting important to a story?
4. How are everyday situations different from imaginary situations?
5. Why are props important?

##### Relevance and Application:

1. Telling a story allows one to connect key aspects of literary elements and theatre elements.
2. Gaming software relies on environmental awareness to extend a story.
3. Understanding sequencing directly connects with ordinal numbers in mathematics.

##### Nature of Drama and Theatre Arts:

1. Theatre by its very nature enhances literacy.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Kindergarten

#### Concepts and skills students master:

1. Express a feeling or emotion through dramatic play or creative drama

#### Evidence Outcomes

##### Students can:

- a. Use movement and facial expressions to convey feelings and emotions
- b. Use sounds to express character, feelings, and mood
- c. Demonstrate the ability to follow a simple set of steps in a dramatic task

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How can a facial expression change a conversation?
2. How do actors move to express an emotion?
3. How can sound be used to express a feeling or emotion?

##### Relevance and Application:

1. Sequencing simple steps is done in math, science, and literacy too.
2. Mass media use sound effects to elicit emotion in their audience.
3. The ability to follow directions is an important skill in society.

##### Nature of Drama and Theatre Arts:

1. Emotions are the seeds of play and character creation.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Kindergarten

#### Concepts and skills students master:

#### 2. Dramatize ideas and events through dramatic play

#### Evidence Outcomes

##### Students can:

- a. Use body and voice to create characters from various ideas and events
- b. Use body and voice to create environments from various ideas and events
- c. Use body and voice to demonstrate knowledge of holidays and other cultural events

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How does where a character lives affect how it acts?
2. How do different cultures celebrate special events?
3. What events do local communities celebrate?

##### Relevance and Application:

1. Dramatizing connects to the understanding of various cultures.
2. Viewing videos of various cultural events and celebrations is a window in to understanding global cultures.

##### Nature of Drama and Theatre Arts:

1. Using dramatic play to dramatize events and ideas is the catalyst to scene creation.

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

### Grade Level Expectation: Preschool

#### Concepts and skills students master:

1. Use dramatic play to imitate characters

#### Evidence Outcomes

##### Students can:

- a. Use body and movement to depict various pretend characters
- b. Use body and voice to depict various everyday characters
- c. Initiate sustained dramatic play

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How do characters' movements differ?
2. Are pretend characters or everyday characters easier to portray?
3. How do characters' voices differ?

##### Relevance and Application:

1. Dramatic play allows one to connect with real-life experiences.
2. Video or audio can be used to demonstrate age-appropriate characters.
3. The creation of characters deepens one's understanding of others.
4. The creation of characters gives insight in to literary characters.

##### Nature of Drama and Theatre Arts:

1. Developing a character allows us to connect with all people.

# 3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of drama and theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

## Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### Prepared Graduate Competencies in the Critically Respond Standard:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

1. Contemporary and historical context of drama

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students in the extended pathway can:</b></p> <ol style="list-style-type: none"> <li>a. Select an area of production process for independent study</li> <li>b. Research, evaluate, and synthesize cultural and historical information to support artistic choices</li> <li>c. Demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, and historical periods</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does theatre vocabulary effectively communicate one’s point of view for a theatrical observation?</li> <li>2. How does the production process impact the final product?</li> <li>3. How can awareness of theatre history affect the understanding of a production?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Employing self-directed study develops the initiative and responsibility of the individual.</li> <li>2. Making artistic choices based on research adds depth to the product and demonstrates the value of the research.</li> <li>3. Utilizing various resources in the research for a production, including cinema, Internet, and technical marketing, strengthens technical literacy.</li> </ol>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ol style="list-style-type: none"> <li>1. Connections are made through analysis and research to the production process, which instills a sense of pride and promotes higher-level thinking.</li> </ol>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

2. Elements of drama, dramatic forms, performance styles, and dramatic techniques and conventions

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students in the extended pathway can:</b></p> <ul style="list-style-type: none"><li>a. Identify and compare the lives, works, and influences of representative theatre artists from various cultures and historical periods</li><li>b. Compare and contrast plays of several different dramatic forms</li><li>c. Reflect and revise critical choices pertaining to dramatic texts and performances while articulating, justifying, and applying personal criteria</li><li>d. Script, film, or edit a documentary or satirical analysis on current events in school, community, or national or international news</li><li>e. Describe the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history</li><li>f. Use problem spotting to make an informed decision about the quality of a theatrical production</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How do historical perspectives of theatrical accomplishments affect today's productions?</li><li>2. What elements of theatrical productions remain the same?</li><li>3. How do performance styles affect the outcome of a production?</li><li>4. What makes film and cinema productions well received by various groups?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Analyzing the development of theatrical production within the social, historical, political, and technological development of various cultures validates the knowledge of the interconnection and value of all cultures.</li><li>2. Writing, speaking, or creating works about theatrical performances, artistry, media presentations, or dramatic literature benefits the critic and the artist.</li><li>3. Exploring drama and theatre through media, film, cinema, and Internet sources enhances proficiency in the use and knowledge of information technology and the newest developments in media technology.</li><li>4. Problem spotting and problem-solving in productions require the use of essential communication.</li></ul>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ul style="list-style-type: none"><li>1. Critical response to theatrical works objectifies the importance of the field.</li></ul>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer

**Grade Level Expectation: High School – Extended Pathway**

**Concepts and skills students master:**

3. Respect for theatre professions, cultural relationships, and legal responsibilities

**Evidence Outcomes**

**Students in the extended pathway can:**

- a. Investigate and explain the knowledge, skills, training, and self-discipline needed to pursue careers and vocational opportunities in theatre
- b. Document and reflect on one’s own work created over several years, and identify successful approaches that could be applied in the development of future work
- c. Create a personal code of theatre etiquette and ethics
- d. Demonstrate awareness of professional ethics as an audience, cast, or crew member
- e. Demonstrate how to secure rights and royalties for a production

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does theatre etiquette impact a theatre practitioner?
2. How do theatre etiquette and ethics enhance the theatrical experience?
3. In what ways can theatre etiquette and ethics be successfully conveyed?
4. How can theatre ethics be applied to one’s own work?

**Relevance and Application:**

1. Examining the relationship between drama and theatre training and vocations provides awareness of career opportunities in the field and beyond such as professional theatre jobs, advertising, marketing, and carpentry.
2. Responding to different viewpoints and beliefs develops a mature awareness, understanding, and acceptance of difference and diversity.
3. Investigating the importance of copyright laws in script writing, set and costume design, script adaptation, and the use of music in production prepares one to work professionally in the performance arts.
4. Securing rights and paying royalties validates the perception of the artist’s rights and assures respect for the artistic product.
5. Learning appropriate behavior in the production process and for public performances ensures respect and status in community, social structure, and lifestyle.

**Nature of Drama and Theatre Arts:**

1. Proper etiquette in a theatrical environment helps the audience appreciate the production and translates to a greater respect for the arts.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

1. Analysis and evaluation of theatrical works

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Research the ways in which other artists have used self reflection to document and refine their work
- b. Identify and describe orally and in writing the influence of other artists on the development of their own artistic work
- c. Demonstrate knowledge of conventional theatre vocabulary
- d. Research the cultural and historical background of a specific play
- e. Communicate individual research to a collaborative team

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What can be gained by observing numerous and contrasting live performances?
2. How does objectivity relate to experiencing a piece of art?
3. Why is theatre live and what are the benefits of live theatrical performances?
4. How should audience members and crew conduct themselves before, during, and after a performance?

**Relevance and Application:**

1. Practicing proper behavior and dress at a public performance validates one’s position as an adult in society.
2. Investigating the importance of copyright laws in scriptwriting, set and costume design, script adaptation, and the use of music in production supports respect for these vocations and artists.
3. Respecting the roles of the theatre family promotes maturity and social responsibility.

**Nature of Drama and Theatre Arts:**

1. Proper etiquette in a theatrical environment helps the audience appreciate the production and translates to a greater respect for the arts.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: High School – Fundamental Pathway**

**Concepts and skills students master:**

2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions

**Evidence Outcomes**

**Students in the fundamental pathway can:**

- a. Critique and evaluate artistic choices and personal reactions to dramatic presentations using guidelines for evaluating a theatrical production
- b. Investigate and compare common themes among theatre, various art forms, and content areas
- c. Compare and contrast practices and methods of performance with the practices and methods of film, cinema, television, and electronic media
- d. Perform improvised scenes reflecting content, character and plot from representational dramatic literature

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What are the guidelines for understanding a theatrical production?
- 2. How can artistic choices affect a production?
- 3. What types of themes and practices within a theatrical performance can be identified and compared with other medians?
- 4. What criteria make a play performance better or worse than another?
- 5. How does one write or speak about evaluations of theatrical works and performances?

**Relevance and Application:**

- 1. Analyzing and articulating knowledge of theatrical works from various cultures enhances a personal engagement with dramatic literature and awareness of other cultures and lifestyles.
- 2. Responding to the study of modern theatre and various media and various cultures validates studies and proficiency in language arts, world languages, business, social studies, sciences, mathematics, physical education, and performing arts.
- 3. Comparing and contrasting film and cinema and media presentations from various genres and cultures broadens the scope and appeal of artistic technologies from around the world.

**Nature of Drama and Theatre Arts:**

- 1. Critical response to theatrical works objectifies and validates the importance of the field to the well-rounded growth of the individual and the overall growth and functionality of school, community, and culture.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer</li></ul>
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**Grade Level Expectation: High School – Fundamental Pathway**

<b>Concepts and skills students master:</b> 3. Respect for theatre, its practitioners, and conventions
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students in the fundamental pathway can:</b></p> <ul style="list-style-type: none"><li>a. Attend live performances of extended length and complexity, and demonstrate an understanding of the protocol of audience behavior appropriate to the style of the performance</li><li>b. Use group-generated criteria to assess one’s own work and the work of others</li><li>c. Demonstrate objectivity in assessing one’s personal abilities in creative endeavors and ability to receive and act upon coaching feedback and constructive criticism</li><li>d. Devise specific methods for documenting and assessing one’s own artistic development throughout participation in a drama or theatre project</li><li>e. Demonstrate a respect for copyright laws</li><li>f. Address the importance of timelines and personal responsibility as a member of a production ensemble</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What can be gained by observing numerous and contrasting live performances?</li><li>2. How does objectivity relate to experiencing a piece of art?</li><li>3. Why is theatre live, and what are the benefits of live theatrical performances?</li><li>4. How should audience members and crew conduct themselves before, during, and after a performance?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Practicing proper behavior and dress at a public performance validates one’s position as an adult in society.</li><li>2. Investigating the importance of copyright laws in scriptwriting, set and costume design, script adaptation, and the use of music in production supports respect for these vocations and artists.</li><li>3. Respecting the roles of the theatre family promotes maturity and social responsibility.</li><li>4. Adhering to schedules, time restraints, and deadlines, and learning to prioritize are valuable life skills that promote positive social and work related relationships.</li></ul> <p><b>Nature of Drama and Theatre Arts:</b></p> <ul style="list-style-type: none"><li>1. Proper etiquette in a theatrical environment helps the audience appreciate the production and translates to a greater respect for the arts.</li></ul>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

1. Recognition and evaluation of contemporary and historical contexts of theatre history

**Evidence Outcomes**

**Students can:**

- a. Evaluate the elements of drama in a variety of dramatic forms and performance styles
- b. Evaluate the nature of different dramatic forms and performance styles
- c. Recognize and investigate societal and cultural themes in dramatic forms
- d. Recognize the ways dramatic forms have reflected or facilitated change in various societies
- e. Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal processes
- f. Research, use, and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and scripts

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Why are themes in theatre and history cyclical?
2. How does theatre bring about change?

**Relevance and Application:**

1. Using information and communication technologies in theatre helps to improve all aspects of human interaction, and promotes an efficient exchange of ideas in social situations and the workplace.
2. Discussing and debating the issues that arise from research helps to strengthen critical thought and language skills.
3. Keeping a journal or workbook, and making oral presentations helps to personalize the work and the results of research.

**Nature of Drama and Theatre Arts:**

1. People have used drama and theatre since the beginning of time to represent their ideas.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

2. Use critical thinking skills in character analysis and performance

**Evidence Outcomes**

**Students can:**

- a. Describe and analyze in written and oral form a character's wants, needs, objectives, and personality characteristics
- b. Receive and act on coaching, feedback, and constructive criticism
- c. Develop critical questioning to appreciate and understand the role of drama and theatre,
- d. Recognize dramatic problems, and solve them individually and in a group

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does a playwright shape and create an audience?
- 2. How do theatre participants use their knowledge and opinions to constructively critique?
- 3. What would be considered harmful critique?

**Relevance and Application:**

- 1. Giving and taking constructive criticism increases the desire for and appreciation of excellence.
- 2. Accepting how to take direction builds skills as an actor and helps actors understand when it is appropriate to use creative license and when it is not.
- 3. Solving staging problems through critique within a group builds a sense of community and challenges the imagination.
- 4. Using video playbacks to analyze the effectiveness of performances promotes critical thinking.

**Nature of Drama and Theatre Arts:**

- 1. Constructive criticism and objective praise lead to better productions and a striving for excellence.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer

**Grade Level Expectation: Eighth Grade**

**Concepts and skills students master:**

3. Respect the value of the collaborative nature of drama and theatre works

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Enjoy drama and theatre as a community activity</li><li>b. Research the contribution of various historical and contemporary drama and theatre practitioners and groups</li><li>c. Perform in rehearsals performances as a productive and responsible member of an acting ensemble, and demonstrate personal responsibility and commitment to a collaborative process</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How does being part of a collaborative process help you outside of a theatrical performance?</li><li>2. What does it mean to be trustworthy and responsible?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Enjoying the theatre as a participant and an audience member encourages a cultural commitment in adult life.</li><li>2. Understanding the contributions and backgrounds of various historical and contemporary performers broadens one's knowledge base.</li><li>3. Using technology tools such as computer-aided design, computerized light and sound boards, computer-rendering applications, and Internet research can simplify the production aspects of a theatrical work.</li></ul>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ul style="list-style-type: none"><li>1. Learning to recognize excellence in performance and production helps to build a deep respect for arts and culture.</li></ul>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

<p><b>Prepared Graduates:</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application</li> </ul>
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**Grade Level Expectation: Seventh Grade**

<p><b>Concepts and skills students master:</b></p> <p>1. Influence of contemporary and historical elements in theatrical works</p>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Reflect on elements of drama in a variety of dramatic forms and performance styles</li> <li>b. Articulate and justify possible criteria for critiquing dramatizations and dramatic performances</li> <li>c. Research architecture, clothing, customs, music, and artwork for a particular time period and culture, and respond to it in discussion, writing, computer-based formats and/or performance</li> <li>d. Read and analyze a play for its technical requirements, and identify points in the script that require or might be enhanced by the addition of a technical element</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How does studying theatre from a particular time period help us to better understand that time period and our current time period?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Organizing the methods of critique, and formulating a response to a performance or a story creates confidence in understanding and enjoying the art.</li> <li>2. Comparing forms and styles helps to place history and culture in context.</li> <li>3. Observing technological staging in all areas of design such as costumes, lighting, scenes, properties, makeup, and sound throughout history helps one to envision the scope of history.</li> </ul>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ul style="list-style-type: none"> <li>1. By analyzing and interpreting dramatic characters, one discovers the necessary tools to communicate more effectively in his or her personal life.</li> </ul>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

2. Critical evaluation in discussing theatrical works

**Evidence Outcomes**

**Students can:**

- a. Experience and appreciate a range of dramatic and theatrical performances
- b. Use appropriate language individually and within a group when devising, enacting, discussing, debating, or writing about drama
- c. Reflect on one's own work and the work of others
- d. Use appropriate theatre terminology to describe and analyze the strengths and weaknesses of individual or group work

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is exposure to a range of performances necessary to develop strong critical evaluation skills?
- 2. Why is criticism better than judgment?
- 3. What is meant by "we are our own worst critic?"

**Relevance and Application:**

- 1. Learning to give constructive criticism and taking criticism facilitates flexibility and strengthens choices.
- 2. Using appropriate language and terminology in discussion and debate strengthens critical thought processes.
- 3. Understanding theatrical conventions increases awareness of audience participation and the importance of technical support.
- 4. Considering the validity of a theatre and film critic's work requires strong evaluation, technology, and literacy skills and allows one to make informed decisions on the quality of one's work.

**Nature of Drama and Theatre Arts:**

- 1. Critiquing the performer and performance using the terminology of the theatre develops objectivity and appreciation.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer

**Grade Level Expectation: Seventh Grade**

**Concepts and skills students master:**

**3. Individual and collaborative contributions**

**Evidence Outcomes**

**Students can:**

- a. Identify the value of a varying range of dramatic and theatrical performances
- b. Recognize the contribution and commitment of individuals and groups to drama, and acknowledge a diversity of views
- c. Identify the qualities of a productive member of an acting ensemble

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does one show respect for a space and the people who have worked to put together a performance?
2. What is "polite" and "appropriate" behavior for the theatre, and how does it change depending on the show and venue?

**Relevance and Application:**

1. Attending various performances is good practice for learning social etiquette, which translates to all areas of one's social and professional environment.
2. Acknowledging excellence in performers and performing groups enhances a vision of excellence for oneself.
3. Employing visual imagination and respect for the technically inclined personnel is strengthened through attention to technical requirements for a play such as staging, direction, and all areas of design.

**Nature of Drama and Theatre Arts:**

1. When performers and technicians receive praise, they can learn to give it.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Discuss the influence of cultural and historical themes in theatrical works

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

- a. Read plays and stories from a variety of cultures and historical periods, and identify the elements of drama in writing and discussion:
  1. Plot
  2. Thought/Theme
  3. Character
  4. Language/Dialogue
  5. Setting
  6. Conflict
  7. Music/Rhythm
  8. Spectacle
- b. Describe and respond to conventions, cultural themes, dramatic techniques, and technologies used in different performances

**Inquiry Questions:**

1. In how many ways can one story be told?
2. What makes a "good" story?

**Relevance and Application:**

1. Discussing one's feelings and emotional responses to theatre increases self-awareness and internal motivations.
2. Analyzing plays and stories in drama supports analytic activities in other academic, social, and professional situations.
3. Becoming aware of historical theatre technologies enhances the appreciation and mastery of modern technologies.

**Nature of Drama and Theatre Arts:**

1. Identifying elements of dramatic literature, and drawing parallels to real-world situations is a primary focus of theatre studies.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

2. Recognize and identify the criteria for a quality performance

**Evidence Outcomes**

**Students can:**

- a. Give and accept constructive and supportive feedback
- b. Identify the importance of the elements of drama, and use them to create dramatic meaning and audience engagement
- c. Recognize and describe the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What is quality work?
- 2. Why do different types of theatre elicit and require different audience responses?

**Relevance and Application:**

- 1. Understanding the importance of constructive criticism and taking criticism helps to focus on the objectivity of study.
- 2. Making critical evaluations expands the vocabulary and use of language.
- 3. Embracing theatre terminology and conventions familiarizes one with production and technical theatre.

**Nature of Drama and Theatre Arts:**

- 1. Learning to respect an audience transforms into striving for excellence in every endeavor.

**Content Area: Drama and Theatre Arts**  
**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

3. Articulate the value of each practitioner’s role in a drama and/or theatrical performance

**Evidence Outcomes**

**Students can:**

- a. Describe and demonstrate audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings
- b. Respond appropriately to one’s own work and the dramatic works of others
- c. Work effectively alone and cooperatively with a partner or in an ensemble
- d. Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why do some people consider the theatre a "sacred space?"
- 2. Why does entering a theatre require special behavior?

**Relevance and Application:**

- 1. Practicing appropriate audience behavior skills enhances social awareness.
- 2. Listening to others builds respect and communication skills.
- 3. Promoting discipline, and understanding the roles required to produce a performance builds acceptance of responsibility in a community.

**Nature of Drama and Theatre Arts:**

- 1. Learning social skills as a worker in the theatre leads to good social skills as a member of an audience.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. Identify at least one role of a theatre practitioner

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Describe the different roles of theatre practitioners
- b. Recognize dramatizations from different perspectives such as those of the playwright, actor, director, and designer, and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations

**Inquiry Questions:**

1. How does creating and performing in the arts differ from viewing the arts?
2. What is the importance of each practitioner's job?
3. How does understanding the function of each practitioner's job play a part in analyzing dramatic performances?

**Relevance and Application:**

1. Studying the roles of theatre practitioners allows one to recognize his or her importance in the entertainment industry.
2. Applying theatrical skills such as writing, design, problem-solving, interpretation, collaboration, and invention promotes the realization of one's place in the workforce.
3. Comprehending all roles of theatre practitioners reveals a broad lens of the entire production process and translates to collaborative endeavors in social and professional situations.

**Nature of Drama and Theatre Arts:**

1. Understanding theatrical roles give students insight into how theatre practitioners can find careers in professions other than the theatre.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

- 2. Give, accept, and integrate constructive and supportive feedback from self and others

**Evidence Outcomes**

**Students can:**

- a. Develop selected criteria to critique what is seen, heard, and understood in a performance or dramatization
- b. Apply constructive feedback in scene creation and character development
- c. Evaluate and critique through reflection and analysis one's own individual work and the work of others in a productive and respectful way

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What constitutes effective and constructive feedback for a scene and character?
- 2. How does one develop appropriate criteria to critique?
- 3. Why is feedback important?
- 4. Who is impacted by your feedback?
- 5. How can you use feedback as a helpful tool and not a hurtful one?

**Relevance and Application:**

- 1. Evaluating performances helps to develop analytical and writing skills.
- 2. Understanding the complexity of a performance aids in the appreciation of dramatic literature and playwrights.
- 3. Appreciating how mass and multimedia can create an emotional impact leads to becoming an informed consumer.
- 4. Providing examples of what directors look for when giving director's notes connects the critique process to the product.
- 5. Evaluation and critique through problem-solving and/or problem spotting are key skills needed in every field, particularly science and math.

**Nature of Drama and Theatre Arts:**

- 1. Contributing to the realization of a theatrical work is an exercise in collaboration and critical thinking.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

3. Demonstrate understanding of historical and cultural context of scripts, scenes, and performances

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Identify the historical and cultural context of a script
- b. Understand the value and importance of researching the historical and cultural context of a script
- c. Identify costume, set, performance space, and use of audience throughout history

**Inquiry Questions:**

- 1. How has theatre impacted historical events?
- 2. How does history impact theatre?

**Relevance and Application:**

- 1. Theatrical performances can sometimes provide a window to understanding what is important to a society.
- 2. One can appreciate leaders' diplomatic efforts by analyzing history and culture.
- 3. The use of technology to acquire theatrical design examples leads to a deeper understanding of the theatre profession and its value to society.

**Nature of Drama and Theatre Arts:**

- 1. The various purposes of drama and theatre are, among others, entertainment, education, communication, and ritual.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

4. Analyze dramatic text in scenes and script

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Identify cultural themes in dramatic literature that suggest season, time, and period or era</li><li>b. Read to understand the relationships of characters</li><li>c. Classify and explain dramatic structure such as conflict, characters, and plot</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. Why is it important to identify cultural themes in a script?</li><li>2. How are specific elements important in dramatic text?</li><li>3. How do character relationships impact a play?</li><li>4. Why (or why not) are there distinct patterns or themes found in theatrical works from various cultures and eras?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Analyzing dramatic text enhances and deepens the understanding of literature.</li><li>2. Identifying dramatic themes fosters a better understanding of history and music.</li><li>3. Appreciating how mass media use dramatic structure in commercials, television, broadcast journalism, and film to communicate a message allows one to think critically.</li></ul>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ul style="list-style-type: none"><li>1. Aesthetics foster artistic appreciation, interpretation, imagination, significance, and value.</li></ul>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Develop selected criteria to critique what is seen, heard, and understood

**Evidence Outcomes**

**Students can:**

- a. Develop criteria to critique a performance or script
- b. Critique a performance or script using the developed criteria

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What constitutes effective and constructive feedback for a scene and character?
2. How does one develop appropriate criteria?
3. How does a critique impact a performance?

**Relevance and Application:**

1. Evaluating performances helps develop analytical and writing skills for theatre and film critics.
2. Understanding the different elements of a performance aids in the appreciation of dramatic literature and playwrights.
3. Understanding how different media can create an emotional impact creates informed consumers and technologically literate professionals.

**Nature of Drama and Theatre Arts:**

1. Contributing to the realization of a theatrical work is an exercise in collaboration and critical thinking.

## Content Area: Drama and Theatre Arts

### Standard: 3. Critically Respond

#### Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

#### 2. Examine character dynamics and relations

#### Evidence Outcomes

##### Students can:

- Demonstrate an understanding of character dynamics and relationships in real-life settings
- Read scripts and stories to identify and analyze character dynamics and relationships

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- What is needed to understand character dynamics and relationships?
- How are characters in scripts similar to real people?
- What relationships do you have that resemble relationships you have read about?
- How can you show a character's relationship to another character when you are on stage?

##### Relevance and Application:

- Working with mass media allows one to recognize that the use of voice, body language, and facial expressions are essential to conveying messages.
- Understanding body language and vocalization are essential to communication. For example, facilitators, politicians, political scientists, and teachers employ body language and vocalization to communicate.
- Recognizing that human beings communicate through a variety of nonverbal messages such as gestures, facial expressions, and body language is valuable knowledge for success in social and professional situations.

##### Nature of Drama and Theatre Arts:

- Students exercise and refine the actor's instrument – body, voice, and mind – through ongoing exploration of the physical, vocal, characterization, and staging components of acting.

**Content Area: Drama and Theatre Arts**  
**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

1. Examine the dynamic relationship among community, culture, and theatre

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Identify how communities use theatre</li> <li>b. Describe how cultures shape theatrical performances</li> <li>c. Read, listen to, and tell stories from a variety of cultures, genres, and styles</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is theatre in the United States different from other cultures? How is it similar?</li> <li>2. In what ways does your community use theatre?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Awareness and analysis of cultural experiences promotes greater understanding of other cultures.</li> <li>2. Mass media relies on community elements to create a connection with its audience.</li> <li>3. Cultural awareness is a beneficial skill that aids in the understanding of one's community.</li> <li>4. Using multimedia such as Internet, video, and print enhances our understanding of other cultures.</li> </ol>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ol style="list-style-type: none"> <li>1. Drama and theatre create community.</li> </ol>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

2. Demonstrate appropriate audience etiquette

**Evidence Outcomes**

**Students can:**

- a. Describe appropriate audience etiquette
- b. Demonstrate appropriate etiquette through the use of body and voice

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why is it important to demonstrate appropriate behavior?
- 2. What role does the audience play in a performance?
- 3. How does the audience's response to a performance alter the way it is performed?
- 4. How does audience etiquette differ in different settings?

**Relevance and Application:**

- 1. Recognizing that good companies rely on appropriate etiquette to create their market "brand" makes one a more informed consumer. For example, computer companies that cater to a business/professional clientele rely on more formal etiquette and "branding" versus companies that cater to a younger, more relaxed clientele rely on more informal etiquette.
- 2. Practicing appropriate etiquette when dealing with different cultures and societies in the workforce is a necessary component of a successful employee, while inappropriate etiquette could break a business deal.

**Nature of Drama and Theatre Arts:**

- 1. A society that values appropriate audience etiquette also values civility.

**Content Area: Drama and Theatre Arts**  
**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Third Grade**

**Concepts and skills students master:**

3. Use selected criteria to critique what is seen, heard, and understood

**Evidence Outcomes**

**Students can:**

- a. Critique a performance or script using pre-developed criteria
- b. Share individual feelings and opinions appropriately

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What do you think about when watching a performance?
- 2. How can watching theatre affect how you feel?
- 3. How do the surroundings such as sets, props, and costumes influence your opinion of a performance?

**Relevance and Application:**

- 1. Mass media use different techniques to influence society by encouraging one to be an engaged citizen such as an active voter or community volunteer.
- 2. Knowing that companies rely on consumers to make informed choices and spend vast resources to influence a company's outcome makes one an educated consumer.

**Nature of Drama and Theatre Arts:**

- 1. Critical evaluation is necessary in informed decision making.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

1. Identify basic structures and relationships in a scene

**Evidence Outcomes**

**Students can:**

- a. Identify the beginning, middle, and end of theatrical scenes
- b. Identify and describe the character relationships in theatrical scenes

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How do various characters' actions impact a scene?
2. Why do scenes have a similar structure to stories?
3. How would a change in a character's action change the outcome of a scene?

**Relevance and Application:**

1. Connecting theatrical structure to literary structure creates a more informed reader.
2. Emphasizing the relationship between characters' actions and the plot allows one to think more critically.
3. Using video or audio recordings to observe scenes makes it possible to experience a variety of structures and relationships.
4. Applying mass media to create a basic story structure permits one to communicate a message in an efficient way.

**Nature of Drama and Theatre Arts:**

1. Basic structures of scenes are the building blocks of theatrical form.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

2. Identify dramatic elements in dramatizations and stories

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Identify characters, setting, and plot in scenes performed by others</li><li>b. Identify community and family elements in dramatizations, stories, and plays</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. Why are character, setting, and plot important in a dramatization?</li><li>2. Why are there so many plots that revolve around community and family stories?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Connecting similarities and differences between dramatic depictions and literature leads one to develop higher-level thinking skills such as comparing and contrasting, reflecting, and foreshadowing.</li><li>2. Dramatizing family and community interaction through mass media affects societal culture.</li></ul>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ul style="list-style-type: none"><li>1. Elements are important aspects of theatrical productions.</li></ul>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Second Grade**

**Concepts and skills students master:**

3. Express thoughts about a dramatization or performance

**Evidence Outcomes**

**Students can:**

- a. Use appropriate theatre vocabulary to critique a live performance
- b. Express individual feelings about a performance through drawing, writing, and discussing
- c. Articulate the difference between constructive and negative feedback

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How are performers impacted by feedback?
- 2. Why is it important to use theatre-based vocabulary when discussing dramatizations?
- 3. How can different members of an audience have different reactions to a dramatization?
- 4. When might a critic allow their feelings to impact how they evaluate a dramatization?

**Relevance and Application:**

- 1. Expanding writing skills leads to an enhanced vocabulary.
- 2. Analyzing a critic's role in all types of media requires one to use specific criteria when evaluating performances.
- 3. Understanding a critique is not meant to hurt feelings, but instead to build context for comprehending constructive feedback.
- 4. Using electronic media to view many versions of productions provides a broad range of examples to compare and contrast.

**Nature of Drama and Theatre Arts:**

- 1. Critiquing theatre leads to a better understanding of the human condition.

**Content Area: Drama and Theatre Arts**  
**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Identify key aspects of theatre

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Describe the difference between theatre and real life</li> <li>b. Describe the difference between theatre and other media such as television, movies, and books</li> <li>c. Describe the basic elements of a performance such as the stage, audience, performers, and set</li> <li>d. Ask questions based on discoveries while performing or viewing a performance</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What makes theatre a unique experience?</li> <li>2. How are costumes and sets different from everyday clothing and furniture?</li> <li>3. Why is an audience important to a performance?</li> <li>4. Why is a stage space necessary?</li> <li>5. How does pretending in play help in theatre?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Recognizing the differences in types of media allows for a variety of inputs.</li> <li>2. Understanding the difference between real life and theatrical performances helps differentiate fiction and nonfiction.</li> <li>3. Connecting play and pretend allows one to discover the basic aspects of theatre.</li> </ol>
	<p><b>Nature of Drama and Theatre Arts:</b></p> <ol style="list-style-type: none"> <li>1. Elements are important aspects of theatrical productions.</li> </ol>

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Identify elements of theatre in everyday life

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Identify characters (peers, family members, and others) in everyday life
- b. Identify costumes (clothes) in everyday life
- c. Identify sets (locations) in everyday life
- d. Use prior knowledge to understand events in dramatizations or performances

**Inquiry Questions:**

1. Who are the characters in your life?
2. How are costumes different from everyday clothes?
3. What are the similarities between your family and families found in stories?

**Relevance and Application:**

1. Studying theatre aids in the recognition of the difference between theatrical and literary characters.
2. Connecting how costumes create a character gives one a basic understanding of how characters are based on actual human beings.
3. Understanding environments in which characters most likely would live informs one about his or her own environment.
4. Viewing video depictions of various characters gives context for different dramatizations.

**Nature of Drama and Theatre Arts:**

1. Balancing theatrical elements in a production adds to the audience’s understanding and enjoyment.

**Content Area: Drama and Theatre Arts**

**Standard: 3. Critically Respond**

**Prepared Graduates:**

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

1. Respond to stories and plays

**Evidence Outcomes**

**Students can:**

- a. Provide an initial response when exposed to a new performance, puppet show, or dramatization
- b. Demonstrate an eagerness and interest in performances or dramatizations through asking questions

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does a story or play make you feel?
2. How do an audience's feelings affect a play?
3. What are your favorite parts of a play? Why?

**Relevance and Application:**

1. Realizing that critique is a step in scientific inquiry allows one to make connections between theatre and other disciplines.
2. Recognizing that critics use drama and theatre skills in all forms of media allows one to relate the arts to society.
3. Connecting the vocabulary of theatre and literature guides the practitioner to build skills in critique and future writing.

**Nature of Drama and Theatre Arts:**

1. Critiquing drama and theatre leads to a better understanding of the human condition.

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