

New York State Learning Standards for the



TOGETHER WE • CREATE • PRESENT PERFORM • RESPOND • CONNECT  
PRODUCE



# Theater

At-A-Glance Standards



# NYS Learning Standards for the Arts Revision Committee THEATER

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## NYS Arts Standards Coding System

**Each discipline is assigned an alphabetic abbreviation using uppercase letters**

**DA**=Dance **MA**=Media Arts **MU**=Music **TH**=Theatre **VA**=Visual Arts

**Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter**

- Cr** Creating
- Pr** Performing/Presenting/Producing
- Re** Responding
- Cn** Connecting

**Each anchor standard is assigned a number**

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**NOTE:** The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: **1.1**, **1.2**. ".1" follows the AS number *even when there is only one* Enduring Understanding.

**Each grade level is indicated by a letter, number, or HS+Roman numeral**

PK=Pre-Kindergarten K=Kindergarten 1,2,3,4,5,6,7,8 for grades 1–8

HSI for HS Proficient HSII for HS Accomplished HSIII for HS Advanced

**Each Performance Indicator (PI) is assigned a lower case letter** *even when there is only one*. The first performance indicator is "a", the next "b", and so on.

**Ordering**

**First** position indicates the discipline. It is always followed by a colon (:).

**Second** position (following the colon) indicates the Artistic Process.

**Third** position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a ".".

**Fourth** position indicates the Grade Level.

**Fifth** position indicates the Performance Indicator.

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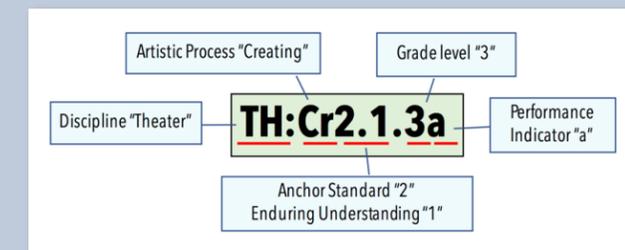
## Theater Example

### Example Performance Indicator

Performance Indicators are coded with a lower case alpha (a, b, c) *even when there is only one* in a column.

**Bold** words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

**3rd**  
**TH:Cr2.1.3**  
a. Participate in methods of investigation to **devise** theatrical experiences.



Example Code

# THEATER ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 1

## Anchor Standard 1 Generate and conceptualize artistic ideas and work.

### Enduring Understanding 1.1 Essential Question

Creativity is a foundation of theatrical practice.

- What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration?

### Artistic Process • CREATING Process Component • ENVISION

Pre-K TH:Cr1.1.PK	Kindergarten TH:Cr1.1.K	1st TH:Cr1.1.1	2nd TH:Cr1.1.2	3rd TH:Cr1.1.3	4th TH:Cr1.1.4	5th TH:Cr1.1.5	6th TH:Cr1.1.6	7th TH:Cr1.1.7	8th TH:Cr1.1.8	HS Proficient TH:Cr1.1.HSI	HS Accomplished TH:Cr1.1.HSII	HS Advanced TH:Cr1.1.HSIII
<p>a. With prompting and support, transition between imagination and reality in <b>dramatic play</b>.</p> <p>b. With prompting and support, use <b>non-representational materials</b> to create props, puppets, and costume pieces for <b>dramatic play</b>.</p> <p>c. With prompting and support, use <b>gestures</b> to tell a story in <b>dramatic play</b>.</p>	<p>a. With prompting and support, invent and inhabit an <b>imaginary elsewhere</b> in <b>dramatic play</b>.</p> <p>b. With prompting and support, use <b>non-representational materials</b> to create props, puppets, and costume pieces for <b>dramatic play</b>.</p> <p>c. With prompting and support, use <b>gestures</b> to tell a story in <b>dramatic play</b>.</p>	<p>a. Propose potential choices that characters could make in a <b>guided drama experience</b>.</p> <p>b. Collaborate with peers to conceptualize costumes and props in a <b>guided drama experience</b>.</p> <p>c. Identify ways in which <b>gestures</b> and movement may be used to create or retell a story in a <b>guided drama experience</b>.</p>	<p>a. Propose potential new details to <b>plot</b> and story in a <b>guided drama experience</b>.</p> <p>b. Collaborate with peers to conceptualize scenery in a <b>guided drama experience</b>.</p> <p>c. Identify ways in which <b>voice</b> and sounds may be used to create or retell a story in a <b>guided drama experience</b>.</p>	<p>a. Create roles, <b>imagined worlds</b>, and <b>improvised</b> stories.</p> <p>b. Imagine and articulate ideas for costumes, props, and sets.</p> <p>c. Collaborate to determine how characters might move and speak to support a story and <b>given circumstances</b>.</p>	<p>a. Articulate the visual details of <b>imagined worlds</b> and <b>improvised</b> stories that support <b>given circumstances</b>.</p> <p>b. Visualize and <b>design technical elements</b> that support a story and <b>given circumstances</b>.</p> <p>c. Imagine how a character might move to support a story and <b>given circumstances</b>.</p>	<p>a. Identify physical qualities that might reveal a character's inner traits in an <b>imagined world</b>.</p> <p>b. Propose <b>design</b> ideas that support a story and <b>given circumstances</b>.</p> <p>c. Identify how the <b>inner thoughts</b> of a character affect a story and <b>given circumstances</b>.</p>	<p>a. Identify possible solutions to <b>staging</b> challenges.</p> <p>b. Identify solutions to <b>design</b> challenges in a drama or theater work.</p> <p>c. Explore the relationship between <b>scripted</b> or <b>improvised</b> characters and their <b>given circumstances</b>.</p>	<p>a. Investigate multiple perspectives and solutions to <b>staging</b> challenges.</p> <p>b. Explain and present solutions to <b>design</b> challenges in a drama or theater work.</p> <p>c. Envision and describe the <b>inner thoughts</b> and <b>objectives</b> of a character.</p>	<p>a. Imagine and explore multiple perspectives and solutions to <b>staging</b> problems.</p> <p>b. Explore and collaborate to <b>design</b> solutions for a drama or theater work.</p> <p>c. Develop a <b>scripted</b> or <b>improvised</b> character by articulating their <b>inner thoughts, objectives</b>, and <b>motivations</b>.</p>	<p>a. Apply basic research to construct ideas about the <b>visual composition</b> of a drama or theater work.</p> <p>b. Explore the effect of technology on <b>design choices</b>.</p> <p>c. Use <b>script analysis</b> to generate ideas about a character who is <b>believable</b> and authentic.</p>	<p>a. Investigate historical and cultural conventions and their effect on the <b>visual composition</b> of a drama or theater work.</p> <p>b. Understand and apply technology to <b>design</b> solutions for a drama or theater work.</p> <p>c. Use personal experiences and knowledge to develop a character who is <b>believable</b> and authentic.</p>	<p>a. Synthesize knowledge from a variety of dramatic forms, <b>theatrical conventions</b>, and technologies to create the <b>visual composition</b> of a drama or theater work.</p> <p>b. Create a complete <b>design</b> for a drama or theater work that incorporates <b>technical elements</b>.</p> <p>c. Integrate cultural and historical contexts with personal experiences to create a character who is <b>believable</b> and authentic.</p>

# THEATER ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 2

## Anchor Standard 2 Organize and develop artistic ideas and work.

**Enduring Understanding 2.1** Theater artists work to discover different ways of communicating meaning.  
**Essential Question** • What are the challenges to making artistic choices?

**Artistic Process • CREATING**  
**Process Component • DEVELOP**

Pre-K TH:Cr2.1.PK	Kindergarten TH:Cr2.1.K	1st TH:Cr2.1.1	2nd TH:Cr2.1.2	3rd TH:Cr2.1.3	4th TH:Cr2.1.4	5th TH:Cr2.1.5	6th TH:Cr2.1.6	7th TH:Cr2.1.7	8th TH:Cr2.1.8	HS Proficient TH:Cr2.1.HSI	HS Accomplished TH:Cr2.1.HSII	HS Advanced TH:Cr2.1.HSIII
<p>a. With prompting and support, contribute through <b>gestures</b> and words to <b>dramatic play</b>.</p> <p>b. With prompting and support, express original ideas in <b>dramatic play</b>.</p>	<p>a. With prompting and support, interact with peers and contribute to <b>dramatic play</b>.</p> <p>b. With prompting and support, express original ideas in <b>dramatic play</b>.</p>	<p>a. Contribute to the development of a sequential <b>plot</b> in a <b>guided drama experience</b>.</p> <p>b. With prompting and support, participate in group decision making in a <b>guided drama experience</b>.</p>	<p>a. Collaborate with peers to <b>devise</b> meaningful <b>dialogue</b>.</p> <p>b. Contribute ideas and make decisions as a group to advance a story.</p>	<p>a. Participate in methods of investigation to <b>devise theatrical experiences</b>.</p> <p>b. Compare ideas with peers and make selections that will enhance and deepen group drama or theater work.</p>	<p>a. Collaborate to <b>devise</b> original ideas by asking questions about characters and <b>plots</b>.</p> <p>b. Make and discuss group decisions and identify responsibilities required to present a drama or theater work to peers.</p>	<p>a. <b>Devise</b> original ideas that reflect collective inquiry about characters and their <b>given circumstances</b>.</p> <p>b. Participate in defined responsibilities required to present a drama or theater work informally to an audience.</p>	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices.</p> <p>b. Collaborate to <b>devise a drama</b> or theater work.</p>	<p>a. Examine and justify original ideas and artistic choices, based on critical analysis, historical, and cultural context.</p> <p>b. Inhabit a role and respect the roles of others in preparing or <b>devising a drama</b> or theater work.</p>	<p>a. Articulate and apply critical analysis, background knowledge, <b>research</b>, and historical and cultural context to the development of original ideas.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or <b>devising a drama</b> or theater work.</p>	<p>a. Explore the function of history and culture in the development of a <b>dramatic concept</b> through a critical analysis of original ideas.</p> <p>b. Investigate the collaborative nature of the actor, director, playwright, and designers and explain how their roles can be interdependent.</p>	<p>a. Refine a <b>dramatic concept</b> to demonstrate a critical understanding of historical and cultural influences applied to a drama or theater work.</p> <p>b. Cooperate as a creative team to make interpretive choices.</p>	<p>a. Develop and synthesize original ideas in a drama or theater work, utilizing critical analysis, historical and cultural context, research, and global theater traditions.</p> <p>b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a <b>devised</b> or <b>scripted drama</b> or theater work.</p>

# THEATER ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 3

## Anchor Standard 3 Refine and complete artistic work.

**Enduring Understanding 3.1** Theater artists refine their work and practice their craft through rehearsal and active participation.

**Essential Question** • How do theater artists transform and edit their initial ideas?

**Artistic Process • CREATING**  
**Process Component • REHEARSE**

Pre-K TH:Cr3.1.PK	Kindergarten TH:Cr3.1.K	1st TH:Cr3.1.1	2nd TH:Cr3.1.2	3rd TH:Cr3.1.3	4th TH:Cr3.1.4	5th TH:Cr3.1.5	6th TH:Cr3.1.6	7th TH:Cr3.1.7	8th TH:Cr3.1.8	HS Proficient TH:Cr3.1.HSI	HS Accomplished TH:Cr3.1.HSII	HS Advanced TH:Cr3.1.HSIII
a. With prompting and support, answer questions in <b>dramatic play</b> .	a. With prompting and support, ask and answer questions in <b>dramatic play</b> .	a. Contribute to the adaptation of the <b>plot</b> in a <b>guided drama experience</b> .	a. Contribute to the adaptation of <b>dialogue</b> .	a. Collaborate with peers to revise, refine, and adapt ideas to fit <b>given circumstances</b> .	a. Revise an <b>improvised</b> or <b>scripted drama</b> or theater work through repetition and collaborative review.	a. Revise an <b>improvised</b> or <b>scripted drama</b> or theater work through repetition and self-review.	a. Articulate and examine choices to refine a <b>devised</b> or <b>scripted drama</b> or theater work.	a. Demonstrate <b>focus</b> and concentration in the rehearsal process.	a. Use repetition and analysis to revise a <b>devised</b> or <b>scripted drama</b> or theater work.	a. Use <b>theatrical conventions</b> to revise a <b>devised</b> or <b>scripted drama</b> or theater work.	a. Analyze the <b>dramatic concept</b> and <b>technical design elements</b> of a <b>devised</b> or <b>scripted drama</b> or theater work.	a. Refine the <b>style, genre, form, and theatrical conventions</b> of a <b>devised</b> or <b>scripted</b> work.
b. With prompting and support, participate in using sounds and movements in <b>dramatic play</b> .	b. With prompting and support, participate in using sounds and movements in <b>dramatic play</b> .	b. Identify similarities and differences in sounds and movements in a <b>guided drama experience</b> .	b. Use and adapt sounds and movements in a <b>guided drama experience</b> .	b. Contribute to <b>physical</b> and <b>vocal</b> exploration in an <b>improvised</b> or <b>scripted drama</b> or theater work.	b. Develop <b>physical</b> and <b>vocal</b> exercise techniques for an <b>improvised</b> or <b>scripted drama</b> or theater work.	b. Use <b>physical</b> and <b>vocal</b> exploration for character development.	b. Identify effective <b>physical</b> and <b>vocal</b> traits of characters.	b. Develop effective <b>physical</b> and <b>vocal</b> traits of characters.	b. Refine <b>physical, vocal,</b> and physiological traits of characters.	b. Use <b>physical</b> and <b>vocal</b> choices to develop a performance that is <b>believable, authentic,</b> and relevant.	b. Use <b>research</b> and <b>script analysis</b> to revise physical and vocal choices to enhance the <b>believability</b> and relevance of a drama or theater work.	b. Synthesize <b>research, script analysis,</b> and context to create a performance that is <b>believable, authentic,</b> and relevant.
c. With prompting and support, use a single object in multiple representations in <b>dramatic play</b> .	c. With prompting and support, use a single object in multiple representations in <b>dramatic play</b> .	c. Collaborate to imagine multiple representations of a single object in a <b>guided drama experience</b> .	c. Independently generate multiple representations of a single object.	c. Refine object transformation to support an <b>improvised</b> or <b>scripted drama</b> or theater work.	c. Collaborate on solutions for <b>design</b> and <b>technical problems</b> .	c. Create innovative solutions for <b>design</b> and <b>technical problems</b> .	c. Expand a planned <b>technical design</b> during the rehearsal process.	c. Consider multiple planned <b>technical design elements</b> during the rehearsal process.	c. Implement and refine a planned <b>technical design,</b> using simple technology during the rehearsal process.	c. Refine <b>technical design choices</b> to support the story of a <b>devised</b> or <b>scripted drama</b> or theater work.	c. Revise <b>technical design choices</b> during a rehearsal process to enhance the story and emotional impact of a <b>devised</b> or <b>scripted</b> work.	c. Apply technical proficiency to support the story and emotional effect of a <b>devised</b> or <b>scripted drama</b> or theater work.

# THEATER ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 4

## Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.

### Enduring Understanding 4.1 Essential Question

The essence of theater is storytelling.  
• Why are strong choices essential to producing a drama or theater work?

Pre-K TH:Pr4.1.PK	Kindergarten TH:Pr4.1.K	1st TH:Pr4.1.1	2nd TH:Pr4.1.2	3rd TH:Pr4.1.3	4th TH:Pr4.1.4	5th TH:Pr4.1.5	6th TH:Pr4.1.6	7th TH:Pr4.1.7	8th TH:Pr4.1.8	HS Proficient TH:Pr4.1.HSI	HS Accomplished TH:Pr4.1.HSII	HS Advanced TH:Pr4.1.HSIII
<p>a. With prompting and support, identify characters and <b>setting</b> in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p>b. With prompting and support, use body and <b>voice</b> to communicate emotions in a <b>guided drama experience</b>.</p>	<p>a. With prompting and support, identify characters and <b>setting</b> in <b>dramatic play</b> or a <b>guided drama experience</b>.</p> <p>b. With prompting and support, use body and <b>voice</b> to communicate emotions in a <b>guided drama experience</b>.</p>	<p>a. Describe a story's character actions and <b>dialogue</b> in a <b>guided drama experience</b>.</p> <p>b. Use body, face, <b>gestures</b>, and <b>voice</b> to communicate <b>character traits</b> and emotions in a <b>guided drama experience</b>.</p>	<p>a. Interpret <b>story elements</b> in a <b>guided drama experience</b>.</p> <p>b. Alter <b>voice</b> and body to expand and articulate nuances of a character in a <b>guided drama experience</b>.</p>	<p>a. Apply the elements of <b>dramatic structure</b> to a story and create a drama or theater work.</p> <p>b. Investigate how movement and <b>voice</b> are incorporated into <b>theatrical experiences</b>.</p>	<p>a. Modify the <b>dialogue</b> and action to change a story in a drama or theater work.</p> <p>b. Make <b>physical and vocal choices</b> to create a character.</p>	<p>a. Describe the underlying thoughts and emotions that create <b>dialogue</b> and action in a <b>theatrical experience</b>.</p> <p>b. Use <b>physical and vocal choices</b> to develop a character.</p>	<p>a. Identify the essential events in a story or <b>script</b> that comprise the <b>dramatic structure</b>.</p> <p>b. Experiment with various <b>physical and vocal choices</b> to communicate character.</p>	<p>a. Consider various <b>staging</b> choices to enhance the story.</p> <p>b. Use various character <b>objectives</b> in a drama or theater work.</p>	<p>a. Explore different <b>pacing</b> to better communicate a story.</p> <p>b. Use various character <b>objectives</b> and <b>tactics</b> to overcome an obstacle.</p>	<p>a. Examine how character relationships affect telling a story.</p> <p>b. Shape character choices by using <b>given circumstances</b> in a drama or theater work.</p>	<p>a. Discover how unique choices shape <b>believable</b> and sustainable <b>theatrical experiences</b>.</p> <p>b. Use <b>theatrical research</b> to determine choices that influence character.</p>	<p>a. Apply reliable <b>theatrical research</b> of directors' styles to form unique choices for a <b>directorial concept</b>.</p> <p>b. Apply a variety of <b>researched acting techniques</b> as an approach to character choices.</p>

### Artistic Process • PERFORMING Process Component • SELECT

# THEATER ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 5

## Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

**Enduring Understanding 5.1** Theater artists develop personal processes and skills for a performance or design.  
**Essential Question** • What can I do to fully prepare a performance or technical design?

**Artistic Process • PERFORMING**  
**Process Component • PREPARE**

Pre-K TH:Pr5.1.PK	Kindergarten TH:Pr5.1.K	1st TH:Pr5.1.1	2nd TH:Pr5.1.2	3rd TH:Pr5.1.3	4th TH:Pr5.1.4	5th TH:Pr5.1.5	6th TH:Pr5.1.6	7th TH:Pr5.1.7	8th TH:Pr5.1.8	HS Proficient TH:Pr5.1.HSI	HS Accomplished TH:Pr5.1.HSII	HS Advanced TH:Pr5.1.HSIII
<p>a. With prompting and support, use imagination in <b>dramatic play</b>.</p> <p>b. With prompting and support, explore and experiment with various <b>technical elements</b> in <b>dramatic play</b>.</p>	<p>a. With prompting and support, use sound and movement in <b>dramatic play</b>.</p> <p>b. With prompting and support, explore and experiment with various <b>technical elements</b> in <b>dramatic play</b>.</p>	<p>a. With prompting and support, identify and use <b>voice</b> and <b>gesture</b> in a <b>guided drama experience</b>.</p> <p>b. With prompting and support, identify <b>technical elements</b> that can be used in a <b>guided drama experience</b>.</p>	<p>a. Demonstrate the relationship between body, <b>voice</b>, and mind in a <b>guided drama experience</b>.</p> <p>b. Explore <b>technical elements</b> in a <b>guided drama experience</b>.</p>	<p>a. Participate in a variety of <b>physical, vocal</b>, and cognitive exercises that can be used in a group setting.</p> <p>b. Identify the basic <b>technical elements</b> of theater.</p>	<p>a. Practice acting exercises that can be used in a group setting.</p> <p>b. Articulate how <b>technical elements</b> are used in theater.</p>	<p>a. Apply acting exercises to enhance collaborative <b>theatrical experiences</b>.</p> <p>b. Demonstrate the use of <b>technical elements</b> in theater.</p>	<p>a. Articulate how acting exercises and <b>acting techniques</b> can be used to improve <b>theatrical experiences</b>.</p> <p>b. Propose the integration of <b>technical elements</b> in <b>theatrical experiences</b>.</p>	<p>a. Participate in a variety of acting exercises and <b>acting techniques</b> that can be applied in a rehearsal.</p> <p>b. Choose a variety of <b>technical elements</b> that can be applied to a <b>theatrical design</b>.</p>	<p>a. Practice a variety of <b>acting techniques</b> to increase skills in a rehearsal.</p> <p>b. Use a variety of <b>technical elements</b> to create a <b>design</b> for a theater performance.</p>	<p>a. Apply various <b>acting techniques</b> to expand skills in a rehearsal.</p> <p>b. Use <b>research</b> to enhance a <b>technical design</b>.</p>	<p>a. Refine a range of acting skills to build a <b>believable</b> and sustainable performance.</p> <p>b. Apply <b>research</b> of <b>technical elements</b> to create a <b>design</b> that communicates a theatrical concept.</p>	<p>a. Use and justify a collection of acting exercises from reliable resources to prepare a <b>believable</b> and sustainable performance.</p> <p>b. Explain and justify the <b>technical design</b> used to communicate a theatrical concept.</p>

# THEATER ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 6

## Anchor Standard 6 Convey meaning through the presentation of artistic work.

**Enduring Understanding 6.1** Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.  
**Essential Question** • What happens when theater artists and audiences share a creative experience?

**Artistic Process • PERFORMING**  
**Process Component • SHARE**

Pre-K TH:Pr6.1.PK	Kindergarten TH:Pr6.1.K	1st TH:Pr6.1.1	2nd TH:Pr6.1.2	3rd TH:Pr6.1.3	4th TH:Pr6.1.4	5th TH:Pr6.1.5	6th TH:Pr6.1.6	7th TH:Pr6.1.7	8th TH:Pr6.1.8	HS Proficient TH:Pr6.1.HSI	HS Accomplished TH:Pr6.1.HSII	HS Advanced TH:Pr6.1.HSIII
<p>a. With prompting and support, engage in <b>dramatic play</b>.</p>	<p>a. With prompting and support, communicate mood in <b>dramatic play</b>.</p>	<p>a. With prompting and support, communicate emotions in a <b>guided drama experience</b>.</p>	<p>a. Contribute to group <b>guided drama experiences</b> and informally share with peers.</p>	<p>a. Share reflections on a <b>theatrical experience</b>.</p>	<p>a. Perform a small-group drama or theater work for peers.</p>	<p>a. Perform drama or theater work informally for an audience.</p>	<p>a. <b>Devise</b> a <b>theatrical experience</b> and present it informally to an audience.</p>	<p>a. Participate in rehearsals for a drama or theater work that will be shared with an audience.</p>	<p>a. Perform a rehearsed drama or theater work for an audience.</p>	<p>a. Perform a <b>scripted drama</b> or theater work for a specific audience.</p>	<p>a. Present a drama or theater work using creative processes that shape the production for a specific audience.</p>	<p>a. Demonstrate a critical awareness of the relationship between the production and its audience.</p>

## THEATER ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 7

### Anchor Standard 7 Perceive and analyze artistic work.

**Enduring Understanding 7.1** Understanding of theatrical experiences is deepened through reflection.  
**Essential Question** • How does theater stimulate artists and audiences?

**Artistic Process • RESPONDING**  
**Process Component • REFLECT**

<b>Pre-K</b> TH:Re7.1.PK	<b>Kindergarten</b> TH:Re7.1.K	<b>1st</b> TH:Re7.1.1	<b>2nd</b> TH:Re7.1.2	<b>3rd</b> TH:Re7.1.3	<b>4th</b> TH:Re7.1.4	<b>5th</b> TH:Re7.1.5	<b>6th</b> TH:Re7.1.6	<b>7th</b> TH:Re7.1.7	<b>8th</b> TH:Re7.1.8	<b>HS Proficient</b> TH:Re7.1.HSI	<b>HS Accomplished</b> TH:Re7.1.HSII	<b>HS Advanced</b> TH:Re7.1.HSIII
a. With prompting and support, recall an emotional response in <b>dramatic play</b> .	a. With prompting and support, express an emotional response to characters in <b>dramatic play</b> .	a. Recognize when artistic choices are made in a <b>guided drama experience</b> .	a. After a <b>guided drama experience</b> , recall why artistic choices were made.	a. Explain why artistic choices are made.	a. Use participation and observation to identify artistic choices.	a. Explain personal reactions to artistic choices.	a. Describe and record personal reactions to artistic choices.	a. Compare recorded personal and peer reactions to artistic choices.	a. Apply criteria to the evaluation of artistic choices.	a. Respond to what is seen, felt, and heard in a drama or theater work to develop criteria for artistic choices.	a. Explain how multiple interpretations of a drama or theater work can influence future artistic choices.	a. Use historical and cultural context to structure and justify personal responses to a drama or theater work.

## THEATER ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8

### Anchor Standard 8 Interpret meaning in artistic work.

**Enduring Understanding 8.1** Theater artists' interpretations of drama or theater work are influenced by personal experiences and aesthetics.  
**Essential Question** • How can the same work of art communicate different messages to different people?

**Artistic Process • RESPONDING**  
**Process Component • INTERPRET**

<b>Pre-K</b> TH:Re8.1.PK	<b>Kindergarten</b> TH:Re8.1.K	<b>1st</b> TH:Re8.1.1	<b>2nd</b> TH:Re8.1.2	<b>3rd</b> TH:Re8.1.3	<b>4th</b> TH:Re8.1.4	<b>5th</b> TH:Re8.1.5	<b>6th</b> TH:Re8.1.6	<b>7th</b> TH:Re8.1.7	<b>8th</b> TH:Re8.1.8	<b>HS Proficient</b> TH:Re8.1.HSI	<b>HS Accomplished</b> TH:Re8.1.HSII	<b>HS Advanced</b> TH:Re8.1.HSIII
a. With prompting and support, identify preferences in <b>dramatic play</b> .  b. Use pictures to make connections between oneself and a character.	a. With prompting and support, identify preferences in <b>dramatic play</b> .  b. Use pictures to make connections between oneself and a character.	a. Explain preferences and emotions in a <b>guided drama experience</b> .  b. Explain how personal emotions and choices relate to characters.	a. Consider multiple personal experiences when participating in or observing a <b>guided drama experience</b> .  b. Suggest similarities between the emotions of real people and those of characters in a story.	a. Explain how personal preferences and emotions affect an observer.  b. Examine how connections are made between oneself and the emotions of a character.	a. Compare and contrast multiple personal experiences, when participating in or observing a drama or theater work.  b. Identify and discuss physical changes connected to the emotions of a character.	a. Connect personal experiences to theater as a participant or observer.  b. Investigate the effects of emotions on posture, <b>gesture</b> , breathing, and vocal intonation.	a. Identify the relationship between artistic choices and personal experience.  b. Identify personal <b>aesthetics</b> through participation in or observation of a drama or theater work.	a. Explain how artists make choices based on personal experience.  b. Evaluate how personal <b>aesthetics</b> can be used to discuss a <b>theatrical experience</b> .	a. Recognize and share artistic choices when participating in or observing a drama or theater work.  b. Apply personal <b>aesthetics</b> to evaluate a drama or theater work.	a. Analyze the influence of personal experiences in theatrical work.  b. Justify personal <b>aesthetics</b> through <b>theatrical experience</b> .	a. Provide evidence to support an interpretation of artistic choices.  b. Debate and distinguish multiple <b>aesthetics</b> through <b>theatrical experience</b> .	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others.  b. Gather evidence and explain <b>aesthetics</b> to create a context for <b>critical research</b> that informs artistic decisions.

# THEATER ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9

## Anchor Standard 9 Apply criteria to evaluate artistic work.

**Enduring Understanding 9.1** Theater artists apply criteria to investigate, explore, and assess drama and theater work.  
**Essential Question** • How are the theater artist processes and the audience perspectives affected by analysis and synthesis?

**Artistic Process • RESPONDING**  
**Process Component • EVALUATE**

Pre-K TH:Re9.1.PK	Kindergarten TH:Re9.1.K	1st TH:Re9.1.1	2nd TH:Re9.1.2	3rd TH:Re9.1.3	4th TH:Re9.1.4	5th TH:Re9.1.5	6th TH:Re9.1.6	7th TH:Re9.1.7	8th TH:Re9.1.8	HS Proficient TH:Re9.1.HSI	HS Accomplished TH:Re9.1.HSII	HS Advanced TH:Re9.1.HSIII
a. With prompting and support, evaluate <b>dramatic play</b> .	a. With prompting and support, evaluate <b>dramatic play</b> .	a. Build on others' ideas in a <b>guided drama experience</b> .	a. Collaborate on a scene in a <b>guided drama experience</b> .	a. Understand how and why a drama or theater work is evaluated.	a. Propose a plan to evaluate a drama or theater work.	a. Develop and implement a plan to evaluate a drama or theater work.	a. Use supporting evidence and criteria to evaluate a drama or theater work.	a. Explain preferences, using supporting evidence and criteria to evaluate a drama or theater work.	a. Respond to a drama or theater work by using supporting evidence, personal <b>aesthetics</b> , and artistic criteria.	a. Examine a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	a. Analyze and assess a drama or theater work by connecting it to art forms, history, culture, and other disciplines, using supporting evidence and criteria.	a. <b>Research</b> and synthesize cultural and historical information related to a drama or theater work to support or evaluate artistic choices.
b. With prompting and support, select props and costumes for use in <b>dramatic play</b> .	b. With prompting and support, select props and costumes for use in <b>dramatic play</b> .	b. Identify props and costumes that belong in a <b>guided drama experience</b> .	b. Use a prop or costume to enhance a <b>guided drama experience</b> .	b. Consider and analyze <b>technical elements</b> in <b>theatrical experiences</b> .	b. Investigate how <b>technical elements</b> may support a <b>theme</b> or idea in a drama or theater work.	b. Assess how <b>technical elements</b> represent the <b>theme</b> of a drama or theater work.	b. Consider <b>technical elements</b> used to assess <b>aesthetic</b> choices.	b. Explore the <b>aesthetics</b> of <b>technical elements</b> .	b. Articulate the <b>aesthetics</b> of <b>technical elements</b> in a drama or theater work.	b. Critique the <b>aesthetics</b> of <b>technical elements</b> in a drama or theater work.	b. Draw on personal <b>aesthetics</b> and <b>technical elements</b> to construct meaning in a drama or theater work.	b. Analyze and evaluate the <b>aesthetic</b> interpretation of multiple renditions of a drama or theater work.
c. With prompting and support, discuss the experiences of characters in <b>dramatic play</b> .	c. With prompting and support, discuss the experiences of characters in <b>dramatic play</b> .	c. Compare and contrast the experiences of characters in a <b>guided drama experience</b> .	c. Describe how characters respond to challenges in a <b>guided drama experience</b> .	c. Evaluate and analyze problems and situations from an <b>audience perspective</b> .	c. Observe how character choices affect <b>audience perspective</b> .	c. Recognize how character circumstances affect <b>audience perspective</b> .	c. Identify a specific audience or purpose for a drama or theater work.	c. Identify how the intended purpose of a drama or theater work targets a specific audience.	c. Assess the effect of a drama or theater work on a specific audience.	c. Consider the purpose of a drama or theater work in order to deepen understanding.	c. Assess how a drama or theater work communicates purpose to a specific audience.	c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences.

# THEATER ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~10

## Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

### Enduring Understanding 10.1 Essential Question

Theater artists allow awareness of relationships between self and others to influence and inform their work.  
• What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

### Artistic Process • CONNECTING Process Component • RELATE

Pre-K TH:Cn10.1.PK	Kindergarten TH:Cn10.1.K	1st TH:Cn10.1.1	2nd TH:Cn10.1.2	3rd TH:Cn10.1.3	4th TH:Cn10.1.4	5th TH:Cn10.1.5	6th TH:Cn10.1.6	7th TH:Cn10.1.7	8th TH:Cn10.1.8	HS Proficient TH:Cn10.1.HSI	HS Accomplished TH:Cn10.1.HSII	HS Advanced TH:Cn10.1.HSIII
a. With prompting and support, identify similarities between a story and personal experience in <b>dramatic play</b> .	a. With prompting and support, identify similarities between characters and oneself in <b>dramatic play</b> .	a. Identify character emotions in a <b>guided drama experience</b> and relate them to personal experience.	a. Relate character experiences to personal experiences in a <b>guided drama experience</b> .	a. Use personal experiences and knowledge to make connections to community and culture.	a. Identify the ways drama or theater work reflects a community or culture.	a. Explain how drama or theater connects oneself to a community or culture.	a. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama or theater work.	a. Examine a community issue through a <b>theatrical experience</b> .	a. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater work.	a. Choose and interpret a drama or theater work to reflect or question personal beliefs.	a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives.

# THEATER ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~11

## Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

### Enduring Understanding 11.1 Essential Question

Theater artists deliberately interrelate their creative process with the world around them.

- What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?

### Artistic Process • CONNECTING Process Component • INTERRELATE

Pre-K TH:Cn11.1.PK	Kindergarten TH:Cn11.1.K	1st TH:Cn11.1.1	2nd TH:Cn11.1.2	3rd TH:Cn11.1.3	4th TH:Cn11.1.4	5th TH:Cn11.1.5	6th TH:Cn11.1.6	7th TH:Cn11.1.7	8th TH:Cn11.1.8	HS Proficient TH:Cn11.1.HSI	HS Accomplished TH:Cn11.1.HSII	HS Advanced TH:Cn11.1.HSIII
a. With prompting and support, apply skills and knowledge acquired elsewhere to <b>dramatic play</b> .	a. With prompting and support, apply skills and knowledge acquired elsewhere to <b>dramatic play</b> .	a. Apply skills and knowledge from different art forms and content areas in a <b>guided drama experience</b> .	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a <b>guided drama experience</b> .	a. Identify connections to community, social issues, and other content areas in a drama or theater work.	a. Respond to community and social issues and incorporate other content areas in a drama or theater work.	a. Investigate historical, global, and social issues expressed in a drama or theater work.	a. Identify universal <b>themes</b> or common social issues and express them through a drama or theater work.	a. Incorporate music, dance, art, and media to strengthen the meaning and <b>conflict</b> in a drama or theater work with a particular cultural, global, or historical context.	a. Use different forms of drama or theater work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historical belief systems affect creative choices in a drama or theater work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work.	a. Develop a drama or theater work that identifies and questions cultural, global, and historical belief systems.

### Enduring Understanding 11.2 Essential Question

Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work.

- In what ways can research into histories, theories, literature, and performances affect how theatrical processes are understood?

### Artistic Process • CONNECTING Process Component • RESEARCH

Pre-K TH:Cn11.2.PK=	Kindergarten TH:Cn11.2.K	1st TH:Cn11.2.1	2nd TH:Cn11.2.2	3rd TH:Cn11.2.3	4th TH:Cn11.2.4	5th TH:Cn11.2.5	6th TH:Cn11.2.6	7th TH:Cn11.2.7	8th TH:Cn11.2.8	HS Proficient TH:Cn11.2.HSI	HS Accomplished TH:Cn11.2.HSII	HS Advanced TH:Cn11.2.HSIII
a. With prompting and support, identify stories that are similar to one another in <b>dramatic play</b> .	a. With prompting and support, identify stories that are different from one another in <b>dramatic play</b> .	a. Identify similarities and differences in stories from one's own community in a <b>guided drama experience</b> .	a. Identify similarities and differences in stories from multiple cultures in a <b>guided drama experience</b> .	a. Explore how stories are adapted from literature to drama or theater work.	a. Investigate cross-cultural approaches to <b>storytelling</b> .	a. Analyze similarities and differences between stories set in different cultures.	a. Analyze two different versions of a drama or theater work to determine differences and similarities.	a. Research and discuss how a playwright might have intended a drama or theater work to be produced.	a. Research the <b>story elements</b> of a <b>staged</b> drama or theater work and compare them to another production of the same work.	a. Research how theater artists apply creative processes to tell stories.	a. Use theater research to formulate creative choices for a <b>devised</b> or <b>scripted drama</b> or theater work.	a. Use an informed understanding to justify the creative choices made in a <b>devised</b> or <b>scripted drama</b> or theater work.
b. With prompting and support, tell a short story in <b>dramatic play</b> .	b. With prompting and support, tell a short story in <b>dramatic play</b> .	b. Collaborate on the creation of a short scene based on a fictional literary source in a <b>guided drama experience</b> .	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a <b>guided drama experience</b> .	b. Examine how artists have historically presented the same stories by using different art forms, <b>genres</b> , or <b>theatrical conventions</b> .	b. Identify historical sources that explain theater terminology and <b>theatrical conventions</b> .	b. Compare the <b>theatrical conventions</b> of a given time period with those of the present.	b. Investigate time period and place to better understand performance and <b>design</b> choices.	b. Examine artifacts from a time period and place to better understand performance and <b>design</b> choices.	b. Identify and use artifacts from a time period and place to develop performance and <b>design</b> choices.	b. Use basic <b>theater research methods</b> to better understand the social and cultural background of a drama or theater work.	b. Explore how personal beliefs and biases influence the interpretation of a drama or theater work.	b. Present and support an opinion about the social, cultural, and historical understandings of a drama or theater work, based on <b>critical research</b> .