

Colorado Academic Standards

DRAMA AND THEATRE ARTS

October 2009
Draft

Colorado Department of Education
Office of Standards and Assessments

cde Improving
Academic
Achievement

Dear Community Members,

The Theatre subcommittee has spent two months reviewing and revising Colorado's standards. WestEd, a nationally recognized education consulting group, provided an analysis of the current standards and international referents that served as a jumping off point for the content area committees. The process was challenging at times but always invigorating and ultimately rewarding.

The subcommittee relied heavily on national and international benchmarks including the Theatre standards from Singapore, New South Wales, Scotland, Massachusetts, Connecticut, New Jersey, and Indiana, as well as other national documents.

The task of the subcommittee was to provide a roadmap for Colorado theatre teaching and learning that weaves 21st century and readiness competencies into theatre content. This was accomplished by developing inquiry questions, applications of the content area to society, and statements on the nature of the content area.

The subcommittee developed standards to help ensure that graduates from the Colorado P-12 system are ready to apply knowledge, processes, and thinking skills from the study of theatre. In addition, the subcommittee intent was that these standards would excite educators about teaching and students about learning. Please help us reach this goal by providing feedback on the scope, sequence, viability, and overall quality of these standards. We would like your responses to the following questions:

1. Do Colorado's draft standards address the most critical knowledge and skills and represent the *coherence* of the discipline?
2. Do the draft standards show a solid *progression* of content and skills from grade-to-grade, and level-to-level, and is the content grade appropriate?
3. Do the draft standards represent a level of *rigor* characteristic of our external referents listed above?
4. How well does this draft adhere to the principle of "necessary for all, sufficient for some"?
5. Are the draft standards appropriately *focused*, demonstrating that choices have been made about what is most important for students to learn? In other words, have the standards avoided being "a mile wide and an inch deep"?
6. Are the draft standards written in *specific, clear* and *measurable* language?
7. How well can these standards be translated into curriculum? Units? Lessons?
8. How do the threads from the prepared graduate competencies follow through to the standards? To the grade level expectations? To the 21st century skills and competencies?
9. How do you envision using the 21st century skills and readiness competencies? How might the document make these important skills actionable that inform classroom instruction?
10. What professional development needs might these standards require?
11. Have we expanded opportunities for students to discover the many career opportunities in theatre in addition to performance and technical theatre?

Respectfully submitted by the Theatre Content Review Subcommittee Chair Mary Schuttler.

DRAFT Public Overview

Background of the draft 2009 Colorado Academic Standards

Colorado has had state model content standards in 13 disciplines for 14 years. They have been a broad articulation of the ideas, themes, facts, and agendas which have been of value to this state for more than a decade. In 2007, the State Board of Education recommended a comprehensive revision of these standards for some elemental changes in the direction of these documents. In 2008, the state's legislature affirmed and further articulated the nature of these changes by passing Senate Bill 08-212.

The timeline for revising the content standards in 13 areas is ambitious. State content standards are to be revised and adopted by December 2009. Unlike the time it took to initially create content standards, this one year project was undertaken with select design features in mind.

Senate Bill 08-212 expanded the vision of public education outcomes by including higher education and early childhood education goals into one seamless standards policy.

The vision calls for students to have the knowledge and skills necessary for both the opportunity for college entrance and the capacity of new skill sets in all courses of life.

The four important design features...

This version of state standards will include four changes; 1) adding 21st century skills, 2) ensuring fewer, clearer and higher standards, 3) adding early childhood, postsecondary and workforce readiness expectations, and 4) mastering concepts and skills....not facts.

Design Feature 1: 21st Century Skills

The speed with which information, business, culture and new knowledge now moves is a new challenge for all of us. Unlike the historical two decade-long apprenticeships of the Renaissance or the understanding that a person stays in a job for a lifetime, shifts in communication, art, technical sectors and the marketplace now demand that our students be nimble and anticipate problems, solve critical issues and work with others in effective and ethical ways, and function under faster time pressures. Retaining only one body of facts for life does not work anymore. The eight to five workdays have been replaced by twenty-four hour schedules. New skills are needed to thrive under these conditions.

"21st century skills" is a term that most commonly resonates as a way to describe the skills necessary to respond and lead well in a globally-based culture.

Research (21st Century Partnership, SCANS report, EPIC, College Board, etc.) points to the importance of five essential skills. These five include problem solving/critical thinking, information management, collaboration, self direction and innovation. Coloradans have been surveyed, interviewed and engaged on these five skills and the

vast majority agrees on their importance. Colorado's draft description of 21st century skills is now linked to the Colorado Department of Education at http://www.cde.state.co.us/index_home.htm. These skills are prominently embedded in the new standards and change the original version from academic content standards to essential concepts and skill standards.

Design Feature 2: Fewer, Clearer and Higher

Standards are written in broad terms in order to capture the volume of facts they represent. Colorado is designing its new expectations based on the best standards in national and international circles. Central to this work is the notion that internationally competitive standards tend to be fewer, higher and clearer than those typically seen in the U.S. today.

- Fewer: The challenge has been to develop standards that reduce lengthy litany of hopes, facts and agendas into essential concepts which are intelligent building blocks grade by grade.
- Clearer: The aim has been to use jargon-free terms that crisply convey knowledge and skill outcomes. Simple language and terms give students and teachers tangible and meaningful endpoints.
- Higher: The aim has been to chart what all students should know and be able to do in order to be successful. Short-changing students with minimal expectations diminishes their life options. These new Colorado expectations are authentic and include goals which invite both a stretch of effort and accomplishment. They convey the message that all students have the capacity to achieve highly.

Design Feature 3: Early Childhood and Higher Education Expectations

To ensure a seamless extension of standards that provides for each level of learning throughout Colorado's entire education system, these standards begin with postsecondary and workforce competencies. They begin with the end in mind. For example, what should every citizen in Colorado regardless of life experience, career, college or military service necessarily know to be considered a successful high school graduate? These big ideas that describe a prepared graduate are listed at the top of each page in the new Colorado academic standards. The Building Blocks of early learning are now coherently added to each content area and represent what is needed in order for a youngster to progress from early understandings to twelfth grade mastery.

Design Feature 4: Concepts...not facts

Our body of collective knowledge in any discipline grows so rapidly that the concept that schooling is static and a common information transmission system is now untenable. Standards become unwieldy when they attempt to capture the sum of what information students “should” know.

This design feature transforms Colorado academic standards into fewer, crucial *concepts* and *skill* standards that serve to give a mind the essential background, fluency of the topic in depth and the problem solving levers that are the qualities of knowledgeable people in each content area.

The Revision Process

Colorado’s standards are being revised using a few deliberate processes. The assumptions behind this approach are:

- These are Colorado’s standards. While we invite outside advice, these expectations represent the place where we live.
- The best national and international standards must be used to improve expectations of our kids. We close the gap when we require the quality of what we accept about the worthiness of our student outcomes.
- College opportunities occur when students are stretched beyond mediocre activities and when they do intellectual exercises that model what academic and solution leaders do.
- Research matters. Reinventing what we think about just within our own local circles insults the collective advances others have made.
- Public feedback and improvement informs the next generation of student standards. Different formats were used to gather public feedback:
 - Regional face to face conversation
 - Webinars
 - Listening logs
 - Surveys
 - Stakeholder meetings
 - Colorado experts as subcommittee members
 - Public notes posted with full transparency
 - Professional and association sector outreach
 - Public hearings

A brief overview of the year's revision process

The beginning of the entire process started with research and gap analysis of benchmarked states and nations which have the best standards. Analysis about the existing strengths and weaknesses simultaneously occurred with the current Colorado standards. Additionally, a study was commissioned which examined the formats and grade span structure of other states' standards.

A stakeholder advisory group was assembled to help define terms, frame the issues, determine grade by grade articulation and select subcommittee members from a pool of untitled applicants. These subcommittees were formed – one for each subject – in order to undertake the revision of standards.

Applicants were solicited from across the state to apply the subject-specific education (early, k-12, and higher education) and business sector expertise. Seven hundred and eighty six people applied to fill 255 unpaid roles. Selection was made by Colorado stakeholders in a name-blind process using the merits of both the application and resumes.

Eight districts that demonstrated early success in revising their local content and skill standards were asked to advise the process.

Advisory committees were identified in P-3, Higher Education, Business, and Education Associations in order to check the rigor and relevance.

Content subcommittees were formed in three phases Phase I: Math, Science, Reading and Writing and Music, Phase II: History, Civics, Geography and Economics, Phase III: Visual Arts, Theatre, Dance, Physical Education/Health and World Language). Each take the research, gap analyses, reports on best benchmarked states and nations, the 21st century skills and a draft of the postsecondary and workforce readiness draft description into consideration in order to revise the content standards of Colorado.

Regional tours after each Phase revision will launch a campaign to gather feedback and suggestions for improvement. The Colorado Department of Education content specialists will identify common themes that emerge from the feedback provided by the field. The first feedback window will be in April, the second in August and the third tour and electronic outreach will be in September.

In June 2009 the Colorado Council of Higher Education and Colorado State Board of Education reached agreement on a working description of postsecondary and workforce readiness. This draft description is being used by the standards subcommittees in their revision process. The draft description is set for adoption by the State Board of Education in December 2009.

National experts will also on-going advice and will provide needed editing.

UCLA's Director of the Center for Research, Evaluation, Standards and Student Testing will compile the complete drafts to write the final version in October 2009.

Official public hearings will take place in November 2009 before the State Board of Education. These hearings will provide the final recommendations.

The State Board of Education will decide which standards are adopted. This will occur by December 2009.

What can I do to help?

1. First read to understand.
 - a. These standards are not like the existing ones.
 - b. They are not a curriculum or an exhaustive detail of each lesson or fact.
 - c. They represent the few, crucial concepts and skills students need to have mastered by the end of each grade. By design, no mention is made of when they actually are taught in the classroom.
2. Learn the new structure.
 - a. At the top of each discipline are the final prepared graduate competencies all students should be able to do in twelfth grade. This is the goal or the "end in mind" behind the rest of the text.
 - b. The standards are the "buckets" of how we organize the big ideas of one subject of study into those which are related to one another. (For example, pattern finding and algebraic thinking are similar and therefore are organized together within mathematics)
 - c. Each grade or grade span now has grade levels of expectation (of mastery), not "benchmarks". These represent a distinct concept and skills a student should know.
 - d. Now, each expectation also has an evidence outcome for a student to make meaning of the knowledge and *prove* how they know it. This is intended to engage the student and help them find relevance in the study. The 21st century skills are a part of this evidence element.
3. Examine this document as a prototype. It is a first draft of revised state standards. It is by no means perfect or finished. Does this conceptually work? How would you improve it?
4. Let us know your comments and stay engaged early this year.
 - a. Write us your specific ideas about what needs to be kept and what needs improvement at our web page.
 - b. Attend a face to face evening town meeting at one of 24 city sites across the state of Colorado.

One final comment:

These drafts represent a new kind of state standards. It is not a resource or a substitution for curriculum. It is intentionally only the outline of the most crucial concepts and skills students must master at grade level or high school level to be successful for opportunities at higher learning institutions.

It begs for new kinds of professional development, teacher education, state curriculum supports and new assessments.

...And *that* was the genesis of the change mentioned at the beginning of the 2008 Colorado education reform.

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Overview of Changes Theatre Standards

Principles of the Standards Review Process

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

- Begin with the end in mind; define what prepared graduates need to be successful using 21st 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.
- Standards will be fewer, higher, and clearer.
- Standards will be actionable.

Notable Changes to the Colorado Theatre Model Content Standards Drama and Theatre Arts

The most evident changes to the Colorado standards result from a change from grade band standards (K-4, 5-8, and 9-12) to grade level expectations. These are explained here in addition to other changes that will be 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 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, 21st Century learning requires a balanced focus emphasizing 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 for theatre were designed to provide districts with benchmarks of learning for 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 post-secondary preparedness. Articulating standards by grade level in each area affords greater specificity (clearer standards) in describing the learning path of important 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 three-fold structure reduces the number of standards while preserving the attention to detail for a skills and competency based approach to 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 has been expanded. Each grade has written expectations up to the high school years for each standard. High school standards are not articulated by grade level but by standard. This is intended to support district decisions on how best to design curriculum and courses, whether through an integrated approach, a traditional course sequence, or through alternative approaches such as through 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 post-secondary option. In the high school, the expectations are divided into the Fundamental Skills and the Extended Skills, so that the student is allowed either to receive theatre instruction for their general enrichment or to specialize in the art in its more advanced, production-oriented form as preparation for college or career. The individual standards are not meant to represent a course or a particular timeframe. All 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 have integrated the P-2 Building Blocks document into the P-12 standards, aligning expectations to a great degree. Important concepts and skill are clearly defined 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 on 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 and/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 life-style. Theatre relates to other disciplines as a study or a career, and as a tool for understanding and using current developments in technology. These ideals are referenced with the expectations arising from each standard within each grade. The interdisciplinary nature of theatre study is emphasized as a collaboration and an enhancement of all other academic and artistic disciplines
8. **Intentional integration of 21st century skills.** Appropriate technology allows students access to concepts and skills in ways that mirror the 21st century workplace. The progression of expectations and inter-referencing of standards have been clearly articulated. The emphasis on the training in the use of technology and the application to 21st century skills are 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 for referencing by teachers and administrators. These are organized to aid the teacher and administrator in implementing a Theatre Arts program in the school.

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

Area		Summary of changes	
	Current Standards	Proposed Revision	
Number of standards	6 standards	3 standards	
Names of standards	<p>Standard 1 Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.</p> <p>Standard 2 Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.</p> <p>Standard 3 Students understand and apply the creative process to skills of design and technical production.</p> <p>Standard 4 Students understand and relate the role of theatre arts to culture and history.</p> <p>Standard 5 Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.</p> <p>Standard 6 Students know and apply connections between theatre and other disciplines.</p>	<p>Standard 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, as well as developing characters and analyzing roles.</p> <p>Standard 2 Perform: The theatre process is a product of the knowledge and essential skills gained in the study of theatre towards the expression of the human experience in story, movement, speech and staging for an intended audience.</p> <p>Standard 3 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>	
Integration of 21st century skills	Not deliberately attended to in original document.	<ul style="list-style-type: none"> • A design feature of the revision process. • Intentionally integrated into evidence outcomes. 	
P-2	<ul style="list-style-type: none"> • Standards articulated for grade band beginning with Kindergarten. • Benchmarks articulated by grade band of K-4 with most geared to upper grades. 	<ul style="list-style-type: none"> • Pre-K included. • Grade level expectations articulated for each elementary grade. • Clear expectations articulated for grades PK-2. 	
Number of grade level expectations (GLE)	Average of 12 benchmarks per standard.	Average of 2-4 grade level expectations per standard.	

Drama and Theatre Arts Subcommittee Members

Chair

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Subcommittee Members:

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Theatre Educator; Retired
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Drama and Theatre Arts National Expert Reviewer

Susan Stauter

Arts educator and advocate Susan Stauter is currently 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. Susan 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, Ms. Stauter has worked as a writer/director for Disney, Anaheim, consulted as a writer and educator with the Grammy Foundation and as Conservatory Director of the American Conservatory Theater in San Francisco. In May of '06 she was named *Visiting Scholar in Creativity* for the Independent Schools of New Zealand. Susan Stauter was awarded the San Francisco Ballet's *Choose to Move Award* and the *Leap Award for Excellence in the Arts* in May of '07, and she currently consults with U.C. Berkeley on *The Bravo Project* for future educational administrators. In February of 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 connecting new findings in brain science to arts education for the National League of Orchestras annual conference for Education, Youth and Outreach Managers. Susan Stauter is the mother of designer Jeanine Payer.

References used by the drama and theatre arts subcommittee

The subcommittees 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

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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

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

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, about customs and beliefs, about 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 will benefit from learning these skills, as well as many others, which will prepare them for the 21st century. Additionally, as they work at increasing their understanding of the challenges presented by theatre arts, they are preparing to make their own contributions to the nation's storehouse of culture. The process of theatre is also important for a student's individual growth. A strong and clear sense of the process of theatre, 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 can also be used to achieve a multitude of purposes (e.g., 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 such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, transfer to the rest of life.

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

Standards Organization and Construction

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

The Continuum of State Standards Definitions shows the hierarchical order of the standards components. The Standards Template demonstrates how this continuum is put into practice. The elements of our revised standards are:

Prepared Graduate Competencies: 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.

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, 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 Preschool through 8th 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?

21st Century Skills and Readiness Competencies: (Includes the following)

- ***Inquiry:***
Students actively observe and question, investigate, formulate evidence-based explanations, communicate and justify explanations, and reflect & refine ideas.
- ***Application of the Discipline in Society and Using Technology:***
Students demonstrate knowledge, skills, and concepts in real-world, relevant contexts.
- ***Nature of the Discipline:***
Students understand the characteristics innate to the discipline.

STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduate Competencies:

- 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 know include:

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.

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	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.</p> <p><i>How do we know that a student can do it?</i></p>	<p>Inquiry:</p> <p>Students actively observe and question, investigate, formulate evidence-based explanations, communicate and justify explanations, and reflect & refine ideas.</p>
	<p>Application of the Discipline in Society and Using Technology:</p> <p>Students demonstrate knowledge, skills, and concepts in real-world, relevant contexts.</p>
	<p>Nature of the Discipline:</p> <p>Students understand the characteristics innate to the discipline.</p>

Prepared Graduate Competencies in Drama and Theatre Arts

The Prepared Graduate Competencies are the preschool through grade 12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Prepared Graduates in Drama and Theatre Arts:

- Use a variety of methods, new media, and technology to create theatrical works through 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 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 practitioner, through research and application
- Discern and demonstrate appropriate theatre etiquette, ethics and content, for 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:

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, as well as developing characters and analyzing roles.

Perform:

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

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.

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 Committee has developed a *Fundamental* and *Extended* pathways.

The *Fundamental* pathway describes students who have limited interest in theatre 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 post-secondary education or vocation in theatre, which might lead to careers in theatre education, theatre performance, technical production, theatre management, or other theatre-related areas. The expectations in the *Extended* pathway meet all of the graduate competencies with a much higher degree of rigor, appropriate to the expectations of postsecondary theatre opportunities.

High School & Grade Level Expectations at a Glance

Standard

Grade Level Expectation

High School Extended Expectations	
Create	<ol style="list-style-type: none"> 1. Incorporate all aspects of character development in improvised and scripted works. 2. Design and/or apply the technical elements of theatre in improvised and scripted works 3. Contributes, selects, develops and structures ideas in improvisation and playbuilding 4. Interprets drama using scripted material
Perform	<ol style="list-style-type: none"> 1. Applies drama and theatre techniques and employs a variety of dramatic forms, performance styles, and theatrical conventions to communicate meaning to engage an audience 2. Demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance 3. Directing a theatrical performance for an intended audience
Critically Respond	<ol style="list-style-type: none"> 1. Analyzes and evaluates the contemporary and historical context of drama using relevant concepts and terminology 2. Responds to, reflects on, and evaluate elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 3. Demonstrate respect for theatre, its practitioners and conventions
High School Fundamental Expectations	
Create	<ol style="list-style-type: none"> 1. Incorporate all aspects of character development in improvised and scripted works 2. Design and/or apply the technical elements of theatre in improvised and scripted works 3. Contributes, selects, develops and structures ideas in improvisation and playbuilding 4. Devises and interprets drama using scripted material
Perform	<ol style="list-style-type: none"> 1. Applies drama and theatre techniques and employs a variety of dramatic forms, performance styles, and theatrical conventions to communicate meaning to engage an audience 2. Demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance 3. Directing a theatrical performance for an intended audience
Critically Respond	<ol style="list-style-type: none"> 1. Analyzes and evaluates the contemporary and historical context of drama using relevant concepts and terminology 2. Responds to, reflects on, and evaluate elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 3. Demonstrate respect for theatre, its practitioners and conventions
Eighth Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Create and sustain a believable character throughout a scripted or improvised scene 2. Contributes, selects, develops and structures ideas in improvisation and playbuilding 3. Construct and critique the technical/design elements to improvised and scripted works
Perform	<ol style="list-style-type: none"> 1. Create and maintain believable, specific characters in performance 2. Demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance

High School & Grade Level Expectations at a Glance

Standard

Grade Level Expectation

Eighth Grade Expectations (continued)	
Critically Respond	<ol style="list-style-type: none"> 1. Recognize and investigate contemporary and historical contexts of theatre history and find connections to historical/cultural/societal themes using relevant concepts and terminology 2. Utilize critical thinking skills in character analysis and performance 3. Respect the value of the collaborative nature of drama and theatre work
Seventh Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Develop and sustain a believable character throughout a scripted or improvised scene 2. Contributes and develops ideas in improvisation and playbuilding 3. Apply and interpret the technical/design elements to improvised and scripted works
Perform	<ol style="list-style-type: none"> 1. Apply acting techniques expressively and collaboratively in performance 2. Name, discuss and begin to demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance
Critically Respond	<ol style="list-style-type: none"> 1. Discuss, through informed criteria, the influence of contemporary and historical elements in theatre works 2. Determine appropriate critical evaluation skills when discussing theatre works 3. Discern the difference between an individual and a collaborative contribution in a drama and theatre performance
Sixth Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Explore characterization throughout a scripted or improvised scene 2. Create a scene or play based on an original idea, story or other form of literature 3. Apply design/technical elements of theatre to improvised and scripted works
Perform	<ol style="list-style-type: none"> 1. Communicate characterization skills with confidence 2. Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance
Critically Respond	<ol style="list-style-type: none"> 1. Discuss the influence of cultural and historical themes within theatre works 2. a. Recognize and identify the criteria for a quality performance 3. Articulate the value of each practitioner's role in a drama and/or theatre performance
Fifth Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Contributes ideas in improvisation and playbuilding 2. Develop a variety of visual configurations of the acting space
Perform	<ol style="list-style-type: none"> 1. In rehearsal and performance, work as a productive and responsible member of an acting ensemble using scripted or improvisational scene work 2. Communicate characters through physical movement, gesture, sound and/or speech and facial expressions
Critically Respond	<ol style="list-style-type: none"> 1. Identify at least one role of a theatre practitioner 2. Give, accept and integrate constructive and supportive feedback from self and others 3. Demonstrate understanding of historical and cultural context of scripts, scenes and performances 4. Analyze dramatic text in scenes and script

High School & Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Fourth Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Create characters from scripts or improvisation using voice, gestures and facial expressions 2. Create and write simple dramas and scenes 3. Design a scene through an inventive process and then implement in classroom dramatization
Perform	<ol style="list-style-type: none"> 1. Participate collaboratively with partners and groups 2. Demonstrate safe use of voice and body to communicate characters 3. Define stage direction and body positions
Critically Respond	<ol style="list-style-type: none"> 1. Develop selected criteria to critique what they see, hear and understand 2. Examine character dynamics and relations
Third Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Create Characters 2. Create an improvised scene 3. Visualize stage environments to understand locale and mood
Perform	<ol style="list-style-type: none"> 1. Performing a scripted scene 2. Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble
Critically Respond	<ol style="list-style-type: none"> 1. Examine the dynamic relationship between community, culture and theatre 2. Demonstrate appropriate audience etiquette 3. Use selected criteria to critique what they see, hear, and understand
Second Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Use voice and movement in character development 2. Create new drama elements from existing works
Perform	<ol style="list-style-type: none"> 1. Dramatize short stories 2. Demonstrate movement based upon stage directions
Critically Respond	<ol style="list-style-type: none"> 1. Identify basic structures and relationships in a scene 2. Identify dramatic elements in classroom dramatizations and stories 3. Express thoughts about a dramatization or performance
First Grade Expectations	
Create	<ol style="list-style-type: none"> 1. Create characters and environments through dramatic play
Perform	<ol style="list-style-type: none"> 1. Retell a short story or scene through dramatic play
Critically Respond	<ol style="list-style-type: none"> 1. Identify key aspects of theatre
Kindergarten Expectations	
Create	<ol style="list-style-type: none"> 1. Demonstrate characters through dramatic play
Perform	<ol style="list-style-type: none"> 1. Express a feeling/emotion in dramatic play or through creative drama 2. Dramatize ideas and events through dramatic play
Critically Respond	<ol style="list-style-type: none"> 1. Identify elements of theatre in everyday life
Preschool Expectations	
Create	<ol style="list-style-type: none"> 1. Demonstrate emotions/feelings within dramatic play
Perform	<ol style="list-style-type: none"> 1. Use dramatic play to imitate characters
Critically Respond	<ol style="list-style-type: none"> 1. Respond to stories and plays

21st Century Skills and Readiness Competencies in Drama and Theatre Arts

The Drama and Theatre Arts Subcommittees embedded 21st century skills, school readiness and postsecondary and workforce readiness skill into the draft revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers and citizens over the past 8 months.

Colorado's description of 21st century skills

The 21st century skills are the synthesis of the essential abilities students must apply in our fast 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 is inherently demonstrated in each of Colorado 21st century skills, as follows:

21st Century Skills for Drama and Theatre Arts Students

The Drama and Theatre Arts programs are ideal for preparing students for a career and citizenry in the twenty-first century. The practice of theatre arts can help the student to prepare for the workplace whether in the field of entertainment or practically any discipline. The developmental benefits throughout the K-12 program make the theatre an ideal study for a well-rounded citizen of the world.

Critical Thinking and Reasoning - As this century progresses it becomes clear that the world needs citizens who are able to penetrate the 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 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. 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 which 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 a diverse modern world is ever increasingly a function of an individual's ability to embrace what the world offers with one's imagination, inventiveness and attention to detail. The research required to master a faction 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 the other disciplines, including history, politics and social studies, mathematics and science, as well as 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 the 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. The theatre becomes a synthesis of life-styles 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 in recreating 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 the greater society. Theatrical production is a microcosm for the societal values, cooperation and appreciation they must learn and master for success in an ever more world-aware social realm. 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 working-together 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 a community bound together by language, custom, age, gender, history, race or privilege.

Self-Direction - The guiding lights for students of the 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 themselves to their best sense of excellence for the good of the entire company. For personal growth, the theatre equips the participant with the communication skills and the ego strength to make mature choices and evaluations. As they progress from learner to leader, they have the opportunity find their gifts and individual talents. The theatre student learns to rely on him or herself 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 facing an audience and deliver the fruits of their labor and study is the most internally strengthening human activity. Students of the theatre can rely on this strength for self-expression and self-direction, as it stays 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 non-verbal forms. Each time a theatrical production is undertaken, it is a new invention, no matter if that title has been done before or 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 the appreciation for that solution will live on in the individual and the 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, the implement or the method will serve the theatre student through many years to come.

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 preschool or kindergarten. 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.

Draft Description of Postsecondary and Workforce Readiness

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, Find and Use Information/Information Technology, Creativity and Innovation, Global and Cultural Awareness, Civic Responsibility, Work Ethic, Personal Responsibility, Communication, and Collaboration.

How We Embedded These Skills and Competencies in the Revised Standards

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

Inquiry – Inquiry is a multifaceted process requiring students to think and actively pursue understanding. Inquiry demands that students (a) engage in an active process of observation and questioning; (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.

Application of the Discipline in Society and Using Technology – The hallmark of learning a discipline is the ability to demonstrate the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, and developing, adapting, and refining solutions for the betterment of civilization. The application of a discipline, including the use of technology, enables students to fully engage in and contribute to a global, interdependent society.

Nature of Discipline –A discipline is defined by the concepts, skills, and processes that are unique to it. These characteristics are enacted through particular habits of mind, which define the ways of knowing and thought processes. An understanding of the characteristics innate to the discipline allows students to expand their understanding of its unique contributions to society and the greater good of humanity.

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, as well as developing characters and analyzing roles.

Prepared Graduate Competencies

The Prepared Graduate Competencies are the Preschool through Grade 12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Create standard are:

- Use a variety of methods, new media, and technology to create theatrical works through 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: Create

Prepared Graduate Competencies:

- Incorporate all aspects of character development in improvised and scripted works

High School Expectations Extended

Concepts and skills students know include:

1. Incorporate all aspects of character development in improvised and scripted works

Evidence Outcomes

Extended Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Risk-taking and making interesting choices enhances character development
- Using technology in cinema and internet facilitates exploring character and making alternative choices
- Creating believable characters enhances real world connections to literary and historical figures and diverse cultures
- Character development skills lead to learning about empathy and playing the objective which are of great importance in the mastery of acting

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

High School Extended Expectation

Concepts and skills students know include:

2. Design and/or apply the technical elements of theatre in improvised and scripted works

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Extended Students can:</p> <ul style="list-style-type: none"> a. Analyze, research and design scenery, lighting, make-up, costumes, stage properties, sound, film, 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. Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning 	<p>Inquiry:</p> <ul style="list-style-type: none"> • Why is the technical design crucial to a theatrical endeavor? • How do the efforts of theatrical management, technical designers and artisans affect the final presentation or production? • How does the inclusion of media, cinema, film, environmental and technical effects, enhance the final product? • How can music, visual arts and dance be utilized in a theatrical performance? <p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Exploring alternative choices in technology helps to convey a production concept • Investigating historical progress and diverse cultures informs theatrical decisions • Understanding the roles of live drama and theatre arts, film, cinema, television, and electronic media help to deconstruct and re-invent the world at large • Applying knowledge in the theatrical technical arts and production staffing leads to viable careers <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • 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: Create

Prepared Graduate Competencies:

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

High School Extended Expectation

Concepts and skills students know include:

3. Contributes, selects, develops and structures ideas in improvisation and playbuilding

Evidence Outcomes

Extended Students can:

- a. Create an interdisciplinary project involving drama and theatre, which can be integrated to enhance school-wide curriculum
- b. Using correct form and structure independently write a one-act play that includes fully development characters, 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Creating a play is enhanced through the use of current social, political, historical and cultural themes/issues, and/or philosophies
- Employing improvisational skills clearly informs the playmaking/writing process
- Developing improvisational skills contributes to spontaneous ingenuity and self-direction
- Contributing to a creative work by utilizing various technical resources enhances the overall production

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

High School Extended Expectation

Concepts and skills students know include:

4. Interprets drama using scripted material

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Extended Students can:</p> <ul style="list-style-type: none"> 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 	<p>Inquiry:</p> <ul style="list-style-type: none"> • How to select a one-act play that is relevant to a time, place or social situation? • Does the selection of a one-act play and writing a director's concept statement reflect the capabilities of the ensemble process? • How does the knowledge of historical periods impact overall production value? • What are the best methods to determine effective casting, staging, and technical choices? • How can current visual arts methods and materials aid in dramatic interpretation? <p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Creating a prompt book and researching the background of a play expands a student's knowledge base and enhances the overall product • Understanding historical timelines and a play's influence on society, gives students a basis for interpreting current events • Determining relevance and truth in artistic choices expands a student's global awareness • Incorporating technological advances to recreate environment builds a student's awareness of the production process <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • The ability to work collaboratively is realized through coordinating with a production staff to finalize production details

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

- Employ drama and theatre skills when creating new characters and roles
- Articulate the aesthetics of a variety of characters and roles

High School Fundamental Expectation

Concepts and skills students know include:

1. Incorporate all aspects of character development in improvised and scripted works

Evidence Outcomes

Fundamental Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- Analyzing character helps to understand human behavior?
- Creating characters enhances real world connections to literary and historical characters, and diverse cultures?
- How can using current technologies, such as social networking, internet research, and media can support and assist with creating a character?

Applying Drama and Theatre Arts in Society and Using Technology:

- Analyzing character helps to understand human behavior
- Creating characters enhances real world connections to literary and historical characters, and diverse cultures
- Using current technologies, such as social networking, Internet research, and media can support and assist with creating a character
- Creation of a character can assist in developing a student's personal voice
- Identification with a character connects students' empathy to themselves and others as human beings living and working together

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

High School Fundamental Expectation

Concepts and skills students know include:

2. Design and/or apply the technical elements of theatre in improvised and scripted works

Evidence Outcomes

Fundamental Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Investigating the roles of live theatre, film, cinema, television, and electronic media help to interpret the world at large
- Studying technical arts can lead to careers in many disciplines
- Researching the numerous historical and inventive aspects of technical theatre leads to a deeper understanding of the field
- Understanding improvisational technique in theatre gives insight to improvisation in music

Nature of Drama and Theatre Arts:

- 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: Create

Prepared Graduate Competencies:

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

High School Fundamental Expectation

Concepts and skills students know include:

3. Contributes, selects, develops and structures ideas in improvisation and playbuilding

Evidence Outcomes

Fundamental Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Using current social, political, historical and cultural themes, issues, or philosophies improves creative works
- Employing improvisational skills builds on the playmaking/writing process and develops spontaneous ingenuity in the work place
- Building upon various technical sources augments creative works

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

High School Fundamental Expectation

Concepts and skills students know include:

4. Devises and interprets drama using scripted material

Evidence Outcomes

Fundamental Students 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Eighth Grade Expectation

Concepts and skills students know include:

1. Create and sustain a believable character throughout a scripted or improvised scene

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- 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 physical environment

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Eighth Grade Expectation

Concepts and skills students know include:

2. Contributes, selects, develops and structures ideas in improvisation and playbuilding

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Create new, original and unique roles/characters of their own imaginings by experimenting with plot and narrative structures (realistic and abstract), dialectics (presenting conflicting or contrasting ideas), 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 	<p>Inquiry:</p> <ul style="list-style-type: none"> • How do performers use personal experiences to enhance a scene/improvisation but still connect to universal themes? • Why is it fun to see history brought to life? <p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, political issues, themes or philosophies, is valuable to playbuilding • Developing and appreciating spontaneous ingenuity through the improvisation process aids in social adeptness and acceptance • Exploring the styles and techniques in theatrical conventions for work on a stage fosters an appreciation of theatrical and educational technologies <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • Realizing theatrical ideas fosters confidence and self-reliance

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Eighth Grade Expectation

Concepts and skills students know include:

3. Construct and critique the technical/design elements to improvised and scripted works

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Conceptualize, hypothesize, and analyze ideas from a scripted or improvised work into design elements b. Make and justify choices on the selection and use of design elements to support scripted and unscripted material c. Identify and analyze the application of design elements to scripted and unscripted material 	<p>Inquiry:</p> <ul style="list-style-type: none"> • How do technical elements affect the actors and their performances? • What happens to a production if there is non-cohesiveness in the design elements? • How much freedom should directors have in changing or modifying technical aspects written within a script? <p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Training in drama and theatre arts technology can be directly applied to vocations outside the educational setting • Developing the imagination through work with lighting, construction, sound technologies, fashion, theatre business techniques and media technologies enhance appreciation for engineers, scientists and marketing experts • Developing confidence in technical skills in drama and theatre arts leads to many opportunities in working in the theatre productions in high school and higher education institutions <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • Creating, reflecting on, and analyzing one's own work is an exercise in initiative, self-awareness, and humility

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Seventh Grade Expectation

Concepts and skills students know include:

1. Develop and sustain a believable character throughout a scripted or improvised scene

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- In rehearsal situations, performing as a productive and responsible member of an acting ensemble demonstrates personal responsibility and commitment to a collaborative process
- Performing, observing and listening in the rehearsal process increases the student's awareness of personalities in the community and confidence in social situations
- Performing a character and observing the process of characterization increases language skills in all other disciplines
- Using the performance space to express one's social imagination creates confidence in the technical aspects of performance

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Seventh Grade Expectation

Concepts and skills students know include:

2. Contributes and develops ideas in improvisation and playbuilding

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> 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 in the process of devising 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 playbuilding scenes in different ways to create cohesive material/work 	<p>Inquiry:</p> <ul style="list-style-type: none"> • How do ensembles accomplish their goal? • How can a story move from place to place, scene to scene, through time? <p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Utilizing movement, storytelling, literature, images, personal stories/experiences, music, creative writing, local community, media, government bodies and institutions, libraries, or the internet as source, is key to obtaining the material used for playbuilding • Using improvisation as a form as well as a key technique to devise playbuilding improves spontaneity and builds group participation • Participating in building a play enhances logical sequencing and problem solving skills involved in various other disciplines • Understanding the complexity of devising a play aids in the appreciation of dramatic literature and playwrights • 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 <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • Developing ideas for theatrical situations requires higher level thinking skills, self-reflection and flexibility

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Seventh Grade Expectation

Concepts and skills students know include:

3. Apply and interpret the technical/design elements to improvised and scripted works

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> 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 to scripted and unscripted material c. Implement the use of appropriate vocabulary to describe kinds of stage spaces (proscenium, thrust, arena) stage directions, areas of the stage (upstage, downstage, stage right, stage left), and basic blocking techniques 	<p>Inquiry:</p> <ul style="list-style-type: none"> • Why does where the audience sits matter when telling a story in theatre? • Why does employing dramatic and theatrical vocabulary become essential when producing dramatic and/or theatrical works? • What careers are dependent on theatrical production? • How does knowing proper vocabulary enhance the process of creating a theatrical work?
	<p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Designing and building for the stage aids in environmental awareness • Using the imagination to interpret the written word in terms of physical surroundings enhances learning in sciences and mathematics • Building confidence in hands-on expression and skill builds respect for the personal space and expression of other people
	<p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • Great art requires skills and discipline to turn notions into a quality product

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Sixth Grade Expectation

Concepts and skills students know include:

1. Explore characterization throughout a scripted or improvised scene

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- How (can or does) one person/actor play many different characters?
- What "roles" do you play in your own life?
- How realistic should a characterization be delivered?
- Why would actors find it a necessity to create new characters or portrayals that differ from a script?

Applying Drama and Theatre Arts in Society and Using Technology:

- Making choices in vocal and physical characteristics helps the student to discover more about themselves in relation to their community
- Exercising the imagination opens abilities in other studies
- Performing for peers strengthens the sense of self
- Performing increases the awareness of the physical performance space and its technical capabilities

Nature of Drama and Theatre Arts:

- Exploring character allows for a better understanding of human nature

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Sixth Grade Expectation

Concepts and skills students know include:

- 2. Create a scene or play based on an original idea, story or other form of literature

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- 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?

Applying Drama and Theatre Arts in Society and Using Technology:

- Creating original scenes and plays develops problem solving skills
- In creating improvised works, an act of collaborative process is employed
- Create original works and storyboards using currently available technology
- Apply imaginative, problem solving and process skills to the creation of original dramatic works
- Creation of 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: Create

Prepared Graduate Competencies:

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

Sixth Grade Expectation

Concepts and skills students know include:

3. Apply design/technical elements of theatre to improvised and scripted works

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Discuss, plan, describe and make the design elements (such as: Set, Lights, Costumes, Props, Sound, Makeup, Special Effects, Media, 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 kinds of stage spaces (proscenium, thrust, arena) stage directions, areas of the stage (upstage, downstage, stage right, stage left), and basic blocking techniques 	<p>Inquiry:</p> <ul style="list-style-type: none"> • How does a designer make choices to affect the emotions of the audience? • How do designers collaborate with all members of a theatrical production? <p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Comprehending and working with theatrical technologies enhances an appreciation of different vocations both in the drama and theatre arts and in society in general • Providing artistic expression not connected to performing provides hands-on training for everyone and allows inclusion to those who do not wish to perform • Understanding different kinds of staging and performance areas can stimulate the imagination and flexibility for adaptive skills • Recognizing the technical possibilities of a theatrical work can lead to exciting and creative outcomes <p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • Recognizing the technical possibilities of a theatrical work can lead to exciting and creative outcomes

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Fifth Grade Expectation

Concepts and skills students know include:

1. Contributes ideas in improvisation and playbuilding

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> 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 	<p>Inquiry:</p> <ul style="list-style-type: none"> • How do actors bring up new ideas and information in an improvised scene/story? • Why is it important to "say yes" in improvisation? • What other disciplines rely on improvisational elements?
	<p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Playbuilding 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 • Using improvisation as a form as well as a key technique to devise playbuilding improves spontaneity and builds group participation • 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
	<p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • Participating in a sharing of ideas is an exercise in collaboration and teamwork

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Fifth Grade Expectation

Concepts and skills students know include:

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 placement of set pieces in the space to affect actor's use pieces
- c. Test affects of lighting and sound though an inventive process

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Spatial awareness such as audience placement, venue configuration, set design provides context for how a scene is constructed
- Analysis of the performance space stimulates problem-solving
- Using video allows evaluation and adjustment of design aspects
- The development and skills in design produces the power to create or to enhance the economy and quality of life
- All inventions made by human hands require design skills
- Staging is essential to successful events, whether personal, business or community

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Fourth Grade Expectation

Concepts and skills students know include:

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

Evidence Outcomes

Students can:

- a. Utilizes gesture and movement to create a character
- b. Uses voice effectively to communicate characterization (diction, enunciation, projection, tonal modulation)
- c. Apply facial expression to communicate motivation and mood

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Performing, observing and listening in the rehearsal process increases the student's awareness of personalities in the community and confidence in social situations
- Performing a character and observing the process of characterization increases language skills in all other disciplines
- Video playbacks are helpful in assessing a performance e.g. film studios use "dailies" as a determining factor whether to re-shoot a scene or not

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Fourth Grade Expectation

Concepts and skills students know include:

2. Create and write simple dramas and scenes

Evidence Outcomes

Students can:

- a. Plan and record improvisations based on the 5 W's (Who, what, where, when and why)
- b. Understand and apply the creative process of playwriting to creation of an original drama (puppet play, scene, story, etc.)
- c. Use existing literature and adapt it by creating alternate endings or altering characters or settings

21st Century Skills and Readiness Competencies

Inquiry:

- What makes a story dramatic?
- What elements are essential in making a good drama?
- Why are the 5 W's used in creating a scene?
- How does changing a single element of a story alter the entire story?

Applying Drama and Theatre Arts in Society and Using Technology:

- Participating in and observing the construction of the scene helps to create flexibility and tolerance toward others with many types of skills including performance and writing
- Applying the creative process demonstrates a sense of curiosity and imagination in creating their original work
- Simple storytelling techniques can be employed through creation of scenes

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Fourth Grade Expectation

Concepts and skills students know include:

3. Design a scene through an inventive process and then implement in classroom dramatization

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Scenery props and costumes all play a part in setting societal norms and opinions
- Contributing relevant materials to a project develops self confidence
- Understanding the purpose of everyday items in our surroundings transfers to making decisions in how to use a prop within a scene
- Software programs can be used to design a variety of scences and situations

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Third Grade Expectation

Concepts and skills students know include:

1. Create Characters

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Vocal variation is studied by a variety of Mass media in order create believable characters
- Technology can assist in electronically altering vocal tone quality
- Advertisers use vocal quality to focus an audience on their products
- Understanding character movement gives insight into 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: Create

Prepared Graduate Competencies:

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

Third Grade Expectation

Concepts and skills students know include:

2. Create an improvised scene

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Improvisation is a skill used in science, music and technology
- Improvisation connects drama and theatre arts skills and writing skills
- Mass media relies upon improvisation to create television, movies and commercial scripts

Nature of Drama and Theatre Arts:

- Improvisation equals innovation

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Third Grade Expectation

Concepts and skills students know include:

3. Visualize stage environments to understand locale and mood

Evidence Outcomes

Students can:

- a. Create a basic design depicting the difference between a stage environment and real environment.
- b. Craft elements (set pieces: furniture, appliances, trees, etc.) that could make up a stage environment

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Creators of drama and theatre utilize skills used in other creative fields such as interior design
- Creation develops forethought for transitions in movement
- Giving opportunities to imagine situations based on everyday life results in an understanding of fiction vs non-fiction
- Sim software technology provides a wide variety of choices when designing stage environments

Nature of Drama and Theatre Arts:

- Visualization is the seed of design

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Second Grade Expectation

Concepts and skills students know include:

1. Use voice and movement in character development

Evidence Outcomes

Students can:

- a. Demonstrate basic vocal quality (tone, pace) to convey a message
- b. Use appropriate movement to create a character

21st Century Skills and Readiness Competencies

Inquiry:

- How does the vocal quality used by a performer convey a message about the character?
- How does movement used by a performer convey a message about a character?
- What comparisons can be made between theatrical vocal quality and musical vocal quality?

Applying Drama and Theatre Arts in Society and Using Technology:

- Advertisers use vocal quality to focus an audience on their products
- Movement of characters gives insight into what a character is feeling or who the character is
- Technology can assist in electronically altering vocal tone quality
- Drama and theatre require many vocal transitions to convey a message much like vocalists in music

Nature of Drama and Theatre Arts:

- Decisions on vocal quality and movement are paramount to character development

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

Second Grade Expectation

Concepts and skills students know include:

2. Create new drama elements from existing works

Evidence Outcomes

Students can:

- a. Create new outcomes of basic plots with guidance
- b. Improvise to create original characters and environments from an existing work (e.g. fairy tale, folk tales, stories)

21st Century Skills and Readiness Competencies

Inquiry:

- How does changing an element of a story change the rest of the story?
- Why is it important to look at different perspectives of a story?
- What parts of the story can be easily changed?

Applying Drama and Theatre Arts in Society and Using Technology:

- Seeing different perspectives through a dramatic lens builds context for respect of others
- Improvising existing works builds an openness to take risks
- Improvising from something that's known leads to identifying use of variables in science
- Mass media relies upon adaptations of known plots to sell products and tickets

Nature of Drama and Theatre Arts:

- Improvisation leads to innovation

Content Area: Drama and Theatre Arts

Standard: Create

Prepared Graduate Competencies:

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

First Grade Expectation

Concepts and skills students know include:

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 (sad, happy, etc.)
- c. Create animal and human characters within specific environments through improvisation

21st Century Skills and Readiness Competencies

Inquiry:

- Why do characters act differently?
- How is creating an animal different from creating a human character?
- Can animals have human feelings and why?

Applying Drama and Theatre Arts in Society and Using Technology:

- Following directions demonstrates understanding in listening skills
- Creating simple characters within their environments connects understanding between theatrical structure and the scientific concepts of how habitat affects living things
- Video simulations provide an opportunity for creating characters that can experience a multitude of feelings

Nature of Drama and Theatre Arts:

- 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: Create

Prepared Graduate Competencies:

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

Kindergarten Expectation

Concepts and skills students know include:

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/movement to create environments
- c. Create dramatizations or scenes that highlight cultural events

21st Century Skills and Readiness Competencies

Inquiry:

- How does observing people help you create characters?
- How do people move differently in other cultures?
- How do people alter environments?

Applying Drama and Theatre Arts in Society and Using Technology:

- Awareness of the impact of people on the environment builds good decision making
- Character creation is used in video game simulations
- Many societies around the globe recognize dramatic play as a key component in the developmental process

Nature of Drama and Theatre Arts:

- 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: Create

Prepared Graduate Competencies:

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

Preschool Expectation

Concepts and skills students know include:

1. Demonstrate emotions/feelings within dramatic play

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- Why do people show emotion?
- Why is it important to understand other people's emotions?
- When do people show emotion?

Applying Drama and Theatre Arts in Society and Using Technology:

- Advertisers study emotion to trigger a response in their advertising
- Understanding the emotions of others makes it easier to communicate with all people
- Dramatic play connects with emotions and feelings portrayed in other arts disciplines

Nature of Drama and Theatre Arts:

- Emotions are the seeds of play and character creation

Perform

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

Prepared Graduate Competencies

The Prepared Graduate Competencies are the Preschool through Grade 12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Perform standards are:

- 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 validating both as essential to the drama and theatre making process

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

High School Extended Expectation

Concepts and skills students know include:

1. Applies drama and theatre techniques and employs a variety of dramatic forms, performance styles, and theatrical conventions to communicate meaning to engage an audience

Evidence Outcomes

Extended Students can:

- a. Portray a believable character in situations from scripted and improvised plots
- b. Master the Fundamental requirements, as well as, demonstrate the ability to rehearse and/or perform in/exhibit the following forms/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, as well as the following styles: non-realism, commedia dell arte, Shakespeare, absurdism, mask work, improvisation, environmental drama and theatre arts, etc
- d. Create an interdisciplinary project involving drama or theatre, which can be integrated to enhance school-wide curriculum
- e. Use correct form and structure independently write a one act play that includes fully development 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Acquiring the essential skills of drama and theatre supports interdisciplinary multiple intelligences
- Understanding the different forms of drama and theatre and the use of a variety of conventional styles helps students convey the message of drama and theatre arts
- Producing interdisciplinary theatrical projects validates school-wide curriculum
- Utilizing advanced technological systems can be used to assist in theatrical business practices and performances
- Adjusting to other actor's decisions within a performance demonstrates advancement an actor's problem solving skill level

Nature of Drama and Theatre Arts:

- Participation in individual and ensemble projects instills discipline, initiative and responsibility, teaches conflict resolution, and promotes risk-taking

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

High School Extended Expectation

Concepts and skills students know include:

2. Demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance

Evidence Outcomes

Extended Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- 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?

Applying Drama and Theatre Arts in Society and Using Technology:

- Incorporating multiple pathways through drama and theatre allows for students to apply their creative skills to their livelihood and success
- Comprehending the stage manager's responsibilities in a theatrical production informs how he/she contributes to the overall product
- Understanding that theatrical production staffing mimics corporate structure broadens career possibilities

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

High School Extended Expectation

Concepts and skills students know include:

3. Directing a theatrical performance for an intended audience

Evidence Outcomes

Extended Students 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

High School Fundamental Expectation

Concepts and skills students know include:

1. Applies drama and theatre techniques and employs a variety of dramatic forms, performance styles, and theatrical conventions to communicate meaning to engage an audience

Evidence Outcomes

Fundamental Students can:

- a. Rehearse and perform a scripted or improvised scene.
- b. Using previously acquired skills, demonstrate the ability to rehearse and/or perform in/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, melodrama

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Understanding the historical and cultural background of different forms of theatre aids students in creating believable performances
- Utilizing technology can assist in performance, house management systems and budgeting practices
- Studying drama and theatre techniques, forms, styles and conventions enhances and supports studies in other fields

Nature of Drama and Theatre Arts:

- Participation in individual and ensemble projects instills discipline, initiative and responsibility, teaches conflict resolution, and promotes risk-taking

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

High School Fundamental Expectation

Concepts and skills students know include:

2. Demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance

Evidence Outcomes

Fundamental Students can:

- a. Participate as a member of a technical crew and management team for a production
- b. Inform the design of sets, costumes, sound, lighting, for a theatrical production
- c. Exhibit an understanding of the interrelationship between the technical aspects of production, onstage performers, and audience
- d. Apply technical knowledge of safety procedures and practice in the theatre environment

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Using appropriate technology provides opportunities for meaningful theatrical experiences and expression by individuals who may not be performers
- Recognizing safety concerns within a theatrical environment reflects safety in the workplace
- Utilizing historical development of technological systems informs the connectivity to science and other disciplines

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

High School Fundamental Expectation

Concepts and skills students know include:

3. Directing a theatrical performance for an intended audience

Evidence Outcomes

Fundamental Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- Why is a director essential in the playmaking process?
- What is the director's responsibility concerning his/her commitment to the production concept?
- What is the relationship of the director to his/her audience?
- What are the best practices to facilitate rehearsal?

Applying Drama and Theatre Arts in Society and Using Technology:

- Understanding the interdisciplinary connections within a director's concept will enhance the audience's perception of the material presented
- Locating the resources needed to support a production informs and determines the production concept
- Comprehending the evolution of a director's role facilitates the understanding of various cultures

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Eighth Grade Expectation

Concepts and skills students know include:

1. Create and maintain believable, specific characters in performance

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- What makes relationships between actors in a performance believable?
- How does an actor make you believe that they believe what they are saying and doing?

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

Eighth Grade Expectation

Concepts and skills students know include:

2. Demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Read, analyze and evaluate a theatrical work and name necessary technical elements b. Present renderings, floor plans, and/or build models of sets for dramatic work and explain choices in using visual elements (line, shape/form, texture, color, space) c. Share sound choices for a production that reflect 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 necessary historical or relevant data to produce technical elements for a scripted or non-scripted play 	<p>Inquiry:</p> <ul style="list-style-type: none"> • What is the relationship between the technician and actor? • How accurate must renderings be when designing a model? • What are the industry standard safety and maintenance requirements in community theatre companies?
	<p>Applying Drama and Theatre Arts in Society and Using Technology:</p> <ul style="list-style-type: none"> • Exploring design elements and creating renderings and models develops spatial awareness and appreciation for physical environment • Working on a production in a technical capacity enhances a sense of belonging and purpose • Employing technical skills ensures a place in a production for future educational settings
	<p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none"> • Understanding technology and technical skills enhances presentational and communication skills

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Seventh Grade Expectation

Concepts and skills students know include:

1. Apply acting techniques expressively and collaboratively in performance

Evidence Outcomes

Students can:

- a. Integrate vocal and movement skills to communicate dramatic meaning and to enhance performance
- b. Use body language, physicalization, 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

Seventh Grade Expectation

Concepts and skills students know include:

2. Name, discuss and begin to demonstrate how technology can be used to reinforce, enhance or alter a theatrical performance

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

21st Century Skills and Readiness Competencies

Inquiry:

- How do designers adapt the technical requirements called for in scripts/plays?
- How does style come in to play with technical elements?
- How much of a live performance should rely on new technology?

Applying Drama and Theatre Arts in Society and Using Technology:

- Analyzing the scripted material or the improvised story for physical necessities helps to make a reality of time and space
- Exploring other performance spaces and comparing them with what is available allows the student to feel respect for the art and those who practice it
- Investigating the possibilities of a technical performance broadens the imagination beyond emotional and intellectual

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Sixth Grade Expectation

Concepts and skills students know include:

1. Communicate characterization skills with confidence

Evidence Outcomes

Students can:

- a. Demonstrate and apply the components of the character development process (gestures, movements, 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

21st Century Skills and Readiness Competencies

Inquiry:

- Why is an actor's focus important?
- How does being in an ensemble help you approach other life situations?
- What are the steps within the character development process?
- Why is a character not impactful if the actor's focus is not clear within a performance?

Applying Drama and Theatre Arts in Society and Using Technology:

- Developing confidence with the use of the voice and its changes and with the body and its growth leads to emotional confidence and stability
- Participating in an ensemble to the completion of a theatrical project enhances a strong goal-orientation and focus in all educational endeavors
- Performing helps to foster respect for everyone involved in the production
- Sim software provides opportunities to explore many aspects of the characterization process

Nature of Drama and Theatre Arts:

- The nature of communication is a valuable byproduct of drama and theatre

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

Sixth Grade Expectation

Concepts and skills students know include:

2. Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance

Evidence Outcomes

Students can:

- a. Demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes and make-up 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Exploring form, color, texture, and materials for technical and physical environment develop the imagination and confidence in technology
- Becoming aware of technical vocations broadens the possibilities for the future
- Hands-on learning helps to complete the well-rounded educational experience

Nature of Drama and Theatre Arts:

- Participating as a part of a team promotes community responsibility and a positive self image

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

Fifth Grade Expectation

Concepts and skills students know include:

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

21st Century Skills and Readiness Competencies

Inquiry:

- How does a monologue differ from an ensemble performance?
- How is consensus built?
- How do you decide what is an individual versus group need?

Applying Drama and Theatre Arts in Society and Using Technology:

- Human relation skills such as cooperation, work ethic, integrity are essential components in the workforce
- An awareness and understanding of the dynamics of working together, the ability to make group decisions, the ability to share ideas and to give and accept criticism are collaborative skills necessary to succeed in society

Nature of Drama and Theatre Arts:

- Collaboration leads to innovation

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Fifth Grade Expectation

Concepts and skills students know include:

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

Evidence Outcomes

Students can:

- a. Utilizes gesture and movement to create a believable character (realistic, authentic and with a clarity in presentation)
- b. Uses voice effectively to communicate characterization (diction, enunciation, projection, tonal modulation)
- c. Apply facial expression to communicate motivation and mood

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Mass media uses body language to convey messages
- Human beings communicate through a variety of non-verbal messages (e.g. gestures, facial expression and body language)
- Understanding body language and gestures are essential for diplomatic communication

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: Perform

Prepared Graduate Competencies:

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

Fourth Grade Expectation

Concepts and skills students know include:

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

21st Century Skills and Readiness Competencies

Inquiry:

- How is consensus built?
- How do you decide what is an individual versus a group need?
- Why is it important to work with your group?

Applying Drama and Theatre Arts in Society and Using Technology:

- Collaboration and consensus building are essential abilities in a changing world with many different viewpoints
- Respecting the ideas of others leads to positive relationships, an enhanced end-product and a collaborative process

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Fourth Grade Expectation

Concepts and skills students know include:

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

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- What does our culture consider "personal space"?
- How can breathing patterns be altered to affect the impact of a voice?
- Why is it important to project correctly?
- How do your actions on and off stage affect your peers?

Applying Drama and Theatre Arts in Society and Using Technology:

- Human beings communicate through a variety of non-verbal messages (e.g. gestures, facial expression and body language)
- Understanding body language and gestures are essential for communication
- Studying biology provides information on the basic physiology and importance of proper care of vocal chords
- Video playbacks can be used in assessing efficient and safe use of the acting space

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Fourth Grade Expectation

Concepts and skills students know include:

3. Define stage direction and body positions

Evidence Outcomes

Students can:

- a. Identify and incorporate stage direction (stage right, stage left, upstage, downstage)
- b. Identify body positions (full profile, three-quarter, etc.)

21st Century Skills and Readiness Competencies

Inquiry:

- 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 they important?

Applying Drama and Theatre Arts in Society and Using Technology:

- Mass media uses body language to convey messages
- Human beings communicate through a variety of non-verbal messages (e.g. gestures, facial expression and body language)
- Understanding body language and gestures is essential for creating an audience/performer relationship

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: Perform

Prepared Graduate Competencies:

- 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

Third Grade Expectation

Concepts and skills students know include:

1. Performing a scripted scene

Evidence Outcomes

Students can:

- a. Act in a scripted scene or reader's theatre in front of an audience (classmates, small group, teacher and other staff members)
- b. Use basic analysis skills to perform a character within a scene

21st Century Skills and Readiness Competencies

Inquiry:

- How is acting in a scripted scene different from acting in a scene you've created?
- What do you need to know about your character before you can bring him/her to life?
- What would you like your audience to know about your character?

Applying Drama and Theatre Arts in Society and Using Technology:

- Acting connects reading/literacy skills with drama and theatre skills
- Movies, television shows and even the news requires the use of scripts
- Performing simple scenes can be used to assess one's knowledge of a variety of subject matter

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

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

Third Grade Expectation

Concepts and skills students know include:

2. Demonstrate the ability to 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Second Grade Expectation

Concepts and skills students know include:

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

21st Century Skills and Readiness Competencies

Inquiry:

- How can choices in movement affect a character?
- How can movement depict an environment?
- How does acting out short stories help to remember key elements of the story?

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

- Choices in body movement communicate intended meaning

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Second Grade Expectation

Concepts and skills students know include:

2. Demonstrate movement based upon 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 ability to differentiate between directed movement and free-form movement
- d. Respond with gestures and movement in a dramatic portrayal

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Movement informs the way in which a director develops a performance
- Movement patterns connect knowledge of space on a stage to a setting in a story
- Transitions in movement require forethought
- Following directions while respecting others in a space provides strong self-directive skills

Nature of Drama and Theatre Arts:

- Stage directions create a sense of order

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

First Grade Expectation

Concepts and skills students know include:

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 highlighting beginning, middle and end using movement and voice
- b. Identify and demonstrate setting in a scene (environment)

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

- Theatre by its very nature enhances literacy

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Kindergarten Expectation

Concepts and skills students know include:

1. Express a feeling/emotion in dramatic play or through 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

21st Century Skills and Readiness Competencies

Inquiry:

- How can a facial expression change a conversation?
- How do actors move to express an emotion?
- How can sound be used to express a feeling and/or emotion?

Applying Drama and Theatre Arts in Society and Using Technology:

- Sequencing using simple steps is preparatory for steps in math, science and literacy
- Mass media uses sound effects to elicit emotion in their audience
- The ability to follow directions is an important skill in society

Nature of Drama and Theatre Arts:

- Emotions are the seeds of play and character creation

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Kindergarten Expectation

Concepts and skills students know include:

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

21st Century Skills and Readiness Competencies

Inquiry:

- How does where a character lives effect how they act?
- How do different cultures celebrate special events?
- What events do local communities celebrate?

Applying Drama and Theatre Arts in Society and Using Technology:

- Dramatizing connects to the understanding of various cultures
- Viewing videos of various cultural events is a window into understanding global cultures

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Perform

Prepared Graduate Competencies:

- 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

Preschool Expectation

Concepts and skills students know include:

1. Use dramatic play to imitate characters

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- How do characters' movements differ?
- Are pretend characters or everyday characters easier to portray?
- How do characters' voices differ?

Applying Drama and Theatre Arts in Society and Using Technology:

- Dramatic play allows one to connect with real life experiences
- Video or audio can be used to demonstrate age appropriate characters
- Creating characters deepens one's understanding of others
- Creating characters gives insight into literary characters

Nature of Drama and Theatre Arts:

- Developing a character allows us to connect with all people

Critically Respond

An informed literacy, ethical judgment 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 Graduate Competencies

The Prepared Graduate Competencies are the preschool through grade 12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Critically Respond standards are:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioner, through research and application
- Discern and demonstrate appropriate theatre etiquette, ethics and content, for 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: Critically Respond

Prepared Graduate Competencies:

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

High School Extended Expectation

Concepts and skills students know include:

1. Analyzes and evaluates the contemporary and historical context of drama using relevant concepts and terminology

Evidence Outcomes

Extended Students can:

- a. Select an area of production process for independent study
- b. Research, evaluate and synthesize cultural and historical information to support artistic choices
- c. Demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, and historical periods

21st Century Skills and Readiness Competencies

Inquiry:

- How does theatre vocabulary affectively communicate ones point-of-view for a theatrical observation?
- How does the production process impact the final product?
- How can awareness of theatre history affect understanding of a production?

Applying Drama and Theatre Arts in Society and Using Technology:

- Employing self-directed study develops the initiative and responsibility of the individual
- Making artistic choices based on research adds depth to the product and demonstrates the value of the research
- Utilizing various resources in the research for a production, including cinema, Internet and technical marketing, strengthens technical literacy

Nature of Drama and Theatre Arts:

- Connections are made through analysis and research to the production process, which instill a sense of pride and promote higher level thinking

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

High School Extended Expectation

Concepts and skills students know include:

2. Responds to, reflects on, and evaluate elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

Evidence Outcomes

Extended Students can:

- a. Identify and compare the lives, works and influences of representative theatre artists from various cultures and historical periods
- b. Compare and contrast plays of several different dramatic forms
- c. Reflect and revise critical choices pertaining to dramatic texts and performances, while articulating, justifying and applying personal criteria
- d. Script, film or edit a documentary or satirical analysis on current events in school, community or national or international news
- e. Describe the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history
- f. Use problem spotting to make an informed decision concerning the quality of a theatrical production

21st Century Skills and Readiness Competencies

Inquiry:

- What can be gained from compelling different theatrical forms?
- How do historical perspectives of theatrical accomplishments affect today's productions?
- What elements of theatrical productions remain the same?
- How do performance styles affect the outcome of a production?
- What makes film/cinema productions well-received by various groups?
- What defines an individual theatrical artist as exceptional, and how does the student benefit from that knowledge?

Applying Drama and Theatre Arts in Society and Using Technology:

- Analyzing the development of theatrical production within social, historical, political and technological development of various cultures validates the knowledge of the interconnection and value of all cultures
- Writing, speaking or creating works about theatrical performances and artistry, media presentations or dramatic literature benefits the critic and the artist
- 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
- Problem spotting and problem solving enables use of intuition based upon surrounding facts

Nature of Drama and Theatre Arts:

- 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
- Theatricians can spot a problem in the wings

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

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

High School Extended Expectation

Concepts and skills students know include:

3. Demonstrate respect for theatre, its practitioners and conventions

Evidence Outcomes

Extended Students can:

- a. Investigate and explain the knowledge, skills, training, 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 an awareness of professional ethics both as an audience, cast or crew member
- e. Demonstrate how to secure rights and royalties for a production

21st Century Skills and Readiness Competencies

Inquiry:

- How does theatre etiquette impact a theatre practitioner?
- How do theatre etiquette and ethics enhance the theatrical experience?
- In what ways can theatre etiquette and ethics be successfully conveyed?
- How can theatre ethics be applied to one's own work?

Applying Drama and Theatre Arts in Society and Using Technology:

- Examining the relationship between drama and theatre training and vocations provides an awareness of career opportunities in the field and beyond
- Responding to different viewpoints and beliefs develops a mature awareness, understanding, and acceptance of difference and diversity
- Investigating the importance of copyright laws in script writing, set and costume design, script adaptation and the use of music in production prepares the student for working professionally in the performance arts
- Securing rights and paying royalties validates the perception of artist's rights and assures respect for the artistic product
- 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:

- 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: Critically Respond

Prepared Graduate Competencies:

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

High School Fundamental Expectation

Concepts and skills students know include:

1. Analyzes and evaluates the contemporary and historical context of drama using relevant concepts and terminology

Evidence Outcomes

Fundamental Students can:

- a. Attend live performances of extended length and complexity demonstrating an understanding of the protocol of audience behavior appropriate to the style of the performance
- b. Use group generated criteria to assess their own work and the work of others
- c. Demonstrate objectivity in assessing their personal abilities in creative endeavors as well as the ability to receive an act upon coaching feedback and constructive criticism
- d. Devise specific methods for documenting and assessing one's own artistic development throughout participation in a drama or theatre project
- e. Demonstrate a respect for copyright laws

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Practicing proper behavior and dress at a public performance validates the student's position as an adult in society
- 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
- Respecting the roles of the theatre family promotes maturity and social responsibility

Nature of Drama and Theatre Arts:

- 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: Critically Respond

Prepared Graduate Competencies:

- 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

High School Fundamental Expectation

Concepts and skills students know include:

2. Responds to, reflects on, and evaluate elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

Evidence Outcomes

Fundamental Students 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 to the practices and methods of film, cinema, television and electronic media
- d. Perform improvised scenes reflecting content, character and/or plot from representational dramatic literature

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Analyzing and articulating knowledge of theatrical works from various cultures enhances a personal engagement with dramatic literature and awareness of other cultures and life-styles
- Responding to the study of modern theatre, as well as various media and various cultures, validates studies and proficiency in language arts, world languages, business, social studies, sciences and mathematics, physical education and performing arts
- Comparing and contrasting film/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:

- 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: Critically Respond

Prepared Graduate Competencies:

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

High School Fundamental Expectation

Concepts and skills students know include:

3. Demonstrate respect for theatre, its practitioners and conventions

Evidence Outcomes

Fundamental Students can:

- a. Attend live performances of extended length and complexity demonstrating an understanding of the protocol of audience behavior appropriate to the style of the performance
- b. Use group generated criteria to assess their own work and the work of others
- c. Demonstrate objectivity in assessing their personal abilities in creative endeavors as well as the ability to receive an act upon coaching feedback and constructive criticism
- d. Devise specific methods for documenting and assessing one's own artistic development throughout participation in a drama or theatre project
- e. Demonstrate a respect for copyright laws
- f. Address the importance of timelines and personal responsibility as a member of a production ensemble

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Practicing proper behavior and dress at a public performance validates the student's position as an adult in society
- 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
- Respecting the roles of the theatre family promotes maturity and social responsibility
- Adhering to schedules, time restraints, deadlines, and learning to prioritize, are valuable skills in any field

Nature of Drama and Theatre Arts:

- 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: Critically Respond

Prepared Graduate Competencies:

- 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

Eighth Grade Expectation

Concepts and skills students know include:

1. Recognize and investigate contemporary and historical contexts of theatre history and find connections to historical/cultural/societal themes using relevant concepts and terminology

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. Investigate, discuss and debate specific social, cultural, gender, aesthetic and political issues in dramatic forms and performance styles, and identify the representation of gender-based, racial and cultural stereotypes in various dramatic forms or performance styles; respond to them in a drama workbook, journal or other forms such as oral presentations, formal essays, etc
 - 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 process
 - f. Research, use and adapt issue-specific themes found in history, culture, dramatic literature and personal experience to write and create scenes and scripts

21st Century Skills and Readiness Competencies

Inquiry:

- Why are themes in theatre and history cyclical?
- How does theatre bring about change?

Applying Drama and Theatre Arts in Society and Using Technology:

- Using information and communication technologies in theatre to help reflect on aspects of human experience
- Discussing and debating the issues arising from research help to strengthen critical thought and language skills
- 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:

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

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Eighth Grade Expectation

Concepts and skills students know include:

2. Utilize critical thinking skills in character analysis and performance

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Giving and taking constructive criticism increases the desire for and appreciation of excellence
- 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.
- Solving staging problems through critique within a group builds a sense of community and challenges the imagination
- Video playbacks are used to analyze effectiveness of performances

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

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

Eighth Grade Expectation

Concepts and skills students know include:

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

Evidence Outcomes

Students can:

- a. Enjoy drama and theatre as a community activity
- b. Research the contribution of various historical and contemporary drama and theatre practitioners and groups
- c. In rehearsal and performance situations, perform as a productive and responsible member of an acting ensemble (e.g. demonstrate personal responsibility and commitment to a collaborative process)

21st Century Skills and Readiness Competencies

Inquiry:

- How does being a part of a collaborative process help you outside of a theatrical performance?
- What does it mean to be trustworthy and responsible?

Applying Drama and Theatre Arts in Society and Using Technology:

- Enjoying the theatre as a participant and an audience member ensures a cultural commitment in adult life
- Understanding the contributions and backgrounds of various historical and contemporary performers establishes goals and ideals for the student
- Rehearsing and performing with a group practicing mutual respect and regard makes memories which act as moral guides
- Technology tools are used to simplify production aspects of a theatrical work

Nature of Drama and Theatre Arts:

- Learning to recognize excellence in performance and production helps to build a deep respect for arts and culture

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Seventh Grade Expectation

Concepts and skills students know include:

1. Discuss, through informed criteria, the influence of contemporary and historical elements in theatre works

Evidence Outcomes

Students can:

- a. Reflect on elements of drama in a variety of dramatic forms and performance styles
- b. Articulate and justify possible criteria for critiquing classroom dramatizations and dramatic performances
- c. Research architecture, clothing, customs, music, art work, etc., for a particular time period and culture and respond to it in discussion, writing, computer based formats and/or performance.
- d. Read and analyze a play for its technical requirements, identifying points in the script that require or might be enhanced by the addition of a technical element

21st Century Skills and Readiness Competencies

Inquiry:

- How does studying theatre from a particular time period help us to better understand that time period; our current time period?

Applying Drama and Theatre Arts in Society and Using Technology:

- Organizing the methods of critique and formulating a response to a performance or a story creates confidence in understanding and enjoying the art
- Comparing forms and styles helps to place history and culture in context
- Observing technological staging throughout history helps the student to envision the scope of history

Nature of Drama and Theatre Arts:

- By analyzing and interpreting dramatic characters a student discovers the necessary tools to communicate more effectively in his or her personal life

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Seventh Grade Expectation

Concepts and skills students know include:

2. Determine appropriate critical evaluation skills when discussing theatre works

Evidence Outcomes

Students can:

- a. Experience and appreciate a range of dramatic and theatrical performances
- b. Use appropriate language individually and within the 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Learning to give constructive criticism and taking criticism facilitates flexibility and strengthens choices
- Using appropriate language and terminology in discussion and debate strengthens critical thought processes
- Understanding theatrical conventions increases awareness of audience participation and importance of technical support
- Film critics rely on strong evaluation, technology and literacy skills

Nature of Drama and Theatre Arts:

- Critiquing the performer and performance in the terminology of the theatre develops objectivity and appreciation

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

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

Seventh Grade Expectation

Concepts and skills students know include:

3. Discern the difference between an individual and a collaborative contribution in a drama and theatre performance

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Attending various performances is good practice for learning social etiquette
- Acknowledging excellence in performers and performing groups enhances a vision of excellence for oneself
- Employing visual imagination and respect for the technically inclined personnel are strengthened through attention to technical requirements for a play

Nature of Drama and Theatre Arts:

- When performers and technicians receive praise they can learn to give it

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

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

Sixth Grade Expectation

Concepts and skills students know include:

1. Discuss the influence of cultural and historical themes within theatre works

Evidence Outcomes

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

21st Century Skills and Readiness Competencies

Inquiry:

- In how many ways can one story be told?
- What makes a "good" story?

Applying Drama and Theatre Arts in Society and Using Technology:

- Discussing one's feelings and emotional responses to theatre increase self-awareness and internal motivations
- Analyzing plays and stories in drama supports analytic activities in other subjects
- Becoming aware of historical theatre technologies enhances the appreciation and mastery of modern technologies

Nature of Drama and Theatre Arts:

- 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: Critically Respond

Prepared Graduate Competencies:

- 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

Sixth Grade Expectation

Concepts and skills students know include:

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

21st Century Skills and Readiness Competencies

Inquiry:

- What is quality work?
- Why does different types of theatre elicit (and require) different audience responses?

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

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

Sixth Grade Expectation

Concepts and skills students know include:

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

Evidence Outcomes

Students can:

- a. Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom 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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

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

Nature of Drama and Theatre Arts:

- 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: Critically Respond

Prepared Graduate Competencies:

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

Fifth Grade Expectation

Concepts and skills students know include:

1. Identify at least one role of a theatre practitioner

Evidence Outcomes

Students can:

- a. Describe the different roles of theater practitioners
- b. Recognize classroom dramatizations from different perspectives (playwright, actor, director, designer, etc.) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- The roles of theatre practitioners are replicated throughout the entertainment industry
- The skills (writing, design, problem solving, interpretation, collaboration, invention, etc.) used by theatre practitioners are essential in the workforce
- Understanding all roles of theatre practitioners provides an broad lens of the entire production process

Nature of Drama and Theatre Arts:

- Understanding of theatrical roles can enhance confidence and self-reliance

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Fifth Grade Expectation

Concepts and skills students know include:

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 classroom dramatization
- b. Apply constructive feedback in scene creation and character development
- c. Evaluate and critique individual work and the work of peers in a productive and respectful way through reflection and analysis

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Evaluating performances helps develop analytical and writing skills
- Understanding the complexity of a performance aids in the appreciation of dramatic literature and playwrights
- Understanding how mass and multi-media can create an emotional impact creates informed consumers
- Providing examples of what directors look for when giving director's notes connects the process of critique to the product
- 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:

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

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Fifth Grade Expectation

Concepts and skills students know include:

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

Evidence Outcomes

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

21st Century Skills and Readiness Competencies

Inquiry:

- How has theatre impacted historical events?
- How does history impact theater?

Applying Drama and Theatre Arts in Society and Using Technology:

- Theatrical performances are a microcosm of society, and understanding how societies' change and evolve provides a deeper understanding of the message conveyed through the performance
- Leaders analyze history and culture to aid diplomatic efforts

Nature of Drama and Theatre Arts:

- The various purposes of drama and theater are, among others: social change, entertainment, education, communication, and ritual

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Fifth Grade Expectation

Concepts and skills students know include:

4. Analyze dramatic text in scenes and script

Evidence Outcomes

Students can:

- a. Identify cultural themes in dramatic literature that suggest season, time, and period and/or era
- b. Read to understand relationships of characters
- c. Classify and explain dramatic structure (conflict, characters and plot)

21st Century Skills and Readiness Competencies

Inquiry:

- Why is it important to identify cultural themes in a script?
- What is the importance of specific elements in dramatic text?
- How do character relationships impact a play?
- Why (or why not) are there distinct patterns or themes found in theatrical works from various cultures and eras?

Applying Drama and Theatre Arts in Society and Using Technology:

- Analyzing dramatic text enhances and deepens understanding of literature
- Identification of dramatic themes fosters a better understanding of history and music
- Mass media uses dramatic structure in commercials, movies etc. to communicate a message

Nature of Drama and Theatre Arts:

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Fourth Grade Expectation

Concepts and skills students know include:

1. Develop selected criteria to critique what they see, hear and understand

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Evaluating performances helps develop analytical and writing skills
- Understanding the different elements of a performance aids in the appreciation of dramatic literature and playwrights
- Understanding how different media can create an emotional impact creates informed consumers

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Fourth Grade Expectation

Concepts and skills students know include:

2. Examine character dynamics and relations

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- 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?

Applying Drama and Theatre Arts in Society and Using Technology:

- Mass media uses body language to convey messages
- Human beings communicate through a variety of non-verbal messages (e.g. gestures, facial expression and body language)
- Understanding body language and gestures are essential for communication

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: Critically Respond

Prepared Graduate Competencies:

- 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

Third Grade Expectation

Concepts and skills students know include:

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

Evidence Outcomes

Students can:

- a. Identify how communities use theater
- b. Describe how cultures shape theater
- c. Read, listen to and tell stories from a variety of cultures, genres and styles

21st Century Skills and Readiness Competencies

Inquiry:

- How is theatre in the United States different from other cultures?
- How is it similar?
- In what ways is theatre used in your community?

Applying Drama and Theatre Arts in Society and Using Technology:

- Mass media relies on family and community elements to create a connection with their audience
- Cultural awareness is an essential skill in the workforce
- The use of multi-media (internet, video, books) enhances our understanding of other cultures

Nature of Drama and Theatre Arts:

- Drama and theatre creates community

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

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

Third Grade Expectation

Concepts and skills students know include:

2. Demonstrate appropriate audience etiquette

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Good companies rely on appropriate etiquette to create their market "brand"
- Appropriate etiquette is required when dealing with different cultures/societies in the work force. Inappropriate etiquette could break a business deal
- Multi-media training is used to demonstrate appropriate audience etiquette

Nature of Drama and Theatre Arts:

- A society that values appropriate audience etiquette will also value civility

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Third Grade Expectation

Concepts and skills students know include:

3. Use selected criteria to critique what they see, hear, and understand

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

- What do you think about when watching a performance?
- How can watching theatre affect how you feel?
- How do the surroundings (set, props, costumes) influence what you think about a performance?

Applying Drama and Theatre Arts in Society and Using Technology:

- Mass media uses different techniques to influence society
- Companies rely on consumers making informed choices and spend vast resources to influence the outcome
- Evaluation/critique is a tool used in scientific inquiry to determine the validity of a hypothesis

Nature of Drama and Theatre Arts:

- Critical evaluation is necessary in informed decision making

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Second Grade Expectation

Concepts and skills students know include:

1. Identify basic structures and relationships in a scene

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry:

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

Applying Drama and Theatre Arts in Society and Using Technology:

- Connects theatrical structure to literary structure
- Emphasizes relationship between actions of characters and plot
- Use of video or audio recordings to observe scenes invites the opportunity to experience a variety of structures and relationships
- Mass media relies on basic story structure to communicate a message

Nature of Drama and Theatre Arts:

- Basic structures of scenes are the building blocks of theatrical form

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Second Grade Expectation

Concepts and skills students know include:

2. Identify dramatic elements in classroom dramatizations and stories

Evidence Outcomes

Students can:

- a. Identify characters, setting and plot in scenes performed by peers
- b. Identify community and family elements in classroom dramatizations, stories and plays

21st Century Skills and Readiness Competencies

Inquiry:

- Why are character, setting and plot important in a dramatization?
- Why are there so many plots that revolve around community and family stories?

Applying Drama and Theatre Arts in Society and Using Technology:

- Mass media relies on family and community elements to create a connection with their audience
- Connects similarities and differences between dramatic depictions and literature
- The way mass media dramatizes family and community interaction affects societal culture

Nature of Drama and Theatre Arts:

- Elements are important aspects of theatrical productions

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Second Grade Expectation

Concepts and skills students know include:

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 discussion
- c. Articulate the difference between constructive and negative feedback

21st Century Skills and Readiness Competencies

Inquiry:

- How are performers impacted by feedback?
- Why is it important to use theatre-based vocabulary when discussing dramatizations?
- How can different members of an audience have different reactions to a dramatization?
- Do critics allow their feelings to impact how they evaluate a dramatization, if so why?

Applying Drama and Theatre Arts in Society and Using Technology:

- Writing skills are broadened by enhancing vocabulary
- Critics in all types of media use specific criteria when evaluating performances
- Understanding a critique is not meant to hurt feelings, but instead, builds context for understanding what constructive feedback is
- 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:

- Critiquing Theatre leads to a better understanding of the human condition

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

First Grade Expectation

Concepts and skills students know include:

1. Identify key aspects of theatre

Evidence Outcomes

Students can:

- a. Describe the difference between theater and real life
- b. Describe the difference between theater and other media (television, movies, books)
- c. Describe the basic elements of a performance (e.g. stage, audience, performers, set)
- d. Ask questions based on upon discoveries while performing or viewing a performance

21st Century Skills and Readiness Competencies

Inquiry:

- What makes theatre a unique experience?
- How are costumes and sets different from everyday clothing and furniture?
- Why is an audience important to a performance?
- Why is a stage space necessary?
- How does pretending in play help in theatre?

Applying Drama and Theatre Arts in Society and Using Technology:

- Recognizing the differences in types of media allows for a variety of inputs
- Understanding the difference between real life and theatrical performances helps differentiate fiction and non-fiction
- Connects play and pretend to the basic aspects of theatre

Nature of Drama and Theatre Arts:

- Elements are important aspects of theatrical productions

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

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

Kindergarten Expectation

Concepts and skills students know include:

1. Identify elements of theatre in everyday life

Evidence Outcomes

Students can:

- a. Identify characters (peers, family, relationships) 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

21st Century Skills and Readiness Competencies

Inquiry:

- Who are the characters in your life?
- How are costumes different from our everyday clothes?
- What are the similarities between your family and families found in stories?

Applying Drama and Theatre Arts in Society and Using Technology:

- Aids in recognition of difference between theatrical and literary characters
- Connects use of how costumes create a character
- Connects understanding of environments where characters would most likely live
- Viewing video depictions of various characters gives context for different dramatizations

Nature of Drama and Theatre Arts:

- Elements are important aspects of theatrical productions

Content Area: Drama and Theatre Arts

Standard: Critically Respond

Prepared Graduate Competencies:

- 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

Preschool Expectation

Concepts and skills students know include:

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

21st Century Skills and Readiness Competencies

Inquiry:

- How does a story or play make you feel?
- How do an audience's feelings affect a play?
- What were your favorite parts of the play? Why?

Applying Drama and Theatre Arts in Society and Using Technology:

- Critique is a step in scientific inquiry
- Critics use these skills in all forms of media
- Connects the vocabulary they build within critique and later writing

Nature of Drama and Theatre Arts:

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

DRAFT

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