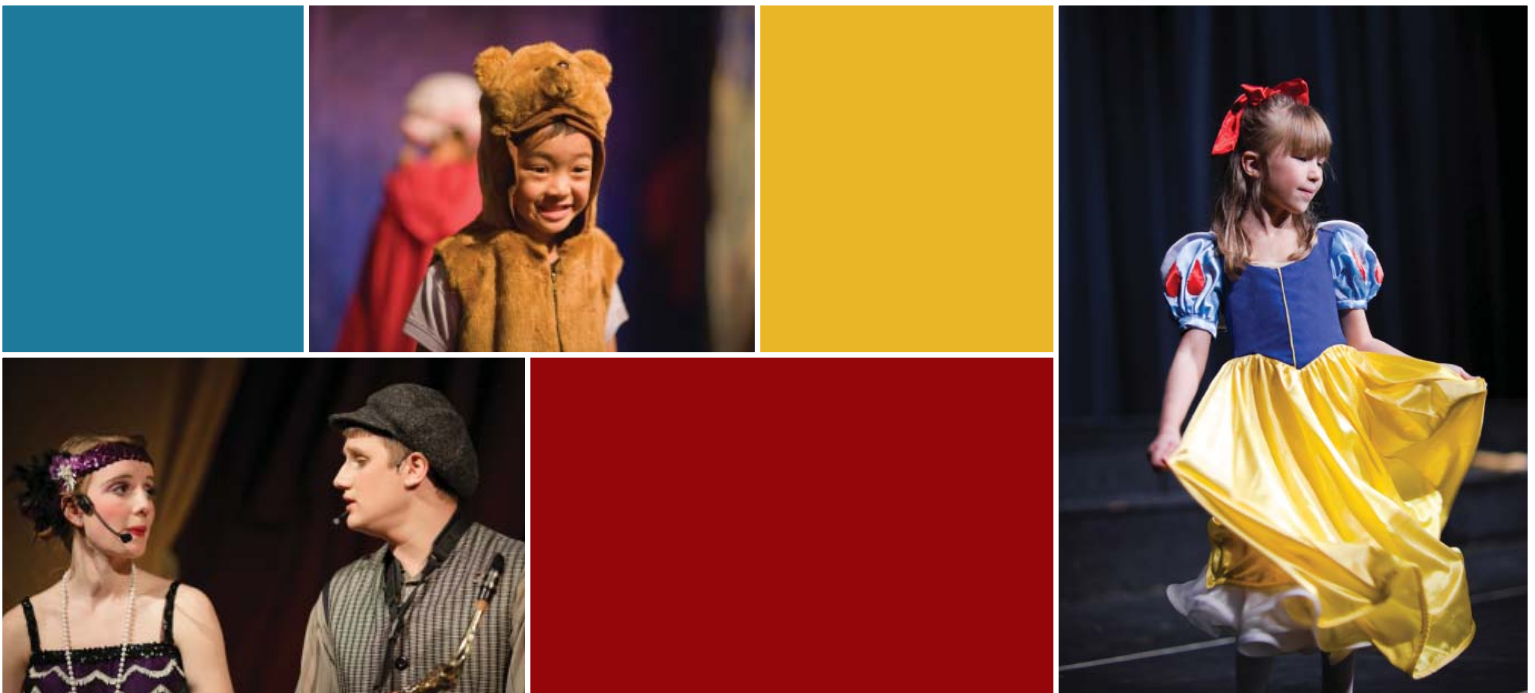


Fifth Grade

Drama & Theatre Arts



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, customs and beliefs, and others and themselves.

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

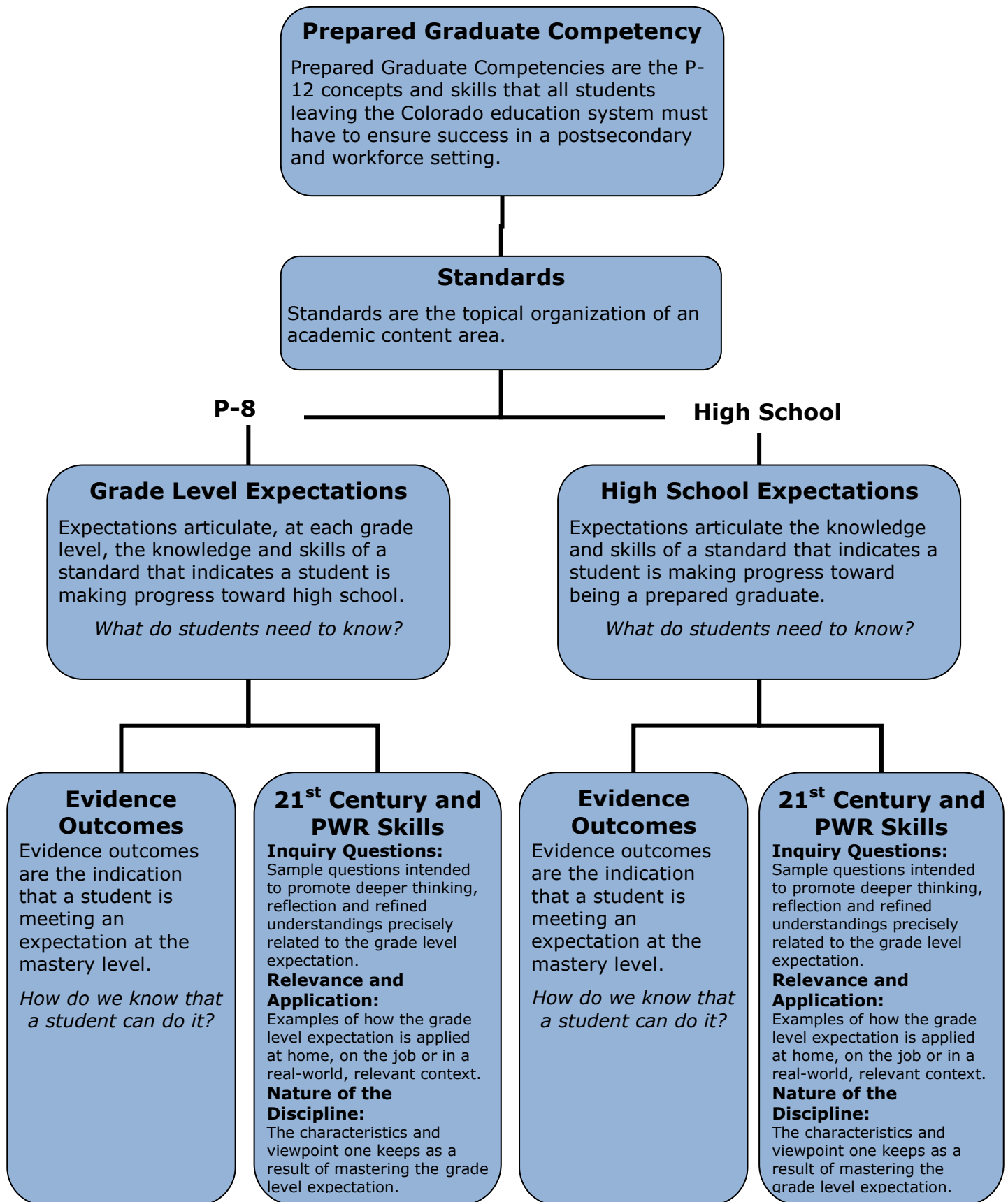
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ 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

<p>Concepts and skills students master:</p> <p>Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.</p> <p>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.</p> <p><i>What do students need to know?</i></p>

Evidence Outcomes	21 st 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 Questions:</p> <p>Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.</p>
	<p>Relevance and Application:</p> <p>Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.</p>
	<p>Nature of the Discipline:</p> <p>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</p>

Prepared Graduate Competencies in Drama and Theatre Arts

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

Prepared Graduates:

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

Standards in Drama and Theatre Arts

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

1. Create

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

2. Perform

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

3. Critically Respond

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

Purpose of Fundamental and Extended Pathways in High School:

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

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

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

Drama and Theatre Arts Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Fifth Grade	
1. Create	<ol style="list-style-type: none"> 1. Contribute ideas in improvisation and play building 2. Develop a variety of visual configurations of the acting space
2. 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 speech, and facial expressions
3. 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

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 skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's Description of 21st Century Skills

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

Critical Thinking and Reasoning

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

Information Literacy

Processing the awareness and demands of an ever-changing, modern world is more and more a function of an individual's ability to respond to what the world offers with one's foundation of knowledge, imagination, inventiveness, and attention to detail. The research required to master a 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 other disciplines, including history, politics and social studies, mathematics and science, and media technology and mass communications in order to create and to understand their roles and created environments. These bodies of knowledge must be enhanced by skills and awareness in knowing where and how to find the information and how to discern its truth and relevance. What follows lies in knowing how to utilize the information in writing, characterization, directing, designing, and fashioning implements and environments. Theatre expresses the differences of time and cultures from all over the world and the spectrum of disciplines from all of history.

Collaboration

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

Self Direction

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

Invention

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

Colorado's Description for School Readiness

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

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

Colorado's Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Create

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

Prepared Graduates

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

Prepared Graduate Competencies in the Create Standard:

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

Content Area: Drama and Theatre Arts

Standard: 1. Create

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy ➤ Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
--

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Contribute ideas in improvisation and play building

Evidence Outcomes	21st 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 (DOK 1-2) b. Show improvisation skills through the appropriate participation in improvisation games with established rules (DOK 2-3) c. Make and accept offers in improvisation and contribute ideas in improvised scenes (DOK 2-3) d. Improvise and play build through group-devised processes (DOK 1-3) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do actors bring up new ideas and information in an improvised scene/story? 2. Why is it important to "say yes" in improvisation? 3. What other disciplines rely on improvisational elements?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Play building can utilize movement, storytelling, literature, images, personal stories/experiences, music, creative writing, local community, media, government bodies and institutions, libraries, or the Internet as source material. 2. Using improvisation as a form as well as a key technique to devise play building improves spontaneity and builds group participation. 3. Participating in and observing the construction of the scene helps to create flexibility and tolerance toward others with all types of skills including performance, management, writing and technical skills.
	<p>Nature of Drama and Theatre Arts:</p> <ol style="list-style-type: none"> 1. Participating in a sharing of ideas is an exercise in collaboration and teamwork.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Use the placement of the audience to affect the actors' entrances and exits (DOK 1-3)
- Use the placement of set pieces in the space to affect the actors' use of pieces (DOK 1-2)
- Test the effects of lighting and sound through an inventive process (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 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?

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

2. Perform

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

Prepared Graduates

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

Prepared Graduate Competencies in the Perform Standard:

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

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Demonstrate the balance between individual and group needs (DOK 1-2)
- b. Communicate artistic choices, and suggest alternatives to solve problems and build consensus (DOK 2-3)
- c. Meet deadlines, and follow through with group and individual commitments (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

1. Collaboration can lead to innovation.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Utilize realistic, authentic gesture and movement to create and clearly present a believable character (DOK 1-2)
- Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively (DOK 1-2)
- Apply facial expression to communicate motivation and mood (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

3. Critically Respond

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

Prepared Graduates

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

Prepared Graduate Competencies in the Critically Respond Standard:

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

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Identify at least one role of a theatre practitioner

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none">a. Describe the different roles of theatre practitioners (DOK 1)b. Recognize dramatizations from different perspectives such as those of the playwright, actor, director, and designer, and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations (DOK 2)	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How does creating and performing in the arts differ from viewing the arts?2. What is the importance of each practitioner's job?3. How does understanding the function of each practitioner's job play a part in analyzing dramatic performances?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Studying the roles of theatre practitioners allows one to recognize his or her importance in the entertainment industry.2. Applying theatrical skills such as writing, design, problem-solving, interpretation, collaboration, and invention promotes the realization of one's place in the workforce.3. Comprehending all roles of theatre practitioners reveals a broad lens of the entire production process and translates to collaborative endeavors in social and professional situations.
	<p>Nature of Drama and Theatre Arts:</p> <ol style="list-style-type: none">1. Understanding theatrical roles give students insight into how theatre practitioners can find careers in professions other than the theatre.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- Develop selected criteria to critique what is seen, heard, and understood in a performance or dramatization (DOK 1-2)
- Apply constructive feedback in scene creation and character development (DOK 2-3)
- Evaluate and critique through reflection and analysis one's own individual work and the work of others in a productive and respectful way (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

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

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Identify the historical and cultural context of a script (DOK 1-3)b. Understand the value and importance of researching the historical and cultural context of a script (DOK 2)c. Identify costume, set, performance space, and use of audience throughout history (DOK 1)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How has theatre impacted historical events?2. How does history impact theatre?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Theatrical performances can sometimes provide a window to understanding what is important to a society.2. One can appreciate leaders' diplomatic efforts by analyzing history and culture.3. The use of technology to acquire theatrical design examples leads to a deeper understanding of the theatre profession and its value to society.
	<p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none">1. The various purposes of drama and theatre are, among others, entertainment, education, communication, and ritual.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

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

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

4. Analyze dramatic text in scenes and script

Evidence Outcomes

Students can:

- Identify cultural themes in dramatic literature that suggest season, time, and period or era (DOK 1-2)
- Read to understand the relationships of characters (DOK 1-2)
- Classify and explain dramatic structure such as conflict, characters, and plot (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why is it important to identify cultural themes in a script?
- How are specific elements important 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?

Relevance and Application:

- Analyzing dramatic text enhances and deepens the understanding of literature.
- Identifying dramatic themes fosters a better understanding of history and music.
- Appreciating how mass media use dramatic structure in commercials, television, broadcast journalism, and film to communicate a message allows one to think critically.

Nature of Drama and Theatre Arts:

- Aesthetics foster artistic appreciation, interpretation, imagination, significance, and value.

Colorado Department of Education

Office of Standards and Instructional Support
201 East Colfax Ave. • Denver, CO 80203

The Arts Content Specialist: Karol Gates (gates_k@cde.state.co.us)
<http://www.cde.state.co.us/CoArts/StateStandards.asp>