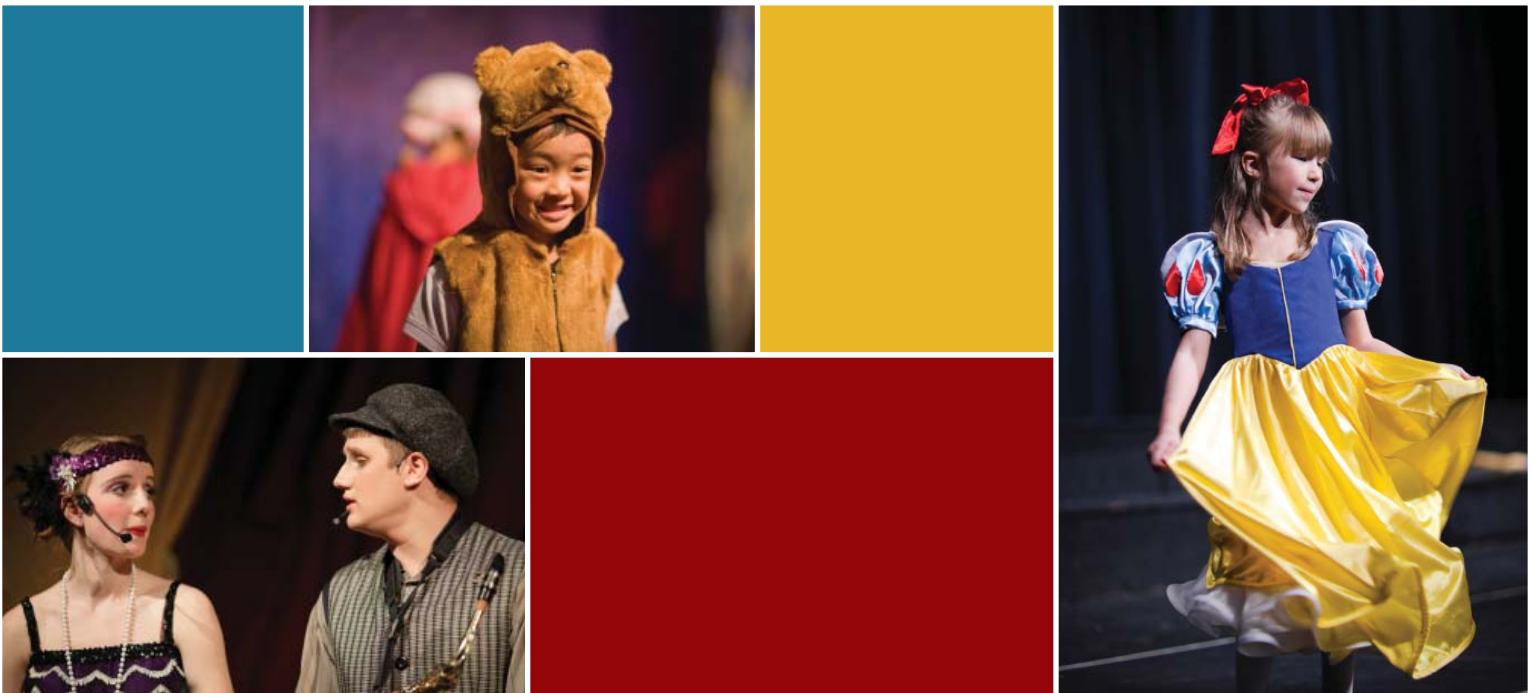


Preschool and Kindergarten

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

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

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Theatre Arts are Important to Life and Learning

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

Theatre arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy, including innovations in technology, while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 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?*

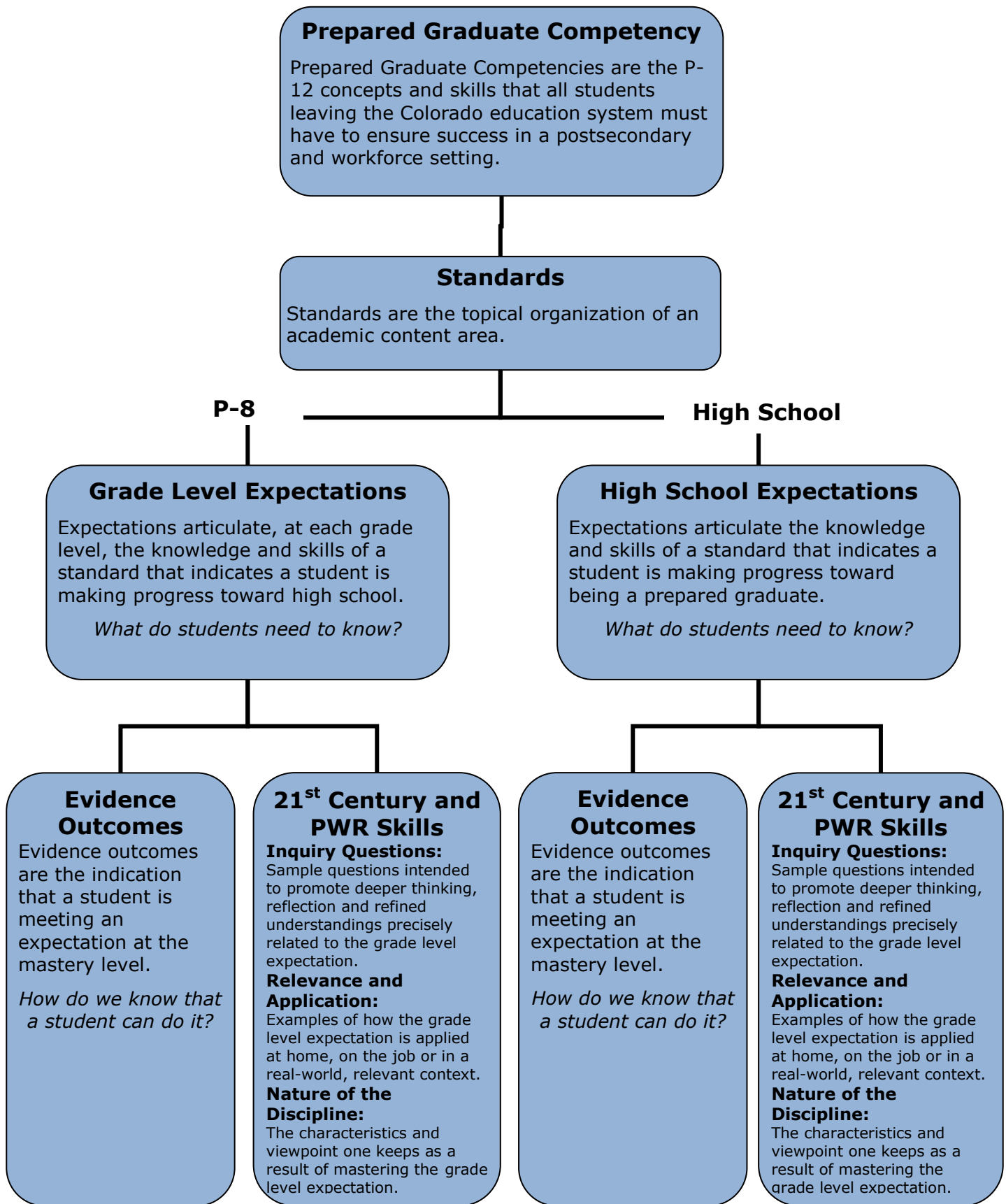
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Drama and Theatre Arts

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

Prepared Graduates:

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

Standards in Drama and Theatre Arts

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

1. Create

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

2. Perform

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

3. Critically Respond

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

Purpose of Fundamental and Extended Pathways in High School:

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

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

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

Drama and Theatre Arts

Grade Level Expectations at a Glance

Standard

Grade Level Expectation

Kindergarten	
1. Create	1. Demonstrate characters through dramatic play
2. Perform	1. Express a feeling or emotion through dramatic play or creative drama 2. Dramatize ideas and events through dramatic play
3. Critically Respond	1. Identify elements of theatre in everyday life
Preschool	
1. Create	1. Demonstrate emotions and feelings in dramatic play
2. Perform	1. Use dramatic play to imitate characters
3. Critically Respond	1. Respond to stories and plays

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 fraction of theatrical endeavor entreats the student to utilize all the sources available for study and to know the laws and limitations relevant to their audience, community, and culture. Theatrical production, as well as study in history and criticism, demands knowledge of customs, ideals, and technologies. Theatre students must use their knowledge from all other disciplines, including history, politics and social studies, mathematics and science, and media technology and mass communications in order to create and to understand their roles and created environments. These bodies of knowledge must be enhanced by skills and awareness in knowing where and how to find the information and how to discern its truth and relevance. What follows lies in knowing how to utilize the information in writing, characterization, directing, designing, and fashioning implements and environments. Theatre expresses the differences of time and cultures from all over the world and the spectrum of disciplines from all of history.

Collaboration

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

Self Direction

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

Invention

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

Colorado’s Description for School Readiness

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

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

Colorado’s Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Create

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

Prepared Graduates

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

Prepared Graduate Competencies in the Create Standard:

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

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Demonstrate characters through dramatic play

Evidence Outcomes

Students can:

- a. Imitate or create people, creatures, or things based on observation using body and facial expression (DOK 1)
- b. Use body and movement to create environments (DOK 1-2)
- c. Create dramatizations or scenes that highlight cultural events (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

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

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Demonstrate emotions and feelings in dramatic play

Evidence Outcomes

Students can:

- a. Identify how people show emotions and feelings (DOK 1)
- b. Use facial expressions and movement to demonstrate emotions and feelings (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

2. Perform

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

Prepared Graduates

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

Prepared Graduate Competencies in the Perform Standard:

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

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

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

Evidence Outcomes

Students can:

- a. Use movement and facial expressions to convey feelings and emotions (DOK 1-2)
- b. Use sounds to express character, feelings, and mood (DOK 1-2)
- c. Demonstrate the ability to follow a simple set of steps in a dramatic task (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Dramatize ideas and events through dramatic play

Evidence Outcomes

Students can:

- Use body and voice to create characters from various ideas and events (DOK 1-2)
- Use body and voice to create environments from various ideas and events (DOK 1-2)
- Use body and voice to demonstrate knowledge of holidays and other cultural events (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Prepared Graduates:

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

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Use dramatic play to imitate characters

Evidence Outcomes

Students can:

- a. Use body and movement to depict various pretend characters (DOK 1-2)
- b. Use body and voice to depict various everyday characters (DOK 1-2)
- c. Initiate sustained dramatic play (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

3. Critically Respond

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

Prepared Graduates

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

Prepared Graduate Competencies in the Critically Respond Standard:

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

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

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

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Identify elements of theatre in everyday life

Evidence Outcomes

Students can:

- a. Identify characters (peers, family members, and others) in everyday life (DOK 1)
- b. Identify costumes (clothes) in everyday life (DOK 1)
- c. Identify sets (locations) in everyday life (DOK 1)
- d. Use prior knowledge to understand events in dramatizations or performances (DOK 2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of Drama and Theatre Arts:

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

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

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

Grade Level Expectation: Preschool

Concepts and skills students master:
 1. Respond to stories and plays

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:
 a. Provide an initial response when exposed to a new performance, puppet show, or dramatization (DOK 1)
 b. Demonstrate an eagerness and interest in performances or dramatizations through asking questions (DOK 1)

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

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

Nature of Drama and Theatre Arts:
 1. Critiquing drama and theatre leads to a better understanding of the human condition.

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