

# DRAMA AND THEATRE ARTS

## ONLINE FEEDBACK



In preparation for the 2018 review and revision of the Colorado Academic Standards, the Colorado Department of Education invited the public to submit comments and suggestions through an online feedback system that was open from October 2016 through April 2017. Below are the unedited comments and suggestions that were submitted for Drama and Theatre Arts. Each feedback item is prefaced with either **Revise**, **Remove**, **Move**, or **Comment**. Only those parts of the standards (Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGCs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit <http://www.cde.state.co.us/standardsandinstruction>.

## Prepared Graduate Competencies

### **PGC: Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles**

**Remove:** This seems to be 2 different standards combined together to make one.

### **PGC: 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**

**Revise:** leave as is

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

**Revise:** The fundamental idea of this standard is fine. However, it becomes too wordy and difficult for teachers, students, and parents to understand and use.

**Revise:** The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when creating drama and theater by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research MAKING CITIZENS: HOW AMERICAN UNIVERSITIES TEACH CIVICS WITH CASE STUDIES OF THE UNIVERSITY OF COLORADO, BOULDER; COLORADO STATE UNIVERSITY; UNIVERSITY OF NORTHERN COLORADO; AND THE UNIVERSITY OF WYOMING The New Civics hopes to accomplish this by teaching students that a good citizen is a radical activist, and it puts political activism at the center of everything that students do in college, including academic study, extra-curricular pursuits, and off-campus ventures. New Civics builds on “service-learning,” which is an effort to divert students from the classroom to vocational training as community activists. By rebranding itself as “civic engagement,” service earning succeeded in capturing nearly all the funding that formerly supported the old civics. In practice this means that instead of teaching college students the foundations of law, liberty, and self-government, colleges teach students how to organize protests, occupy buildings, and stage demonstrations . These are indeed forms of “civic engagement,” but they are far from being a genuine substitute for learning how to be a full participant in our republic [https://www.nas.org/images/documents/NAS\\_makingCitizens\\_executiveSummary.pdf](https://www.nas.org/images/documents/NAS_makingCitizens_executiveSummary.pdf)

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

Revise: Keep as is.

**PGC: 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**

Revise: From "including" on is too much and it limits some.

**PGC: 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**

Revise: Once again, is this standard user friendly? Maybe the benchmarks can contain the specifics and the standard contain a concept

Revise: The student will ensure that the student does not use papers which had an invalid methodology or which had been retracted when demonstrating 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

From National Academy of Science, A growing body of evidence indicates that substantial percentages of published results in some fields are not reproducible, the report says, noting that this is a complex phenomenon and much remains to be learned. While a certain level of irreproducibility due to unknown variables or errors is a normal part of research, data falsification and detrimental research practices -- such as inappropriate use of statistics or after-the-fact fitting of hypotheses to previously collected data -- apparently also play a role. In addition, new forms of detrimental research practices are appearing, such as predatory journals that do little or no editorial review or quality control of papers while charging authors substantial fees. And the number of retractions of journal articles has increased, with a significant percentage of those retractions due to research misconduct. The report cautions, however, that this increase does not necessarily indicate that the incidence of misconduct is increasing, as more-vigilant scrutiny by the community may be a contributing factor. [http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm\\_source=NASEM+News+and+Publications&utm\\_campaign=15d988f9b6-NAP\\_mail\\_new\\_2017.04.17&utm\\_medium=email&utm\\_term=0\\_96101de015-15d988f9b6-104332205&goal=0\\_96101de015-15d988f9b6-104332205&mc\\_cid=15d988f9b6&mc\\_eid=0f163c1e89](http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NASEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89) [http://physics.nyu.edu/sokal/franklin\\_review\\_BtH.pdf](http://physics.nyu.edu/sokal/franklin_review_BtH.pdf) Compounding Error: The Afterlife of Bad Science Authors and affiliations Jaime A. Teixeira da Silva Email author Judit Dobránszki Judit Dobránszki, Institutes for Agricultural Research and Educational Farm of the University of Debrecen The failure to discover and correct errors in published scientific papers "poses significant risks for authors, editors, journals, and publishers" as well as for the wider academic pool and the public, and weakens reader and peer confidence in the credibility of scientists and their research. When errors in the published scientific literature are discovered they must be reported, and corrections made "quickly and completely," urge Jaime A. Teixeira da Silva and Judit Dobránszki, who lay out the case for strengthening post-publication peer review. [https://www.nas.org/articles/spring\\_2017\\_academic\\_questions](https://www.nas.org/articles/spring_2017_academic_questions) <http://link.springer.com/article/10.1007%2Fs12129-017-9621-0> Article: Highly cited retracted papers ABSTRACT: We examine the number of citations in 10 highly cited retracted papers, and compare their current pre- and post-citation values. We offer some possible explanations for the continued citation of these retracted papers, and point out some of the risks that may be involved for the communities that continue to cite them. In general, retracted papers should not be cited, but often there is fault with unclear publisher web-sites, the existence of pirate web-sites or sites that display copies of the unretracted version of the paper, or even the insistent citation of a retracted paper because the results remain valid, or because the authors (most likely) refuse to accept the retracted status of that paper, or continue to believe that the core findings of the study remain valid. Article · Mar 2017 · Scientometrics [https://www.researchgate.net/profile/Judit\\_Dobranszki](https://www.researchgate.net/profile/Judit_Dobranszki)

**PGC: 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**

Revise: leave as is

**PGC: Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer**

Revise: Leave as is

## Drama and Theatre Arts Preschool

### Standard: 1. Create

#### GLE: 1. Demonstrate emotions and feelings in dramatic play

(PGC Feedback) Revise: I kind of think this is an overreach. Since preschool is not mandated, it shouldn't have standards. Also, I really think there should be an overall Arts standard grouping and get rid of the drama and music set to be included in an overall Arts category.