



Gifted Characteristics: Performing Arts

Age	Typical Peer Group	Gifted Student
Early Childhood	<ul style="list-style-type: none"> • Explore characters, ideas and situations through dramatic play • Use dramatic play to increase understanding of self in relation to others and their surroundings. • Identify elements of theatre to explore and understand the world around them. • Participate in representational play to expand students' literary capacities. • Early childhood learners: Even when they volunteer, children at this age should not be asked to perform spontaneously in front of the class or an audience. Performances at this age should be in intimate, safe spaces, for small audiences only. 	<ul style="list-style-type: none"> • Use expanded vocabulary in exploring characters and situations. • Identify the elements of theatre that identify it as an art form. Students should be encouraged to use dramatic play with the focus on the creative process. • Identify questions which will expand the story or situation involved in dramatic play. • Sensitive to feelings and the feelings of others involved in dramatic play emotional safety is of particular importance to these students.
Elementary K-2	<ul style="list-style-type: none"> • Dramatize stories, scenes, and/or situations studied in literary works. • Use dramatic play to explore original characters, events, and/or situations. • Dramatize characters using the voice and movement in character development. • Expands the understanding of literary forms by identifying the basic structures and character relationships in a scene. • Identify dramatic elements in dramatizations and performance, which are foundational to theatre as an art form. • Express thoughts about a dramatization or performance. • Early childhood learners: Even when they volunteer, children at this age should not be asked to perform spontaneously in front of the class or an audience. Performances at this age should be in intimate, safe spaces, for small audiences only. 	<ul style="list-style-type: none"> • Use expanded vocabulary in exploring characters and situations. • Expand upon multiple elements of theatre that identify it as an art form. • Identify questions which will expand the story or situation involved in dramatic play. Students should be encouraged to integrate a "better way" of including a given idea or character element. • Sensitive to feelings and the feelings of others involved in dramatic play emotional safety is of particular importance to these students.



<p>Elementary 3-5</p>	<ul style="list-style-type: none"> • Create and write simple dramas and scenes using theatric tools to increase and develop literary tools. • Clarify and use stage directions; body positions; appropriate audience etiquette; selected criteria to critique what is seen, heard, and understood; and the role of the stage practitioner as elements of theatre as an art form. • Communicate characters through physical movement, gesture, sound and speech, and facial expression. • Work effectively alone and cooperatively to foster activities that engage students in imaginative play increasing individual understanding of his/herself and the world around him/her. • Expands the understanding of literary forms by identifying the basic structures, mood, historical and cultural context within a script, and character relationships and dynamics in a scene. • Focus and stay in character in improvisational performances. • Practice and rehearse to perform scripted material. • Late elementary school students are developing inhibitions; may be self-conscious and uncomfortable on stage. 	<ul style="list-style-type: none"> • Encourage complexity in characters and the use of extended vocabulary. • Include larger world view in creation of stories, characters, events, and/or themes. • Identifies multiple theatrical elements subject to critique • Identify questions which will expand the story or situation involved in play building. Students should be encouraged to integrate a "better way" of including a given idea or character element. • Analyze and evaluate theatrical creation. • Increased challenges when working collaboratively may be present. • Perfectionism may stifle the creative production for students.
<p>Middle School</p>	<ul style="list-style-type: none"> • Create and sustain a believable character. • Participate in improvisation and play building. • Utilize theatrical tools and texts to build knowledge of theatrical concepts. • Analyze and evaluate theatrical work in relation to the student’s own needs and beliefs in relationship to others. • Construct of one/several technical and design elements both individually and as a part of an ensemble. • Encourage stimulation of intellectual curiosity and active engagement through creation of a scene or play from an original idea, story, and other form of literature. • Collaborate in authentic processes that occur in theatrical practice to generate theatrical products. 	<ul style="list-style-type: none"> • Encourage development of scripts/design projects/ with complexity of relationship and interpretation. • Many students in this developmental phase have the background and experience to move into more professional settings for playwriting, performance, and design.



	<ul style="list-style-type: none"> Analyze and evaluate script elements and performances with specific criteria for both interpretation and artistic performance. 	
<p>High School</p>	<ul style="list-style-type: none"> Explore individual perspective by creating characters for both improvised and scripts works. Use a variety of methods, new media, and technology to create theatrical works through the use of 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 performances and/or production teamwork while simultaneously validating both as essential to the theatre making process. 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 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. 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. 	<ul style="list-style-type: none"> Require development of scripts, design or technical projects, and/or directorial leadership with complexity of relationships and varied interpretations. Encourage the development of dramaturgical processes. Many students in this developmental phase have the background and experience to work in professional settings for playwriting, performance, and design or technical theatre.



	<ul style="list-style-type: none">• Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer.	
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