

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for eighth grade drama and theatre arts education and offers some possible learning experiences students may engage in during this school year.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Drama and Theatre Arts Education for Middle Schools (6-8)

The drama and theatre arts standards in the middle school years focus on drama knowledge and skills, and theatre elements, to ensure a solid foundation for more specialized theatrical study in later years. In each grade, students investigate and perform various drama techniques and theatrical genres (scripted /improvisational works), examine character and setting scenarios, determine how to develop ideas as a playwright, develop the ability to describe personal preferences for dramatic and theatrical works, and respectfully critique individual/personal as well as peer performances.

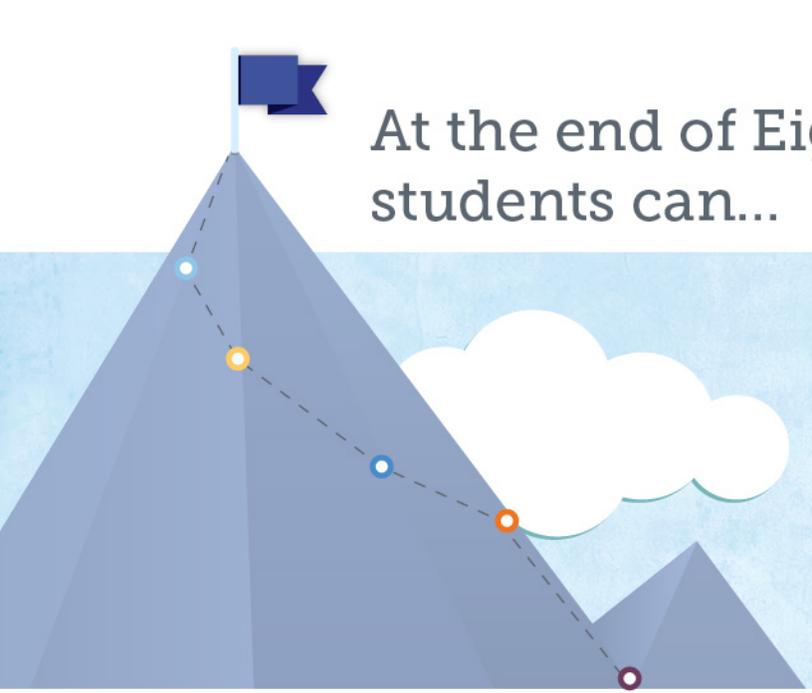
Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of Eighth Grade, students can...



Drama and Theatre

Eighth Grade



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The Colorado Academic Standards in Drama and Theatre Arts
are organized by elements of the Creative Process:

Create → Perform/Present → Know/Comprehend and Critique/Evaluate/Refine

Drama and Theatre Arts Learning Expectations for Eighth Grade

Create (Create)

Use a variety of movement and vocal techniques, and a character's background and situation, to develop roles or characters; adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to improvise, write, and create scenes and scripts; make and justify choices on design selection and elements (set, lights, costumes, props, sounds, makeup, special effects) to support scripted and unscripted material.

Perform (Perform/Present)

Perform sustained characters while demonstrating motivation, a sense of timing, voice and movement skills, and a strong understanding of a theatre text; present sketches and floor plans for sets, build models of sets for dramatic work, and explain choices in using visual elements (line, shape or form, texture, color, space).

Critically Respond (Know/Comprehend and Critique/Evaluate/Refine)

Evaluate the nature of different dramatic forms and performance styles, and recognize societal and cultural themes within a dramatic text; identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal processes; research the contribution of various historical and contemporary drama and theatre practitioners and groups.

Throughout the Eighth Grade,
you may find students successfully
applying the elements of the creative
process by...

- Analyzing characters and roles, and performing them using the voice, body, and ingenuity; exploring the styles and techniques of theatre.
- Describing the varieties of drama/theatre forms such as plays, puppetry, musicals; developing the imagination through a variety of theatre technologies (visual effects, sound effects).
- Demonstrating a character's motivation by using recall of sensory and/or emotional experiences and observations of the world.
- Justifying the necessary historical or relevant data to produce technical elements (set, lights, costumes, props, sounds, makeup, special effects) for a scripted or non-scripted play.
- Explaining the ways dramatic and theatrical works have reflected or brought about social change; receiving and acting upon coaching, feedback, and constructive criticism as an actor, designer or technician.