

## Theatre Standards Grades 4-8

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.  
**Enduring Understanding:** Theatre artists rely on intuition, curiosity, and critical inquiry.  
**Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

4th TH.1.CR1.4	5th TH.1.CR1.5	6th TH.1.CR1.6	7th TH.1.CR1.7	8th TH.1.CR1.8
1. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	1. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.	1. Identify possible solutions to staging challenges in a drama/theatre work.	1. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	1. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
2. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	2. Propose design ideas that support the story and given circumstances in a drama/theatre work.	2. Identify solutions to design challenges in a drama/theatre work.	2. Explain and present solutions to design challenges in a drama/theatre work.	2. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.
3. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	3. Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/theatre work.	3. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	3. Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.	3. Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.

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<b>Anchor Standard 2:</b> Creating-Organize and develop artistic ideas and work. <b>Enduring Understanding:</b> Theatre artists work to discover different ways of communicating meaning. <b>Essential Question:</b> How, when, and why do theater artists' choices change?				
4th TH.2.CR2.4	5th TH.2.CR2.5	6th TH.2.CR2.6	7th TH.2.CR2.7	8th TH.2.CR2.8
1. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	1. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.	1. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	1. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	1. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
2. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	2. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.	2. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	2. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	2. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

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<b>Anchor Standard 3:</b> Creating-Refine and complete artistic work. <b>Enduring Understanding:</b> Theatre artists refine their work and practice their craft through rehearsal. <b>Essential Question:</b> How do theatre artists transform and edit their initial ideas?				
4th TH.3.CR3.4	5th TH.3.CR3.5	6th TH.3.CR3.6	7th TH.3.CR3.7	8th TH.3.CR3.8
1. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	1. Revise and improve an improvised or scripted drama/theatre work through repetition and self- review.	1. Articulate and examine choices to refine a devised or scripted drama/theatre work.	1. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	1. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
2. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	2. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	2. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	2. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	2. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.
3. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	3. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	3. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	3. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	3. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

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<b>Anchor Standard 4:</b> Performing-Select, analyze, and interpret artistic work for presentation. <b>Enduring Understanding:</b> Theatre artists make strong choices to effectively convey meaning. <b>Essential Question:</b> Why are strong choices essential to interpreting a drama or theatre piece?				
4th TH.4.PR1.4	5th TH.4.PR1.5	6th TH.4.PR1.6	7th TH.4.PR1.7	8th TH.4.PR1.8
1. Modify the dialogue and action to change the story in a drama/theatre work.	1. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	1. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	1. Consider various staging choices to enhance the story in a drama/theatre work.	1. Explore different pacing to better communicate the story in a drama/theatre work.
2. Make physical choices to develop a character in a drama/theatre work.	2. Use physical choices to create meaning in a drama/theatre work.	2. Experiment with various physical choices to communicate character in a drama/theatre work.	2. Use various character objectives in a drama/theatre work.	2. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

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<b>Anchor Standard 5:</b> Performing-Develop and refine artistic techniques and work for presentation. <b>Enduring Understanding:</b> Theatre artists develop personal processes and skills for a performance or design. <b>Essential Question:</b> What can I do to fully prepare a performance or technical design?				
4th TH.5.PR2.4	5th TH.5.PR2.5	6th TH.5.PR2.6	7th TH.5.PR2.7	8th TH.5.PR2.8
1. Practice selected exercises that can be used in a group setting for drama/theatre work.	1. Choose acting exercises that can be applied to a drama/theatre work.	1. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	1. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	1. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
2. Propose the use of technical elements in a drama/theatre work.	2. Demonstrate the use of technical elements in a drama/theatre work.	2. Articulate how technical elements are integrated into a drama/ theatre work.	2. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	2. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

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**Anchor Standard 6:** Performing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share a creative experience?

4th TH.6.PR3.4	5th TH.6.PR3.5	6th TH.6.PR3.6	7th TH.6.PR3.7	8th TH.6.PR3.8
1. Share small-group drama/theatre work, with peers as audience.	1. Present drama/theatre work informally to an audience.	1. Adapt a drama/theatre work and present it informally for an audience.	1. Participate in rehearsals for a drama/theatre work that will be shared with an audience.	1. Perform a rehearsed drama/theatre work for an audience.

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<b>Anchor Standard 7:</b> Responding-Perceive and analyze artistic work. <b>Enduring Understanding:</b> Theatre artists reflect to understand the impact of drama processes and theatre experiences. <b>Essential Question:</b> How do theatre artists comprehend the essence of drama processes and theatre experiences?				
4th TH.7.RE1.4	5th TH.7.RE1.5	6th TH.7.RE1.6	7th TH.7.RE1.7	8th TH.7.RE1.8
1. Identify artistic choices made in a drama/theatre work through participation and observation.	1. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	1. Describe and record personal reactions to artistic choices in a drama/theatre work.	1. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	1. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

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<b>Anchor Standard 8:</b> Responding-Interpret intent and meaning in artistic work. <b>Enduring Understanding:</b> Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. <b>Essential Question:</b> How can the same work of art communicate different messages to different people?				
4th TH.8.RE2.4	5th TH.8.RE2.5	6th TH.8.RE2.6	7th TH.8.RE2.7	8th TH.8.RE2.8
1. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	1. Justify responses based on personal experiences when participating in or observing a drama/theatre work.	1. Explain how artists make choices based on personal experience in a drama/theatre work.	1. Identify the artistic choices made based on personal experience in a drama/theatre work.	1. Recognize and share artistic choices when participating in or observing a drama/theatre work.
2. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	2. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	2. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.	2. Describe how cultural perspectives can influence the evaluation of drama/theatre work.	2. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
3. Identify and discuss physiological changes connected to emotions in drama/ theatre work.	3. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	3. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	3. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	3. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.



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<b>Anchor Standard 9:</b> Responding-Apply criteria to evaluate artistic work. <b>Enduring Understanding:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. <b>Essential Question:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?				
4th TH.9.RE3.4	5th TH.9.RE3.5	6th TH.9.RE3.6	7th TH.9.RE3.7	8th TH.9.RE3.8
1. Propose a plan to evaluate drama/theatre work.	1. Develop and implement a plan to evaluate drama/theatre work.	1. Use supporting evidence and criteria to evaluate drama/theatre work.	1. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	1. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.
2. Investigate how technical elements may support a theme or idea in a drama/theatre work.	2. Assess how technical elements represent the theme of a drama/theatre work.	2. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	2. Consider the aesthetics of the production elements in a drama/theatre work.	2. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
3. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	3. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	3. Identify a specific audience or purpose for a drama/theatre work.	3. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	3. Assess the impact of a drama/theatre work on a specific audience.

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**Anchor Standard 10:** Connecting-Synthesize and relate knowledge and personal experiences to make art.  
**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.  
**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

4th Th.10.CO1.4	5th Th.10.CO1.5	6th Th.10.CO1.6	7th Th.10.CO1.7	8th Th.10.CO1.8
1. Identify the ways drama/theatre work reflects the perspectives of a community or culture.	1. Explain how drama/theatre connects oneself to a community or culture.	1. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	1. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	1. Examine a community issue through multiple perspectives in a drama/theatre work.

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**Anchor Standard 11:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

**Essential Question:** In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

4th TH.11.CO2.4	5th TH.11.CO2.5	6th TH.11.CO2.6	7th TH.11.CO2.7	8th TH.11.CO2.8
1. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	1. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	1. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	1. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	1. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
2. Compare the drama/theatre conventions of a given time period with those of the present.	2. Identify historical sources that explain drama/theatre terminology and conventions.	2. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	2. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	2. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.