



Oregon Theatre Standards

Grades preK-12

VERSION 1.0



OREGON
DEPARTMENT OF
EDUCATION

Table of Contents

Theatre Standards: PreK-3	3
Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.	3
Anchor Standard 2: Create – Organize and develop artistic ideas and work.....	5
Anchor Standard 3: Create – Refine and complete artistic work.....	6
Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.	7
Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.....	8
Anchor Standard 6: Perform – Develop and refine artistic techniques and work for presentation.....	9
Anchor Standard 7: Respond – Perceive and analyze artistic work.	10
Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.....	11
Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.	13
Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.	14
Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.....	15
Theatre Standards 4-8.....	16
Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.	16
Anchor Standard 2: Create – Organize and develop artistic ideas and work.....	18
Anchor Standard 3: Create – Refine and complete artistic work.....	19
Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.	21
Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation....	22
Anchor Standard 6: Perform – Develop and refine artistic techniques and work for presentation....	23
Anchor Standard 7: Respond – Perceive and analyze artistic work,	24
Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.....	25
Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.	26
Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.	27
Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.....	28
Theatre Standards 9-12.....	29
Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.	29

Anchor Standard 2: Create – Organize and develop artistic ideas and work..... 30

Anchor Standard 3: Create – Refine and complete artistic work..... 31

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation. 32

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation. 33

Anchor Standard 6: Perform – Develop and refine artistic techniques and work for presentation. 34

Anchor Standard 7: Respond – Perceive and analyze artistic work. 35

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work..... 36

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work. 37

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art. 38

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding..... 39



Theatre Standards: PreK-3

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

TH.1.CR1 Grade Level Standards PreK-3

Pre K TH.1.CR1.PK

1. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, use non- representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.1.CR1.K

1. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, use non- representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.1.CR1.1

1. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).
3. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

2nd Grade TH.1.CR1.2

1. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).



3. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

3rd Grade TH.1.CR1.3

1. Create roles, imagined worlds, and improvised stories in a drama/theatre work.
2. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
3. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Enduring Understanding TH.1.CR1

Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question TH.1.CR1

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

TH.2.CR2 Grade Level Standards PreK-3

Pre K TH.2.CR2.PK

1. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.2.CR2.K

1. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).

1st Grade TH.2.CR2.1

1. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade DA2.CR2.2

1. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.2.CR2.3

1. Participate in methods of investigation to devise original ideas for a drama/theatre work.
2. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

Enduring Understanding TH.2.CR2

Theatre artists work to discover different ways of communicating meaning

Essential Question TH.2.CR2

How, when, and why do theater artists' choices change?

Anchor Standard 3: Create – Refine and complete artistic work.

TH.3.CR3 Grade Level Standards PreK-3

Pre K TH.3.CR3.PK

1. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.3.CR3.K

1. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.3.CR3.1

1. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
3. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.3.CR3.2

1. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
3. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.3.CR3.3

1. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.
2. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.
3. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

Enduring Understanding TH.3.CR3

Theatre artists refine their work and practice their craft through rehearsal.

Essential Question TH.3.CR3

How do theatre artists transform and edit their initial ideas?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

TH.4.PR1 Grade Level Standards PreK-3

Pre K TH.4.PR1.PK

1. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.4.PR1.K

1. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.4.PR1.1

1. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.4.PR1.2

1. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.4.PR1.3

1. Apply the elements of dramatic structure to a story and create a drama/theatre work.
2. Investigate how movement and voice are incorporated into drama/theatre work.

Enduring Understanding TH.4.PR1

Theatre artists make strong choices to effectively convey meaning.

Essential Question TH.4.PR1

Why are strong choices essential to interpreting a drama or theatre piece?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

TH.5.PR2 Grade Level Standards PreK-3

Pre K TH.5.PR2.PK

1. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.5.PR2.K

1. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).
2. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.5.PR2.1

1. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).
2. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.5.PR2.2

1. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.5.PR2.3

1. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
2. Identify the basic technical elements that can be used in drama/theatre work.

Enduring Understanding TH.5.PR2

Theatre artists develop personal processes and skills for a performance or design.

Essential Question TH.5.PR2

What can I do to fully prepare a performance or technical design?

Anchor Standard 6: Perform – Develop and refine artistic techniques and work for presentation.

TH.6.PR3 Grade Level Standards PreK-3

Pre K TH.6.PR3.PK

1. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.6.PR3.K

1. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.6.PR3.1

1. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.6.PR3.2

1. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

3rd Grade TH.6.PR3.3

1. Practice drama/theatre work and share reflections individually and in small groups.

Enduring Understanding TH.6.PR3

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

Essential Question TH.6.PR3

What happens when theatre artists and audiences share a creative experience?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

TH.7.RE1 Grade Level Standards PreK-3

Pre K TH.7.RE1.PK

1. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.7.RE1.K

1. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.7.RE1.1

1. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.7.RE1.2

1. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.7.RE1.3

1. Understand why artistic choices are made in a drama/theatre work.

Enduring Understanding TH.7.RE1

Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question TH.7.RE1

How do theatre artists comprehend the essence of drama processes and theatre experiences?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

TH.8.RE2 Grade Level Standards PreK-3

Pre K TH.8.RE2.PK

1. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age- appropriate theatre performance.
2. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.8.RE2.K

1. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age- appropriate theatre performance.
2. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.8.RE2.1

1. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
2. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).
3. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.8.RE2.2

1. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
2. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).
3. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.8.RE2.3

1. Consider multiple personal experiences when participating in or observing a drama/theatre work.
2. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.
3. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

Enduring Understanding TH.8.RE2

Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question TH.8.RE2

How can the same work of art communicate different messages to different people?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

TH.9.RE3 Grade Level Standards PreK-3

Pre K TH.9.RE3.PK

1. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.9.RE3.K

1. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.9.RE3.1

1. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
3. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.9.RE3.2

1. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.
3. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.9.RE3.3

1. Understand how and why groups evaluate drama/theatre work.
2. Consider and analyze technical elements from multiple drama/theatre works.
3. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

Enduring Understanding TH.9.RE3

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question TH.9.RE3

How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

TH.10.CO1 Grade Level Standards PreK-3

Pre K TH.10.CO1.PK

1. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.10.CO1.K

1. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.10.CO1.1

1. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

2nd Grade TH.10.CO1.2

1. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.10.CO1.3

1. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

Enduring Understanding TH.10.CO1

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question TH.10.CO1

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH.11.CO2 Grade Level Standards PreK-3

Pre K TH.11.CO2.PK

1. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Kindergarten TH.11.CO2.K

1. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
2. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1st Grade TH.11.CO2.1

1. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

2nd Grade TH.11.CO2.2

1. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).
2. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

3rd Grade TH.11.CO2.3

1. Explore how stories are adapted from literature to drama/theatre work.
2. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

Enduring Understanding TH.11.CO2

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

Essential Question TH.11.CO2

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

Theatre Standards 4-8

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

TH.1.CR1 Grade Level Standards 4-8

4th Grade TH.1.CR1.4

1. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
2. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.
3. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

5th Grade TH.1.CR1.5

1. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
2. Propose design ideas that 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.

6th Grade TH.1.CR1.6

1. Identify possible solutions to staging challenges in a drama/theatre work.
2. Identify solutions to design challenges in a drama/theatre work.
3. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

7th Grade TH.1.CR1.7

1. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
2. Explain and present solutions to design challenges in a drama/theatre work.
3. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

8th Grade TH.1.CR1.8

1. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
2. Imagine and explore solutions to design challenges of a performance space 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.

Enduring Understanding TH.1.CR1

Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question TH.1.CR1

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

TH.2.CR2 Grade Level Standards 4-8

4th Grade TH.2.CR2.4

1. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.
2. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

5th Grade TH.2.CR2.5

1. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
2. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

6th Grade TH.2.CR2.6

1. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
2. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

7th Grade DA2.CR2.7

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.
2. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

8th Grade TH.2.CR2.8

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. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Enduring Understanding TH.2.CR2

Theatre artists work to discover different ways of communicating meaning.

Essential Question TH.2.CR2

How, when, and why do theater artists' choices change?

Anchor Standard 3: Create – Refine and complete artistic work.

TH.3.CR3 Grade Level Standards 4-8

4th Grade TH.3.CR3.4

1. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.
2. Develop physical and vocal exercise techniques for 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.

5th Grade TH.3.CR3.5

1. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.
2. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
3. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

6th Grade TH.3.CR3.6

1. Articulate and examine choices to refine a devised or scripted drama/theatre work.
2. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
3. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

7th Grade TH.3.CR3.7

1. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.
2. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
3. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

8th Grade TH.3.CR3.8

1. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
2. Refine effective physical, vocal, and physiological traits of characters in an improvised 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.

Enduring Understanding TH.3.CR3

Theatre artists refine their work and practice their craft through rehearsal.

Essential Question TH.3.CR3

How do theatre artists transform and edit their initial ideas?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

TH.4.PR1 Grade Level Standards 4-8

4th Grade TH.4.PR1.4

1. Modify the dialogue and action to change the story in a drama/theatre work.
2. Make physical choices to develop a character in a drama/theatre work.

5th Grade TH.4.PR1.5

1. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
2. Use physical choices to create meaning in a drama/theatre work.

6th Grade TH.4.PR1.6

1. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
2. Experiment with various physical choices to communicate character in a drama/theatre work.

7th Grade TH.4.PR1.7

1. Consider various staging choices to enhance the story in a drama/theatre work.
2. Use various character objectives in a drama/theatre work.

8th Grade TH.4.PR1.8

1. Explore different pacing to better communicate the story in a drama/theatre work.
2. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Enduring Understanding TH.4.PR1

Theatre artists make strong choices to effectively convey meaning.

Essential Question TH.4.PR1

Why are strong choices essential to interpreting a drama or theatre piece?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

TH.5.PR2 Grade Level Standards 4-8

4th Grade TH.5.PR2.4

1. Practice selected exercises that can be used in a group setting for drama/theatre work.
2. Propose the use of technical elements in a drama/theatre work.

5th Grade TH.5.PR2.5

1. Choose acting exercises that can be applied to a drama/theatre work.
2. Demonstrate the use of technical elements in a drama/theatre work.

6th Grade TH.5.PR2.6

1. Recognize how acting exercises and techniques can be applied to a drama/theatre work.
2. Articulate how technical elements are integrated into a drama/ theatre work.

7th Grade TH.5.PR2.7

1. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.
2. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

8th Grade TH.5.PR2.8

1. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
2. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

Enduring Understanding TH.5.PR2

Theatre artists develop personal processes and skills for a performance or design.

Essential Question TH.5.PR2

What can I do to fully prepare a performance or technical design?

Anchor Standard 6: Perform – Develop and refine artistic techniques and work for presentation.

TH.6.PR3 Grade Level Standards 4-8

4th Grade TH.6.PR3.4

1. Share small-group drama/theatre work, with peers as audience.

5th Grade TH.6.PR3.5

1. Present drama/theatre work informally to an audience.

6th Grade TH.6.PR3.6

1. Adapt a drama/theatre work and present it informally for an audience.

7th Grade TH.6.PR3.7

1. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

8th Grade TH.6.PR3.8

1. Perform a rehearsed drama/theatre work for an audience.

Enduring Understanding TH.6.PR3

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

Essential Question TH.6.PR3

What happens when theatre artists and audiences share a creative experience?

Anchor Standard 7: Respond – Perceive and analyze artistic work,

TH.7.RE1 Grade Level Standards 4-8

4th Grade TH.7.RE1.4

1. Identify artistic choices made in a drama/theatre work through participation and observation.

5th Grade TH.7.RE1.5

1. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

6th Grade TH.7.RE1.6

1. Describe and record personal reactions to artistic choices in a drama/theatre work.

7th Grade TH.7.RE1.7

1. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.

8th Grade TH.7.RE1.8

1. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Enduring Understanding TH.7.RE1

Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question TH.7.RE1

How do theatre artists comprehend the essence of drama processes and theatre experiences?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

TH.8.RE2 Grade Level Standards 4-8

4th Grade TH.8.RE2.4

1. Compare and contrast multiple personal experiences 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.
3. Identify and discuss physiological changes connected to emotions in drama/ theatre work.

5th Grade TH.8.RE2.5

1. Justify responses based on personal experiences when participating in or observing a drama/theatre work.
2. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
3. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

6th Grade TH.8.RE2.6

1. Explain how artists make choices based on personal experience in a drama/theatre work.
2. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
3. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

7th Grade TH.8.RE2.7

1. Identify the artistic choices made based on personal experience in a drama/theatre work.
2. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
3. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

8th Grade TH.8.RE2.8

1. Recognize and share artistic choices when participating in or observing a drama/theatre work.
2. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
3. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

Enduring Understanding TH.8.RE2

Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question TH.8.RE2

How can the same work of art communicate different messages to different people?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

TH.9.RE3 Grade Level Standards 4-8

4th Grade TH.9.RE3.4

1. Propose a plan to evaluate drama/theatre work.
2. Investigate how technical elements may support a theme or idea in a drama/theatre work.
3. Observe how a character's choices impact an audience's perspective in a drama/theatre work.

5th Grade TH.9.RE3.5

1. Develop and implement a plan to evaluate drama/theatre work.
2. Assess how technical elements represent the theme of a drama/theatre work.
3. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

6th Grade TH.9.RE3.6

1. Use supporting evidence and criteria to evaluate drama/theatre work.
2. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
3. Identify a specific audience or purpose for a drama/theatre work.

7th Grade TH.9.RE3.7

1. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
2. Consider the aesthetics of the production elements in a drama/theatre work.
3. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

8th Grade TH.9.RE3.8

1. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
2. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
3. Assess the impact of a drama/theatre work on a specific audience.

Enduring Understanding TH.9.RE3

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question TH.9.RE3

How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

TH.10.CO1 Grade Level Standards 4-8

4th Grade TH.10.CO1.4

1. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

5th Grade TH.10.CO1.5

1. Explain how drama/theatre connects oneself to a community or culture.

6th Grade TH.10.CO1.6

1. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

7th Grade TH.10.CO1.7

1. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

8th Grade TH.10.CO1.8

1. Examine a community issue through multiple perspectives in a drama/theatre work.

Enduring Understanding TH.10.CO1

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question TH.10.CO1

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH.11.CO2 Grade Level Standards 4-8

4th Grade TH.11.CO2.4

1. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.
2. Compare the drama/theatre conventions of a given time period with those of the present.

5th Grade TH.11.CO2.5

1. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.
2. Identify historical sources that explain drama/theatre terminology and conventions.

6th Grade TH.11.CO2.6

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.
2. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

7th Grade TH.11.CO2.7

1. Research and discuss how a playwright might have intended a drama/theatre work to be produced.
2. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

8th Grade TH.11.CO2.8

1. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
2. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

Enduring Understanding TH.11.CO2

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

Essential Question TH.11.CO2

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

Theatre Standards 9-12

Anchor Standard 1: Create - Generate and conceptualize artistic ideas and work.

TH.1.CR1 Grade Level Standards HS

HS Proficient TH.1.CR1.HS1

1. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
2. Explore the impact of technology on design choices in a drama/theatre work.
3. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

HS Accomplished TH.1.CR1.HS2

1. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
2. Understand and apply technology to design solutions for a drama/theatre work.
3. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

HS Advanced TH.1.CR1.HS3

1. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.
2. Create a complete design for a drama/theatre work that incorporates all elements of technology.
3. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

Enduring Understanding TH.1.CR1

Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question TH.1.CR1

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Anchor Standard 2: Create – Organize and develop artistic ideas and work.

TH.2.CR2 Grade Level Standards HS

HS Proficient TH.2.CR2.HS1

1. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
2. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

HS Accomplished TH.2.CR2.HS2

1. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
2. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

HS Advanced TH.2.CR2.HS3

1. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.
2. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Enduring Understanding TH.2.CR2

Theatre artists work to discover different ways of communicating meaning.

Essential Question TH.2.CR2

How, when, and why do theater artists' choices change?

Anchor Standard 3: Create – Refine and complete artistic work.

TH.3.CR3 Grade Level Standards HS

HS Proficient TH.3.CR3.HS1

1. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
2. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
3. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

HS Accomplished TH.3.CR3.HS2

1. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
2. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.
3. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

HS Advanced TH.3.CR3.HS3

1. Refine, transform, and re- imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re- imagine style, genre, form, and conventions.
2. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.
3. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Enduring Understanding TH.3.CR3

Theatre artists refine their work and practice their craft through rehearsal.

Essential Question TH.3.CR3

How do theatre artists transform and edit their initial ideas?

Anchor Standard 4: Perform – Select, analyze and interpret artistic work for presentation.

TH.4.PR1 Grade Level Standards HS

HS Proficient TH.4.PR1.HS1

1. Examine how character relationships assist in telling the story of a drama/theatre work.
2. Shape character choices using given circumstances in a drama/theatre work.

HS Accomplished TH.4.PR1.HS2

1. Discover how unique choices shape believable and sustainable drama/ theatre work.
2. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

HS Advanced TH.4.PR1.HS3

1. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.
2. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

Enduring Understanding TH.4.PR1

Theatre artists make strong choices to effectively convey meaning.

Essential Question TH.4.PR1

Why are strong choices essential to interpreting a drama or theatre piece?

Anchor Standard 5: Perform – Develop and refine artistic techniques and work for presentation.

TH.5.PR2 Grade Level Standards HS

HS Proficient TH.5.PR2.HS1

1. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
2. Use researched technical elements to increase the impact of design for a drama/theatre production.

HS Accomplished TH.5.PR2.HS2

1. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
2. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

HS Advanced TH.5.PR2.HS3

1. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
2. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Enduring Understanding TH.5.PR2

Theatre artists develop personal processes and skills for a performance or design.

Essential Question TH.5.PR2

What can I do to fully prepare a performance or technical design?

Anchor Standard 6: Perform – Develop and refine artistic techniques and work for presentation.

TH.6.PR3 Grade Level Standards HS

HS Proficient TH.6.PR3.HS1

1. Perform a scripted drama/theatre work for a specific audience.

HS Accomplished TH.6.PR3.HS2

1. Present a drama/theatre work using creative processes that shape the production for a specific audience.

HS Advanced TH.6.PR3.HS3

1. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

Enduring Understanding TH.6.PR3

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

Essential Question TH.6.PR3

What happens when theatre artists and audiences share a creative experience?

Anchor Standard 7: Respond – Perceive and analyze artistic work.

TH.7.RE1 Grade Level Standards HS

HS Proficient TH.7.RE1.HS1

1. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

HS Accomplished TH.7.RE1.HS2

1. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

HS Advanced TH.7.RE1.HS3

1. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Enduring Understanding TH.7.RE1

Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question TH.7.RE1

How do theatre artists comprehend the essence of drama processes and theatre experiences?

Anchor Standard 8: Respond - Interpret intent and meaning in artistic work.

TH.8.RE2 Grade Level Standards HS

HS Proficient TH.8.RE2.HS1

1. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
2. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
3. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

HS Accomplished TH.8.RE2.HS2

1. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
2. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
3. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

HS Advanced TH.8.RE2.HS3

1. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.
2. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
3. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Enduring Understanding TH.8.RE2

Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question TH.8.RE2

How can the same work of art communicate different messages to different people?

Anchor Standard 9: Respond – Apply criteria to evaluate artistic work.

TH.9.RE3 Grade Level Standards HS

HS Proficient TH.9.RE3.HS1

1. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
2. Consider the aesthetics of the production elements in a drama/theatre work.
3. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

HS Accomplished TH.9.RE3.HS2

1. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
2. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
3. Verify how a drama/theatre work communicates for a specific purpose and audience.

HS Advanced TH.9.RE3.HS3

1. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
2. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
3. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Enduring Understanding TH.9.RE3

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question TH.9.RE3

How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Anchor Standard 10: Connect – Synthesize and relate knowledge and personal experiences to make art.

TH.10.CO1 Grade Level Standards HS

HS Proficient TH.10.CO1.HS1

1. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

HS Accomplished TH.10.CO1.HS2

1. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

HS Advanced TH.10.CO1.HS3

1. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Enduring Understanding TH.10.CO1

Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question TH.10.CO1

What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Anchor Standard 11: Connect – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

TH.11.CO2 Grade Level Standards HS

HS Proficient TH.11.CO2.HS1

1. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
2. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

HS Accomplished TH.11.CO2.HS2

1. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
2. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

HS Advanced TH.11.CO2.HS3

1. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.
2. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

Enduring Understanding TH.11.CO2

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

Essential Question TH.11.CO2

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