

Theatre Standards

PK-3

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?

Pre-K TH.1.CR1.PK	Kindergarten TH.1.CR1.K	1st TH.1.CR1.1	2nd TH.1.CR1.2	3rd TH.1.CR1.3
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).	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).	1. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Create roles, imagined worlds, and improvised stories in a drama/theatre work.
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).	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).	2. Collaborate with peers to conceptualize costumes and props 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).	2. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
		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).	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).	3. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

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Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

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

Pre-K TH.2.CR2.PK	Kindergarten TH.2.CR2.K	1st TH.2.CR2.1	2nd TH.2.CR2.2	3rd TH.2.CR2.3
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).	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).	1. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Participate in methods of investigation to devise original ideas for a drama/theatre work.
2. With prompting and support, express original ideas in 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).	2. With prompting and support, participate in group decision making 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).	2. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

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Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Pre K TH.3.CR3.PK	Kindergarten TH.3.CR3.K	1st TH.3.CR3.1	2nd TH.3.CR3.2	3rd TH.3.CR3.3
1. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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).	1. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.
		2. Identify similarities and differences in sounds and movements 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).	2. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.
		3. Collaborate to imagine multiple representations of a single object 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).	3. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

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Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

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

Pre K Th.4.PR1.PK	Kindergarten Th.4.PR1.K	1st Th.4.PR1.1	2nd Th.4.PR1.2	3rd Th.4.PR1.3
1. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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).	1. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Apply the elements of dramatic structure to a story and create a drama/theatre work.
		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).	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).	2. Investigate how movement and voice are incorporated into drama/theatre work.

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Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

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

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

Pre K Th.5.PR2.PK	Kindergarten Th.5.PR2.K	1st Th.5.PR2.1	2nd Th.5.PR2.2	3rd Th.5.PR2.3
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).	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).	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).	1. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
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).	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).	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).	2. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Identify the basic technical elements that can be used in drama/theatre work.

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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?

Pre K TH.6.PR3.PK	Kindergarten TH.6.PR3.K	1st TH.6.PR3.1	2nd TH.6.PR3.2	3rd TH.6.PR3.3
1. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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).	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).	1. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	1. Practice drama/theatre work and share reflections individually and in small groups.

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Anchor Standard 7: Responding-Perceive and analyze artistic work.

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

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

Pre K TH.7.RE1.PK	Kindergarten TH.7.RE1.K	1st TH.7.RE1.1	2nd TH.7.RE1.2	3rd TH.7.RE1.3
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).	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).	1. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Understand why artistic choices are made in a drama/theatre work.

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

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

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

Pre K TH.8.RE2.PK	Kindergarten TH.8.RE2.K	1st TH.8.RE2.1	2nd TH.8.RE2.2	3rd TH.8.RE2.3
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.	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.	1. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	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.	1. Consider multiple personal experiences when participating in or observing a drama/theatre work.
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).	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).	2. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	2. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	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. 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).	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).	3. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

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Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

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

Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

Pre K TH.9.RE3.PK	Kindergarten TH.9.RE3.K	1st TH.9.RE3.1	2nd TH.9.RE3.2	3rd TH.9.RE3.3
1. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	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).	1. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Understand how and why groups evaluate drama/theatre work.
		2. Identify props and costumes that might be used 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.	2. Consider and analyze technical elements from multiple drama/theatre works.
		3. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

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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?

Pre K TH.10.CO1.PK	Kindergarten TH.10.CO1.K	1st TH.10.CO1.1	2nd TH.10.CO1.2	3rd TH.10.CO1.3
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).	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).	1. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	1. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Use personal experiences and knowledge to make connections to community and culture 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?

Pre K TH.11.CO2.PK	Kindergarten TH.11.CO2.K	1st TH.11.CO2.1	2nd TH.11.CO2.2	3rd TH.11.CO2.3
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).	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).	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).	1. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Explore how stories are adapted from literature to drama/theatre work.
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).	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).	1. 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).	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).	2. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.