

# THEATRE

## State Standards



### Theatre Standards Grades P-12

THEATRE												
Artistic Process					Anchor Standard 1							
Creating					Generate and conceptualize artistic ideas and work.							
Enduring Understanding					Essential Questions							
Theatre artists rely on intuition, curiosity, and critical inquiry.					What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in collaborative and creative exploration and inquiry?							
Exposure			Exploration		Enrichment			Excellence		Entrepreneurship		
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience.				I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.			I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.			I:9-12:1: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.		
I:P-2:2: Propose details to setting, costume, and properties in a guided original drama/theatrical experience.				I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.			I:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.			I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.		
I:P-2:3: Identify and employ ways that voice and body define a character in a guided drama/theatrical experience.				I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.			I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.			I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.		
Expectations												
E:P-2:1: Think creatively and communicate clearly ideas to advance the plot of a drama/theatrical experience.				E:3-5:1: Synthesize ideas and collaborate with others to create interesting plot and characters for an original guided drama/theatrical experience.			E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.			E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.		
E:P-2:2: Collaborate with others to conceptualize settings, costumes, and properties for a guided drama/theatrical experience.				E:3-5:2: Work creatively and collaborate with others to create and conceptualize settings, costumes, and properties for a guided drama/theatrical experience.			E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.			E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.		
E:P-2:3: Think creatively and implement ideas on how to define a character with voice and body.				E:3-5:3: Work independently to create a basic character analyses.			E:6-8:3: Work independently to develop a character for an original theatrical work.			E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions and personal experiences to develop a theatrical work.		
E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.				E:3-5:4: Think creatively and be flexible in rehearsing, and producing an original drama/theatrical experience.			E:6-8:4: Think creatively and be flexible in rehearsing and producing an original theatrical work.			E:9-12:4: Think creatively and be flexible in rehearsing, designing, and producing an original theatrical work.		

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## State Standards

THEATRE													
Artistic Process							Anchor Standard 2						
Creating							Organize and develop artistic ideas and work.						
Enduring Understanding							Essential Question						
Theatre artists work to discover different ways of communicating							How, when, and why do theatre artists' choices change?						
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Explore and develop dialogue, sequential plot and defined characters in a guided drama/theatrical experience.				I:3-5:1: Through collective inquiry, advance original ideas of plot in a drama/theatrical work using a character's given circumstances, objective, and inner thoughts.			I:6-8:1: Explore, and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.			I:9-12:1: Utilize critical analysis, historical and cultural contexts, and learned theatrical conventions to collectively develop original artistic choices to clarify thematic meaning.			
I:P-2:2: With prompting and support, assume and offer ideas for specific roles of a theatrical design team.				I:3-5:2: With prompting and support, assume defined responsibilities of a theatrical team and create a design for a devised drama/theatrical experience.			I:6-8:2: Share leadership and execute responsibilities of a design team, and collaborate to incorporate various ideas in a theatrical work.			I:9-12:2: Collaborate as a creative team with defined responsibilities to discover artistic solutions and make interpretive choices in a devised theatrical work.			
Expectations													
E:P-2:1: Work collaboratively with others to develop creative ideas concerning plot and characters in a guided drama/theatrical experience.				E:3-5:1: Work creatively and collaborate with others to analyze and advance original ideas.			E:6-8:1: Research and employ playwriting techniques and evaluate artistic choices in a devised/adapted theatrical production.			E:9-12:1: Utilize script analysis and playwriting techniques and evaluate personal artistic choices in a devised/adapted theatrical production.			
E:P-2:2: Use developed information about the world of the play/story to enhance artistic choices in the guided devised drama/theatrical experience.				E:3-5:2: Research information about the world of the story and use it creatively to enhance the devised drama/theatrical experience.			E:6-8:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.			E:9-12:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.			
E:P-2:3: Be flexible and think creatively while being part of a theatrical design team.				E:3-5:3: Work effectively with a diverse team being flexible with others in order to incorporate various artistic ideas in a devised drama/theatrical experience.			E:6-8:3: Manage a design project by sharing leadership and working effectively with others to think critically about design choices and solutions.			E:9-12:3: Use technical theatre knowledge and collaborate to explore how each element of technical theatre interacts to enhance storytelling and theme.			
E:P-2:4: Collaborate with others and work effectively in a diverse team to develop a guided drama/theatrical experience.				E:3-5:4: Collaborate with others and work effectively in a diverse team to enhance a devised drama/theatrical experience.			E:6-8:4: Be responsible to others and work effectively in a diverse team to enhance a devised/adapted theatrical production.			E:9-12:4: Be responsible with others and work effectively in a diverse team to enhance a devised/adapted theatrical production.			
E:P-2:5: With guidance and support use available technology to enhance artistic choices in a guided drama/theatrical experience.				E:3-5:5: Use available technology to enhance artistic choices in a devised drama/theatrical experience.			E:6-8:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.			E:9-12:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.			

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## State Standards



THEATRE												
Artistic Process						Anchor Standard 3						
Creating						Refine and complete artistic work						
Enduring Understanding						Essential Question						
Theatre artists refine their work and practice their craft through rehearsal						How do theatre artists transform and edit their original ideas?						
Exposure			Exploration			Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience.				I:3-5:1: Explore and refine various artistic choices to enhance character, dialogue, and plot in a devised theatrical experience.			I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.			I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions and production analyses to refine a devised/adapted theatrical work for performance.		
I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.				I:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised theatrical experience.			I:6-8:2: Explore various staging ideas throughout the rehearsal process of a devised adapted theatrical work for performance.			I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for performance.		
I:P-2:3: With prompting and support discover various solutions to a single technical element.				I:3-5:3: Create innovative solutions to design and technical problems that arise in rehearsal for a devised theatrical experience.			I:6-8:3: Implement and refine a planned technical design using available technology during the rehearsal process for devised/adapted theatrical work for performance.			I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.		
Expectations												
E:P-2:1: Reason effectively and work creatively with others to make artistic decisions about plot and dialogue.				E:3-5:1: Reason effectively while comparing artistic choices in a devised drama/theatrical experience.			E:6-8:1: Apply performance criteria to evaluate artistic choices in a theatrical production.			E:9-12:1: Utilize information on theatrical traditions and conventions and evaluate artistic choices in a theatrical production.		
E:P-2:2: Make decisions on artistic choices in staging.				E:3-5:2: Collaborate with others to reimagine staging choices in a timely manner.			E:6-8:2: Manage time and rehearse effectively and efficiently.			E:9-12:2: Manage time to accomplish artistic goals effectively and efficiently in a theatrical production.		
E:P-2:3: Produce design elements for a guided drama/theatrical experience.				E:3-5:3: Reflect and critique on technical artistic choices and implement innovated ideas to refine choices to better reveal theme.			E:6-8:3: Make decisions on technical artistic choices and implement innovated ideas to refine them.			E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production.		
E:P-2:4: With guidance and support use available technology to refine technical designs.				E:3-5:4: Use available technology to refine technical designs.			E:6-8:4: Use available technology to refine technical designs.			E:9-12:4: Use available technology to refine and create technical designs.		
E:P-2:5: Perform a guided devised drama/theatrical work for an informal audience.				E:3-5:5: Perform a devised/adapted theatrical experience for an informal audience.			E:6-8:5: Produce a devised/adapted theatrical production for an audience.			E:9-12:5: Produce a devised/adapted theatrical production for an audience.		

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## State Standards

Theatre													
Artistic Process							Anchor Standard 4						
Presenting							Analyze, interpret, and select artistic work for presentation.						
Enduring Understanding							Essential Question						
Theatre artists make strong choices to effectively convey meaning							Why are strong choices essential to interpreting a drama or theatre piece						
Exposure		Exploration			Enrichment		Excellence		Entrepreneurship				
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.				I:3-5:1: Develop and apply various artistic choices to enhance dramatic moments in a theatre work.			I:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.			I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work.			
I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.				I:3-5:2: Expand on artistic physical and vocal choices to create a convincing character for a scripted performance.			I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.			I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.			
Expectations													
E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.				E:3-5:1: Reason effectively to understand what makes a play worth performing.			E:6-8:1: Apply provided criteria to make decisions on a script's selection for performance.			E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.			
E:P-2:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance.				E:3-5:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical performance.			E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production.			E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.			
E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.				E:3-5:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character in a scripted performance.			E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.			E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.			

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## State Standards



Theatre												
Artistic Process						Anchor Standard 5						
Presenting						Develop and refine artistic work for presentation						
Enduring Understanding						Essential Question						
Theatre artists develop personal processes and skills for a performance or design						What can I do to fully prepare a performance or technical design?						
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship		
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story.				I:3-5:1: Integrate techniques of imagination, movement, and vocal exercises in a scripted theatrical experience.			I:6-8:1: Participate in a variety of acting exercises, and transfer techniques to a rehearsal and performance of a scripted theatrical work.			I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work.		
I:P-2:2: Create simple technical elements in a guided drama/theatrical experience to enhance a guided theatrical experience based on a known story.				I:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work.			I:6-8:2: Explore a variety of technical techniques to create a design for a formal or informal, scripted theatrical production.			I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.		
Expectations												
E:P-2:1: Use acting exercises to inspire creativity in a guided drama/theatre experience based on a known story.				E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical experience.			E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.			E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.		
E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.				E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.			E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.			E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work.		
E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.				E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work.			E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.			E:9-12:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.		
E:P-2:4: Participate in theatrically based warm-ups.				E:3-5:4: Participate in progressively more involved warm-ups.			E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.			E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.		

# THEATRE

## State Standards



Theatre													
Artistic Process							Anchor Standard 6						
Presenting							Convey meaning through the presentation of artistic work.						
Enduring Understanding							Essential Question						
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.							What happens when theatre artists and audience share a creative experience?						
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Share an informal, guided drama/theatrical work based on known story.				I:3-5:1: Share an informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.			I:6-8:1: Present a rehearsed, theme-based, and scripted theatrical work for an audience and engage in shared reflections.			I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and practices grounded in the creative collaboration of the director, designer(s), actor and dramaturg, for a formal audience and engage in shared reflections.			
Expectations													
E:P-2:1: Collaborate with others on a guided theatrical work.				E:3-5:1: Collaborate with others on a guided theatrical work.			E:6-8:1: Collaborate while managing goals and time to craft a theatrical production.			E:9-12:1: Collaborate while managing goals and time to craft a theatrical production.			
E:P-2:2: Present a play/drama for an informal audience.				E:3-5:2: Present a play for an informal audience.			E:6-8:2: Produce a play for an audience.			E:9-12:2: Produce a play for an audience.			
E:P-2:3: Interact with an informal audience in an informal reflection activity.				E:3-5:3: Interact with the audience in an informal reflection activity.			E:6-8:3: Interact with the audience in a formal reflection activity.			E:9-12:3: Interact with the audience in a formal reflection activity.			
				E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.			E:6-8:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.			E:9-12:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.			

# THEATRE

## State Standards



Theatre												
Artistic Process						Anchor Standard 7						
Responding						Perceive and analyze artistic work.						
Enduring Understanding						Essential Question						
Theatre artists reflect to understand the impact of drama processes and theatre experiences						How do theatre artists comprehend the essence of drama processes and theatre experiences?						
Exposure		Exploration		Enrichment		Excellence		Entrepreneurship				
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: With prompting and support, identify artistic choices and personal aesthetic reactions to a theatrical experience.				I:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.			I:6-8:1: Identify and analyze the effect of artistic choices by applying given criteria to a theatrical experience.			I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.		
Expectation												
E:P-2:1: Identify when artistic choices are made in a theatrical experience.				E:3-5:1: Identify where artistic choices are made and analyze why they were made.			E:6-8:1: Effectively justify and articulate the artistic choices in various theatrical works.			E:9-12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.		
E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience.				E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.			E:6-8:2: Use given criteria to evaluate the effectiveness of artistic choices in various theatrical works.			E:9-12:2: Reason and communicate effectively the use of societal and theatrical conventions in conveying meaning.		

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## State Standards



THEATRE												
Artistic Process						Anchor Standard 8						
Responding						Interpret intent and meaning in artistic work						
Enduring Understanding						Essential Question						
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.						How can the same work of art communicate different messages to different people?						
Exposure		Exploration		Enrichment			Excellence		Entrepreneurship			
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Make personal connections to the feelings, reactions, and dramatic circumstances of a character.				I:3-5:1: Identify and communicate personal reactions to various types and styles of theatrical experiences.			I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices.			I:9-12:1: Develop and justify personal aesthetics and artistic point of view.		
I:P-2:2: With prompting and support, analyze how character is defined through physical characteristics, dialogue, and prop/costume design choices.				I:3-5:2: Identify how setting, character, and plot define artistic intent.			I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.			I:9-12:2: Identify and make aesthetic opinions on a theatrical work using personal experience and knowledge of an artist's intent and style.		
I:P-2:3: Identify and respond to various characters in a drama/theatrical experience.				I:3-5:3: Explore various personal choices in creating a character for a theatrical experience.			I:6-8:3: Identify personal aesthetics through participation in a theatrical work.			I:9-12:3: Synthesize various personal aesthetics and artistic point of view to critique, refine, and produce a theatrical work.		
Expectations												
E:P-2:1: Effectively reason and interact with others to compare personal feelings about character and plot in a guided drama/theatrical experience.				E:3-5:1: Effectively reason and interact with others to compare personal feelings about character and plot in various theatrical experiences.			E:6-8:1: Communicate clearly with others how personal artistic choices are informed by personal aesthetics.			E:9-12:1: Work independently to reason and create an effective relationship between personal aesthetics and artistic choices for a theatrical work.		
E:P-2:2: Collaborate with others to create an understanding of characters within a given drama/theatrical experience.				E:3-5:2: Reason effectively to explore the relationship between an artist's intent and artistic choices.			E:6-8:2: Research information on various artists' lives and personal aesthetics and communicate effectively how they informed their artistic choices.			E:9-12:2: Reason effectively to identify and critique the artists' choices and aesthetics within a theatrical work.		
E:P-2:3: Work collaboratively and use personal aesthetics to respond to various drama/theatrical experiences.				E:3-5:3: Work independently to create a character for a scene.			E:6-8:3: While working in a diverse group, effectively communicate and integrate various personal aesthetics to enhance a theatrical work.			E:9-12:3: Interact effectively with others to synthesize the various artistic points of view and aesthetics of the group to enhance a theatrical work.		
E:P-2:4: Engage appropriately as an audience participant in formal/informal settings				E:3-5:4: Engage appropriately as an audience participant in formal/informal settings.			E:6-8:4: Engage appropriately as an audience participant in formal/informal settings.			E:9-12:4: Engage appropriately as an audience participant in formal/informal settings.		



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## State Standards

THEATRE												
<i>Artistic Process</i>						<i>Anchor Standard 9</i>						
Responding						Apply criteria to evaluate artistic work.						
<i>Enduring Understanding</i>						<i>Essential Question</i>						
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.						How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis?						
Exposure		Exploration		Enrichment			Excellence		Entrepreneurship			
<i>Indicators</i>												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Describe and define a character in a theatrical production.				I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work.			I:6-8:1: Respond to a theatrical work using specific evidence and artistic criteria.			I:9-12:1: Use historical and cultural contexts and the play's language, style and structure to analyze a theatrical work.		
I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.				I:3-5:2: Investigate how technical elements assist in presenting theme.			I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work.			I:9-12:2: Recognize and analyze varied aesthetic interpretations of the same theatrical work.		
I:P-2:3: Describe how characters respond to conflicts in a theatrical production.				I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a theatrical work.			I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.			I:9-12:3: Create impactful connections between a theatre work and contemporary issues.		
<i>Expectations</i>												
E:P-2:1: Work with others to apply given criteria to a theatrical work.				E:3-5:1: Work creatively with others to formulate evaluation criteria.			E:6-8:1: Apply standard analysis criteria to a theatrical production.			E:9-12:1: Access information on various criteria used to investigate and explore a theatrical work.		
E:P-2:2: Identify and communicate technical choices in a theatrical production.				E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical work.			E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it.			E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.		
E:P-2:3: Interact effectively with a group and discuss a character's role in the story.				E:3-5:3: Interact with an informal audience and analyze a theatrical work.			E:6-8:3: Evaluate an effect a theatrical event has on an audience.			E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.		

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## State Standards



THEATRE												
Artistic Process						Anchor Standard 10						
Connecting						Synthesize and relate knowledge and personal experiences to make art						
Enduring Understanding						Essential Question						
Theatre artists allow awareness of interrelationships between self and others to influence and inform their work						What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?						
Exposure		Exploration				Enrichment			Excellence		Entrepreneurship	
Indicators												
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced
I:P-2:1: Explore how personal experience relates to a character's experience in guided theatrical experience.				I:3-5:1: Explore how theatre can connect oneself to a community or culture.			I:6-8:1: Investigate a community issue through multiple perspectives in a theatrical work.			I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.		
Expectations												
E:P-2:1: Create a devised theatrical experience based on the idea of community and the individual.				E:3-5:1: Present a devised theatrical issue-based work to a formal or informal audience.			E:6-8:1: Research a community issue and collaborate with others to devise a theatrical work.			E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.		
E:P-2:2: Interact effectively with others and share how personal and character experiences relate.				E:3-5:2: Interact with the audience in a formal or informal response activity.			E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.			E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.		
							E:6-8:3: Lead others and interact with the audience in a formal or informal response activity.			E:9-12:3: Lead and interact with the audience in a formal or informal response activity.		
							E:6-8:4: Create a self-reflective review.			E:9-12:4: Create a self-reflective review.		

# THEATRE

## State Standards

THEATRE													
Artistic Process Connecting					Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding								
Enduring Understanding Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.					Essential Question In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.								
Exposure		Exploration			Enrichment			Excellence		Entrepreneurship			
Indicators													
PK	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	
I:P-2:1: Identify similarities between theatrical works from various cultures.				I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.			I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.			I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.			
I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.				I:3-5:2: Identify and use historical source material to develop a theatrical work.			I:6-8:2: Use historical source material to craft a theatrical work.			I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical and cultural understanding of story, theme, and theatrical conventions.			
I:P-2:3: Describe the relationships of theatre to other arts subjects in school.				I:3-5:3: Describe the relationships of theatre to dance, music, the visual arts, media arts, and other disciplines.			I:6-8:3: Describe the relationships of theatre to dance, music, visual arts, media arts, and other disciplines.			I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.			
Expectations													
E:P-2:1: With guidance, compare and contrast various theatrical works.				E:3-5:1: Compare and contrast various theatrical works.			E:6-8:1: Research and evaluate various productions based on the same story and/or theme.			E:9-12:1: Work independently to synthesize personal, cultural and historical views into compelling artistic choices.			
E:P-2:2: Communicate clearly personal responses to various theatrical works.				E:3-5:2: Using devised criteria respond to personal responses to various theatrical works.			E:6-8:2: Use discipline-specific literacy to clearly communicate personal aesthetics.			E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.			
E:P-2:3: Apply researched information to develop and refine a self-devised theatrical work based on a provided artifact.				E:3-5:3: Apply researched information to develop and refine a self-written theatrical work based on a historical source material.			E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.			E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.			
E:P-2:4: With guidance and support present a self-devised theatrical work.				E:3-5:4: Devise a personal theatrical work.			E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.			E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.			
E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places.				E:3-5:5: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.			E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.			E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.			

# THEATRE

## State Standards



### Theatre Standards Grades P-2

#### **Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

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

#### **Essential Questions**

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

PK

K

1

2

Developmental Level: Exposure

#### Indicators

- I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience.
- I:P-2:2: Propose details to setting, costume, and properties in a guided original drama/theatrical experience.

#### Expectations

- E:P-2:1: Think creatively and communicate clearly ideas to advance the plot of a drama/theatrical experience.
- E:P-2:2: Collaborate with others to conceptualize settings, costumes, and properties for a guided drama/theatrical experience.
- E:P-2:3: Think creatively and implement ideas on how to define a character with voice and body.
- E:P-2:4: Think creatively and be flexible during a guided drama/theatrical experience.

# THEATRE

## State Standards



### **Anchor Standard 2**

Organize and develop artistic ideas and work.

**Artistic Process**

Creating

**Enduring Understanding**

Theatre artists work to discover different ways of communicating

**Essential Question**

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

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

**Indicators**

I:P-2:1: Explore and develop dialogue, sequential plot and defined characters in a guided drama/theatrical experience.

I:P-2:2: With prompting and support, assume and offer ideas for specific roles of a theatrical design team.

**Expectations**

E:P-2:1: Work collaboratively with others to develop creative ideas concerning plot and characters in a guided drama/theatrical experience.

E:P-2:2: Use developed information about the world of the play/story to enhance artistic choices in the guided devised drama/theatrical experience.

E:P-2:3: Be flexible and think creatively while being part of a theatrical design team.

E:P-2:4: Collaborate with others and work effectively in a diverse team to develop a guided drama/theatrical experience.

E:P-2:5: With guidance and support use available technology to enhance artistic choices in a guided drama/theatrical experience.

# THEATRE

## State Standards



### **Anchor Standard 3**

Refine and complete artistic work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

PK

K

1

2

Developmental Level: Exposure

#### Indicators

I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience.

I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.

I:P-2:3: With prompting and support discover various solutions to a single technical element.

#### Expectations

E:P-2:1: Reason effectively and work creatively with others to make artistic decisions about plot and dialogue.

E:P-2:2: Make decisions on artistic choices in staging.

E:P-2:3: Produce design elements for a guided drama/theatrical experience.

E:P-2:4: With guidance and support use available technology to refine technical designs.

E:P-2:5: Perform a guided devised drama/theatrical work for an informal audience.

# THEATRE

## State Standards



### **Anchor Standard 4**

Analyze, interpret, and select artistic work for presentation.

**Artistic Process**

Presenting

**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

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

### Indicators

- I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.
- I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.

### Expectations

- E:P-2:1: Communicate effectively why a specific story is worth exploring in a guided drama/theatrical experience.
- E:P-2:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted drama/theatrical performance.
- E:P-2:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.

# THEATRE

## State Standards



### **Anchor Standard 5**

Develop and refine artistic work for presentation

#### **Artistic Process**

Presenting

#### **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?

PK

K

1

2

Developmental Level: Exposure

#### Indicators

- I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story.
- I:P-2:2: Create simple technical elements in a guided drama/theatrical experience to enhance a guided theatrical experience based on a known story.

#### Expectations

- E:P-2:1: Use acting exercises to inspire creativity in a guided drama/theatre experience based on a known story.
- E:P-2:2: Think creatively and collaboratively to create technical solutions in props and costumes that enhance a guided drama/theatrical experience based on a known story.
- E:P-2:3: Think creatively to create solutions to enhance a guided drama/theatrical experience based on a known story.
- E:P-2:4: Participate in theatrically based warm-ups.



# THEATRE

## State Standards



### **Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Artistic Process**

Presenting

**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 audience share a creative experience?

PK

K

1

2

Developmental Level: Exposure

Indicators

I:P-2:1: Share an informal, guided drama/theatrical work based on known story.

Expectations

E:P-2:1: Collaborate with others on a guided theatrical work.

E:P-2:2: Present a play/drama for an informal audience.

E:P-2:3: Interact with an informal audience in an informal reflection activity.

# THEATRE

## State Standards



### **Anchor Standard 7**

Perceive and analyze artistic work.

#### **Artistic Process**

Responding

#### **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?

PK

K

1

2

Developmental Level: Exposure

#### Indicators

I:P-2:1: With prompting and support, identify artistic choices and personal aesthetic reactions to a theatrical experience.

#### Expectations

E:P-2:1: Identify when artistic choices are made in a theatrical experience.

E:P-2:2: Articulate an aesthetic response to artistic choices in a theatrical experience.

# THEATRE

## State Standards



### **Anchor Standard 8**

Interpret intent and meaning in artistic work.

#### **Artistic Process**

Responding

#### **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?

PK

K

1

2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Make personal connections to the feelings, reactions, and dramatic circumstances of a character.

I:P-2:2: With prompting and support, analyze how character is defined through physical characteristics, dialogue, and prop/costume design choices.

I:P-2:3: Identify and respond to various characters in a drama/theatrical experience.

#### Expectations

E:P-2:1: Effectively reason and interact with others to compare personal feelings about character and plot in a guided drama/theatrical experience.

E:P-2:2: Collaborate with others to create an understanding of characters within a given drama/theatrical experience.

E:P-2:3: Work collaboratively and use personal aesthetics to respond to various drama/theatrical experiences.

E:P-2:4: Engage appropriately as an audience participant in formal/informal settings

# THEATRE

## State Standards



### **Anchor Standard 9**

Apply criteria to evaluate artistic work.

#### **Artistic Process**

Responding

#### **Enduring Understanding**

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

#### **Essential Question**

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

PK

K

1

2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Describe and define a character in a theatrical production.

I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.

I:P-2:3: Describe how characters respond to conflicts in a theatrical production.

#### Expectations

E:P-2:1: Work with others to apply given criteria to a theatrical work.

E:P-2:2: Identify and communicate technical choices in a theatrical production.

E:P-2:3: Interact effectively with a group and discuss a character's role in the story.

# THEATRE

## State Standards



### **Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

#### **Artistic Process**

Connecting

#### **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?

PK

K

1

2

Developmental Level: Exposure

#### Indicators

I:P-2:1: Explore how personal experience relates to a character's experience in guided theatrical experience.

#### Expectations

E:P-2:1: Create a devised theatrical experience based on the idea of community and the individual.

E:P-2:2: Interact effectively with others and share how personal and character experiences relate.

# THEATRE

## State Standards



### **Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Artistic Process**

Connecting

**Enduring Understanding**

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

**Essential Question**

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

PK	K	1	2
----	---	---	---

Developmental Level: Exposure

### Indicators

- I:P-2:1: Identify similarities between theatrical works from various cultures.
- I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.
- I:P-2:3: Describe the relationships of theatre to other arts subjects in school.

### Expectations

- E:P-2:1: With guidance, compare and contrast various theatrical works.
- E:P-2:2: Communicate clearly personal responses to various theatrical works.
- E:P-2:3: Apply researched information to develop and refine a self-devised theatrical work based on a provided artifact.
- E:P-2:4: With guidance and support present a self-devised theatrical work.
- E:P-2:5: Compare and contrast cultural purposes for creating by examining art from different times and places.

# THEATRE

## State Standards



### Theatre Standards Grades 3-5

#### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

##### *Artistic Process*

Creating

##### *Enduring Understanding*

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

##### *Essential Questions*

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

3

4

5

Developmental Level: Exploration

##### Indicators

I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.

I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.

I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.

##### Expectations

E:3-5:1: Synthesize ideas and collaborate with others to create interesting plot and characters for an original guided drama/theatrical experience.

E:3-5:2: Work creatively and collaborate with others to create and conceptualize settings, costumes, and properties for a guided drama/theatrical experience.

E:3-5:3: Work independently to create a basic character analyses.

E:3-5:4: Think creatively and be flexible in rehearsing, and producing an original drama/theatrical experience.

# THEATRE

## State Standards



### **Anchor Standard 2**

Organize and develop artistic ideas and work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

Theatre artists work to discover different ways of communicating

#### **Essential Question**

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

3

4

5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Through collective inquiry, advance original ideas of plot in a drama/theatrical work using a character's given circumstances, objective, and inner thoughts.

I:3-5:2: With prompting and support, assume defined responsibilities of a theatrical team and create a design for a devised drama/theatrical experience.

#### Expectations

E:3-5:1: Work creatively and collaborate with others to analyze and advance original ideas.

E:3-5:2: Research information about the world of the story and use it creatively to enhance the devised drama/theatrical experience.

E:3-5:3: Work effectively with a diverse team being flexible with others in order to incorporate various artistic ideas in a devised drama/theatrical experience.

E:3-5:4: Collaborate with others and work effectively in a diverse team to enhance a devised drama/theatrical experience.

E:3-5:5: Use available technology to enhance artistic choices in a devised drama/theatrical experience.



# THEATRE

## State Standards



### **Anchor Standard 3**

Refine and complete artistic work

#### **Artistic Process**

Creating

#### **Enduring Understanding**

Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

3

4

5

Developmental Level: Exploration

#### Indicators

- I:3-5:1: Explore and refine various artistic choices to enhance character, dialogue, and plot in a devised theatrical experience.
- I:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised theatrical experience.
- I:3-5:3: Create innovative solutions to design and technical problems that arise in rehearsal for a devised theatrical experience.

#### Expectations

- E:3-5:1: Reason effectively while comparing artistic choices in a devised drama/theatrical experience.
- E:3-5:2: Collaborate with others to reimagine staging choices in a timely manner.
- E:3-5:3: Reflect and critique on technical artistic choices and implement innovated ideas to refine choices to better reveal theme.
- E:3-5:4: Use available technology to refine technical designs.
- E:3-5:5: Perform a devised/adapted theatrical experience for an informal audience.

# THEATRE

## State Standards

### **Anchor Standard 4**

Analyze, interpret, and select artistic work for presentation.

#### **Artistic Process**

Presenting

#### **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

3

4

5

Developmental Level: Exploration

#### Indicators

- I:3-5:1: Develop and apply various artistic choices to enhance dramatic moments in a theatre work.
- I:3-5:2: Expand on artistic physical and vocal choices to create a convincing character for a scripted performance.

#### Expectations

- E:3-5:1: Reason effectively to understand what makes a play worth performing.
- E:3-5:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical performance.
- E:3-5:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character in a scripted performance.

# THEATRE

## State Standards



### ***Anchor Standard 5***

Develop and refine artistic work for presentation.

#### ***Artistic Process***

Presenting

#### ***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?

3

4

5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Integrate techniques of imagination, movement, and vocal exercises in a scripted theatrical experience.

I:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work.

#### Expectations

E:3-5:1: Use acting exercises to creatively enhance a performance for a scripted theatrical experience.

E:3-5:2: Use theatre resources to solve problems for a scripted theatrical work.

E:3-5:3: Apply technology and implement innovative solutions to enhance a scripted theatrical work.

E:3-5:4: Participate in progressively more involved warm-ups.

# THEATRE

## State Standards



### **Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Artistic Process**

Presenting

**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 audience share a creative experience?

3

4

5

Developmental Level: Exploration

Indicators

I:3-5:1: Share an informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.

Expectations

E:3-5:1: Collaborate with others on a guided theatrical work.

E:3-5:2: Present a play for an informal audience.

E:3-5:3: Interact with the audience in an informal reflection activity.

E:3-5:4: Communicate a self-reflection on a theatrical experience and one's own contribution.

# THEATRE

## State Standards



### **Anchor Standard 7**

Perceive and analyze artistic work.

#### **Artistic Process**

Responding

#### **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?

3

4

5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.

#### Expectations

E:3-5:1: Identify where artistic choices are made and analyze why they were made.

E:3-5:2: Communicate effectively an aesthetic response to artistic choices in a theatrical experience.

# THEATRE

## State Standards



### **Anchor Standard 8**

Interpret intent and meaning in artistic work.

#### **Artistic Process**

Responding

#### **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?

3

4

5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Identify and communicate personal reactions to various types and styles of theatrical experiences.

I:3-5:2: Identify how setting, character, and plot define artistic intent.

I:3-5:3: Explore various personal choices in creating a character for a theatrical experience.

#### Expectations

E:3-5:1: Effectively reason and interact with others to compare personal feelings about character and plot in various theatrical experiences.

E:3-5:2: Reason effectively to explore the relationship between an artist's intent and artistic choices.

E:3-5:3: Work independently to create a character for a scene.

E:3-5:4: Engage appropriately as an audience participant in formal/informal settings.

# THEATRE

## State Standards



### **Anchor Standard 9**

Apply criteria to evaluate artistic work.

#### **Artistic Process**

Responding

#### **Enduring Understanding**

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

#### **Essential Question**

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

3

4

5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work.

I:3-5:2: Investigate how technical elements assist in presenting theme.

I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a theatrical work.

#### Expectations

E:3-5:1: Work creatively with others to formulate evaluation criteria.

E:3-5:2: Apply created criteria and reason effectively to critique artistic choices in a theatrical work.

E:3-5:3: Interact with an informal audience and analyze a theatrical work.

# THEATRE

## State Standards



### **Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

#### **Artistic Process**

Connecting

#### **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?

3

4

5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Explore how theatre can connect oneself to a community or culture.

#### Expectations

E:3-5:1: Present a devised theatrical issue-based work to a formal or informal audience.

E:3-5:2: Interact with the audience in a formal or informal response activity.



# THEATRE

## State Standards



### **Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

#### **Artistic Process**

Connecting

#### **Enduring Understanding**

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

#### **Essential Question**

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

3

4

5

Developmental Level: Exploration

#### Indicators

I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.

I:3-5:2: Identify and use historical source material to develop a theatrical work.

I:3-5:3: Describe the relationships of theatre to dance, music, the visual arts, media arts and other disciplines.

#### Expectations

E:3-5:1: Compare and contrast various theatrical works.

E:3-5:2: Using devised criteria respond to personal responses to various theatrical works.

E:3-5:3: Apply researched information to develop and refine a self-written theatrical work based on a historical source material.

E:3-5:4: Devise a personal theatrical work.

E:3-5:5: Analyze and infer how art is used to inform or change beliefs, values, and/or behaviors of an individual or society.

# THEATRE

## State Standards



### Theatre Standards Grades 6-8

#### **Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

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

#### **Essential Questions**

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

6

7

8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.

I:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.

I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.

#### Expectations

E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.

E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.

E:6-8:3: Work independently to develop a character for an original theatrical work.

E:6-8:4: Think creatively and be flexible in rehearsing and producing an original theatrical work.

# THEATRE

## State Standards



### **Anchor Standard 2**

Organize and develop artistic ideas and work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

Theatre artists work to discover different ways of communicating

#### **Essential Question**

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

6

7

8

Developmental Level: Enrichment

#### Indicators

- I:6-8:1: Explore, and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.
- I:6-8:2: Share leadership and execute responsibilities of a design team, and collaborate to incorporate various ideas in a theatrical work.

#### Expectations

- E:6-8:1: Research and employ playwriting techniques and evaluate artistic choices in a devised/adapted theatrical production.
- E:6-8:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.
- E:6-8:3: Manage a design project by sharing leadership and working effectively with others to think critically about design choices and solutions.
- E:6-8:4: Be responsible to others and work effectively in a diverse team to enhance a devised/adapted theatrical production.
- E:6-8:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.

# THEATRE

## State Standards



### **Anchor Standard 3**

Refine and complete artistic work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

6

7

8

Developmental Level: Enrichment

#### Indicators

- I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.
- I:6-8:2: Explore various staging ideas throughout the rehearsal process of a devised /adapted theatrical work for performance.
- I:6-8:3: Implement and refine a planned technical design using available technology during the rehearsal process for devised/adapted theatrical work for performance.

#### Expectations

- E:6-8:1: Apply performance criteria to evaluate artistic choices in a theatrical production.
- E:6-8:2: Manage time and rehearse effectively and efficiently.
- E:6-8:3: Make decisions on technical artistic choices and implement innovated ideas to refine them.
- E:6-8:4: Use available technology to refine technical designs.
- E:6-8:5: Produce a devised/adapted theatrical production for an audience.

# THEATRE

## State Standards



### **Anchor Standard 4**

Analyze, interpret, and select artistic work for presentation.

#### **Artistic Process**

Presenting

#### **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

6

7

8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.

I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.

#### Expectations

E:6-8:1: Apply provided criteria to make decisions on a script's selection for performance.

E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production

E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.

# THEATRE

## State Standards



### **Anchor Standard 5**

Develop and refine artistic work for presentation.

#### **Artistic Process**

Presenting

#### **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?

6

7

8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Participate in a variety of acting exercises, and transfer techniques to a rehearsal and performance of a scripted theatrical work.

I:6-8:2: Explore a variety of technical techniques to create a design for a formal or informal, scripted theatrical production.

#### Expectations

E:6-8:1: In rehearsal, use acting exercises to creatively enhance a performance for a formal or informal scripted theatrical work.

E:6-8:2: Solve problems by utilizing and applying theatrical resources for a formal scripted theatrical work.

E:6-8:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.

E:6-8:4: Lead, develop and effectively participate in warm-ups and proper rehearsal protocols.

# THEATRE

## State Standards



### **Anchor Standard 6**

Convey meaning through the presentation of artistic work.

#### **Artistic Process**

Presenting

#### **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 audience share a creative experience?

6

7

8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Present a rehearsed, theme-based, and scripted theatrical work for an audience and engage in shared reflections.

#### Expectations

E:6-8:1: Collaborate while managing goals and time to craft a theatrical production.

E:6-8:2: Produce a play for an audience.

E:6-8:3: Interact with the audience in a formal reflection activity.

E:6-8:4: Present a self-reflection on a theatrical work and one's own contribution to the performance.

# THEATRE

## State Standards



### **Anchor Standard 7**

Perceive and analyze artistic work.

#### **Artistic Process**

Responding

#### **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?

6

7

8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Identify and analyze the effect of artistic choices by applying given criteria to a theatrical experience.

#### Expectations

E:6-8:1: Effectively justify and articulate the artistic choices in various theatrical works.  
 E:6-8:2: Use given criteria to evaluate the effectiveness of artistic choices in various theatrical works.



# THEATRE

## State Standards



### **Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Artistic Process**

Responding

**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?

6

7

8

Developmental Level: Enrichment

Indicators

- I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices.
- I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.
- I:6-8:3: Identify personal aesthetics through participation in a theatrical work.

Expectations

- E:6-8:1: Communicate clearly with others how personal artistic choices are informed by personal aesthetics.
- E:6-8:2: Research information on various artists' lives and personal aesthetics and communicate effectively how they informed their artistic choices.
- E:6-8:3: While working in a diverse group, effectively communicate and integrate various personal aesthetics to enhance a theatrical work.
- E:6-8:4: Engage appropriately as an audience participant in formal/informal settings.

# THEATRE

## State Standards



### **Anchor Standard 9**

Apply criteria to evaluate artistic work.

#### **Artistic Process**

Responding

#### **Enduring Understanding**

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

#### **Essential Question**

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

6

7

8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Respond to theatrical work using specific evidence and artistic criteria.

I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work.

I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.

#### Expectations

E:6-8:1: Apply standard analysis criteria to a theatrical production.

E:6-8:2: Analyze a production's theme and communicate clearly how artistic choices help reveal it.

E:6-8:3: Evaluate an effect a theatrical event has on an audience.

# THEATRE

## State Standards



### **Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Artistic Process**

Connecting

**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?

6

7

8

Developmental Level: Enrichment

Indicators

I:6-8:1: Investigate a community issue through multiple perspectives in a theatrical work.

Expectations

E:6-8:1: Research a community issue and collaborate with others to devise a theatrical work.

E:6-8:2: While working with a diverse group, be flexible and adapt artistic choices to clearly communicate theme in a theatrical work.

E:6-8:3: Lead others and interact with the audience in a formal or informal response activity.

E:6-8:4: Create a self-reflective review.

# THEATRE

## State Standards



### **Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

#### **Artistic Process**

Connecting

#### **Enduring Understanding**

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

#### **Essential Question**

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

6

7

8

Developmental Level: Enrichment

#### Indicators

I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.

I:6-8:2: Use historical source material to craft a theatrical work.

I:6-8:3: Describe the relationships of theatre to dance, music, visual arts, media arts, and other disciplines.

#### Expectations

E:6-8:1: Research and evaluate various productions based on the same story and/or theme.

E:6-8:2: Use discipline-specific literacy to clearly communicate personal aesthetics.

E:6-8:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.

E:6-8:4: Collaboratively craft an innovative traditional/nontraditional theatrical work.

E:6-8:5: Analyze how response to art is influenced by understanding the time and place in which it was created, the artist's available resources, and cultural norms.

# THEATRE

## State Standards



### Theatre Standards Grades 9-12

#### **Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

**Artistic Process**

Creating

**Enduring Understanding**

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

**Essential Questions**

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

Excellence	Entrepreneurship
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High School Proficient	High School Accomplished	High School Advanced
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#### Indicators

I:9-12:1: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.

I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.

I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.

#### Expectations

E:9-12:1: Research and assess information about various cultural and historical theatrical conventions concerning plot and character.

E:9-12:2: Effectively utilize available technology to create and communicate a complete design concept.

E:9-12:3: Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions, and personal experiences to develop a theatrical work.

E:9-12:4: Think creatively and be flexible in rehearsing, designing, and producing an original theatrical work.

# THEATRE

## State Standards



### **Anchor Standard 2**

Organize and develop artistic ideas and work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

Theatre artists work to discover different ways of communicating

#### **Essential Question**

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

Excellence

Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

#### Indicators

- I:9-12:1: Utilize critical analysis, historical and cultural contexts, and learned theatrical conventions to collectively develop original artistic choices to clarify thematic meaning.
- I:9-12:2: Collaborate as a creative team with defined responsibilities to discover artistic solutions and make interpretive choices in a devised theatrical work.

#### Expectations

- E:9-12:1: Utilize script analysis and playwriting techniques and evaluate personal artistic choices in a devised/adapted theatrical production.
- E:9-12:2: Research information about the world of the play and work creatively with others to enhance artistic choices during the rehearsal process of a devised/adapted theatrical production.
- E:9-12:3: Use technical theatre knowledge and collaborate to explore how each element of technical theatre interacts to enhance storytelling and theme.
- E:9-12:4: Be responsible with others and work effectively in a diverse team to enhance a devised/adapted theatrical production.
- E:9-12:5: Use available technology to enhance artistic choices in a devised/adapted theatrical production.

# THEATRE

## State Standards



### **Anchor Standard 3**

Refine and complete artistic work.

#### **Artistic Process**

Creating

#### **Enduring Understanding**

Theatre artists refine their work and practice their craft through rehearsal

#### **Essential Question**

How do theatre artists transform and edit their original ideas?

#### Excellence

High School Proficient

#### Entrepreneurship

High School Accomplished

High School Advanced

#### Indicators

I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions, and production analyses to refine a devised/adapted theatrical work for performance.

I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for performance.

I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.

#### Expectations

E:9-12:1: Utilize information on theatrical traditions and conventions and evaluate artistic choices in a theatrical production.

E:9-12:2: Manage time to accomplish artistic goals effectively and efficiently in a theatrical production.

E:9-12:3: Reason effectively to analyze and craft theatrical productions using technical theatre knowledge to refine artistic choices across all elements of the theatrical production.

E:9-12:4: Use available technology to refine and create technical designs.

E:9-12:5: Produce a devised/adapted theatrical production for an audience.

# THEATRE

## State Standards



### **Anchor Standard 4**

Analyze, interpret, and select artistic work for presentation.

**Artistic Process**

Presenting

**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

Excellence	Entrepreneurship
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High School Proficient

High School Accomplished

High School Advanced

### Indicators

I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work.

I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.

### Expectations

E:9-12:1: Apply provided criteria to make decisions on a script's selection for performance.

E:9-12:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production using appropriate technical theatre language.

E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.



# THEATRE

## State Standards



### **Anchor Standard 5**

Develop and refine artistic work for presentation.

**Artistic Process**

Presenting

**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?

Excellence	Entrepreneurship
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High School Proficient	High School Accomplished	High School Advanced
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### Indicators

I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work.

I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.

### Expectations

E:9-12:1: In rehearsal, use acting exercises to creatively enhance a performance for a scripted theatrical work.

E:9-12:2: Solve problems by utilizing and applying theatrical resources for a scripted theatrical work.

E:9-12:3: Apply technology and implement innovative solutions to enhance a scripted theatrical production.

E:9-12:4: Develop and use effectively personal warm-ups and rehearsal protocol.

# THEATRE

## State Standards



### **Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Artistic Process**

Presenting

**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 audience share a creative experience?

Excellence	Entrepreneurship
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High School Proficient	High School Accomplished	High School Advanced
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Indicators

I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and practices grounded in the creative collaboration of the director, designer(s), actor, and dramaturg for a formal audience and engage in shared reflections.

Expectations

- E:9-12:1: Collaborate while managing goals and time to craft a theatrical production.
- E:9-12:2: Produce a play for an audience.
- E:9-12:3: Interact with the audience in a formal reflection activity.
- E:9-12:4: Present a self-reflection on a theatrical work and one’s own contribution to the performance.

# THEATRE

## State Standards



### **Anchor Standard 7**

Perceive and analyze artistic work.

**Artistic Process**

Responding

**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?

Excellence

Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.

Expectations

E:9-12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.

E:9-12:2: Reason and communicate effectively the use of societal and theatrical conventions in conveying meaning.

# THEATRE

## State Standards



### **Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Artistic Process**

Responding

**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?

Excellence	Entrepreneurship
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High School Proficient	High School Accomplished	High School Advanced
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Indicators

I:9-12:1: Develop and justify personal aesthetics and artistic point of view.

I:9-12:2: Identify and make aesthetic opinions on a theatrical work using personal experience and knowledge of an artist's intent and style.

I:9-12:3: Synthesize various personal aesthetics and artistic point of view to critique, refine, and produce a theatrical work.

Expectations

E:9-12:1: Work independently to reason and create an effective relationship between personal aesthetics and artistic choices for a theatrical work.

E:9-12:2: Reason effectively to identify and critique the artists' choices and aesthetics within a theatrical work.

E:9-12:3: Interact effectively with others to synthesize the various artistic points of view and aesthetics of the group to enhance a theatrical work.

E:9-12:4: Engage appropriately as an audience participant in formal/informal settings.

# THEATRE

## State Standards



### **Anchor Standard 9**

Apply criteria to evaluate artistic work.

#### **Artistic Process**

Responding

#### **Enduring Understanding**

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

#### **Essential Question**

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

Excellence

Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

#### Indicators

I:9-12:1: Use historical and cultural contexts and the play's language, style, and structure to analyze a theatrical work.

I:9-12:2: Recognize and analyze varied aesthetic interpretations of the same theatrical work.

I:9-12:3: Create impactful connections between a theatre work and contemporary issues.

#### Expectations

E:9-12:1: Access information on various criteria used to investigate and explore a theatrical work.

E:9-12:2: Access information on various historical and cultural contexts and use found information to evaluate artistic choices in various theatrical works.

E:9-12:3: Reason effectively and communicate clearly the relationship between art and life.

# THEATRE

## State Standards



### **Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Artistic Process**

Connecting

**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?

Excellence	Entrepreneurship
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High School Proficient

High School Accomplished

High School Advanced

Indicators

I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.

Expectations

E:9-12:1: Research a critical global issue and collaborate with others to devise a theatrical work.

E:9-12:2: While working with a diverse group, be flexible and adapt artistic choices to involve all members clearly and empathetically communicate theme in a theatrical work.

E:9-12:3: Lead and interact with the audience in a formal or informal response activity.

E:9-12:4: Create a self-reflective review.

# THEATRE

## State Standards



### **Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Artistic Process**

Connecting

**Enduring Understanding**

Theatre artists understand and can communicate their creative processes and artistic inspirations as they analyze the way the world may be understood.

**Essential Question**

In what ways does a theatre artist's understanding of self, the world, and the theatrical art form affect the way a theatrical production is understood.

Excellence

Entrepreneurship

High School Proficient

High School Accomplished

High School Advanced

Indicators

- I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.
- I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical, and cultural understanding of story, theme, and theatrical conventions.
- I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.

Expectations

- E:9-12:1: Work independently to synthesize personal, cultural, and historical views into compelling artistic choices.
- E:9-12:2: Use discipline-specific literacy to construct, develop, and clearly communicate personal aesthetics.
- E:9-12:3: Apply innovative storytelling techniques to explore and expand cultural and historical themes in a theatrical work.
- E:9-12:4: Independently craft an innovative traditional/nontraditional theatrical work.
- E:9-12:5: Analyze and evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of society with diverse cultural norms.



## Glossary of Theatre Terminology

### **Available Technology**

Computers and other personal devices, lighting systems, sound systems, set construction tools, and costume construction tools that are present in each school.

### **Drama Experience**

Creative drama not for audience.

### **Theatrical Experience**

Devised, adapted, or scripted presentation for an audience of peers.

### **Theatrical Production**

Theatrical production involving technical aspects and a formal audience.

### **Theatrical Work**

Theatrical presentation produced at the workshop level with an audience of peers or a formal audience.

### **Think Creatively**

Student-based ideas formed independently or presented in a brainstorming activity, new student-created ideas and concepts that expand given ideas and artistic choices and/or student-developed, unique solutions to artistic challenges.