

Grades K-12

DEVELOP AND CREATE ARTISTIC IDEAS AND WORK.

- 1 With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play. [K-1.TH.1.1](#)
- 2 Create roles, imagined worlds, and improvised stories. [2-3.TH.1.1](#)
- 3 Describe the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work. [4-5.TH.1.1](#)
- 4 Explore a scripted or improvised character through imagination. [6.TH.1.1](#)
- 5 Explore a scripted or improvised character through imagination. [7.TH.1.1](#)
- 6 Investigate multiple perspectives of scripted or improvised characters. [8.TH.1.1](#)
- 7 Articulate a character's inner thoughts, objectives, and motivations through character analysis. [HS1.TH.1.1](#)
- 8 Use script analysis to generate ideas about a character that is believable in a theatre work. [HS2.TH.1.1](#)
- 9 Use personal experiences and knowledge to develop a character that is believable in a theatre work. [HS3.TH.1.1](#)

DEVELOP AND REFINE ARTISTIC TECHNIQUES.

- 1 Contribute to the adaptation of the plot in a drama experience. [K-1.TH.2.1](#)
- 2 Collaborate with peers to employ physical and vocal techniques for an improvised drama experience. [2-3.TH.2.1](#)
- 3 Articulate and implement choices to refine a theatre work using effective physical and vocal traits. [4-5.TH.2.1](#)
- 4 Articulate and implement choices to refine a theatre work using effective physical and vocal traits. [6.TH.2.1](#)
- 5 Demonstrate focus in the rehearsal process to develop effective physical and vocal traits of characters in a scripted theatre work. [7.TH.2.1](#)
- 6 Use repetition and analysis in order to revise devised or scripted theatre work. [8.TH.2.1](#)

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- 7 Refine effective physical and vocal traits of characters in an improvised or scripted theatre work.** [HS1.TH.2.1](#)
 - 8 Use the rehearsal process to refine the dramatic concept of a scripted theatre work.** [HS2.TH.2.1](#)
 - 9 Demonstrate the ability to consistently maintain the given reality of a scripted theater work during the rehearsal process.** [HS3.TH.2.1](#)
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**PERFORM AND/OR
PRESENT ARTISTIC
WORK.**

- 1 Use movement and gestures to communicate emotions in a guided drama experience.** [K-1.TH.3.1](#)
- 2 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.** [K-1.TH.3.2](#)
- 3 Share drama work with peers.** [2-3.TH.3.1](#)
- 4 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.** [2-3.TH.3.2](#)
- 5 Present drama work for an audience.** [4-5.TH.3.1](#)
- 6 Demonstrate proper rehearsal and audience etiquette appropriate for venue, purpose, context, and style.** [4-5.TH.3.2](#)
- 7 Present a scripted theatre work for an audience.** [6.TH.3.1](#)
- 8 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.** [6.TH.3.2](#)
- 9 Present a scripted theatre work for an audience.** [7.TH.3.1](#)
- 10 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.** [7.TH.3.2](#)
- 11 Present a scripted theatre work for an audience.** [8.TH.3.1](#)
- 12 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.** [8.TH.3.2](#)
- 13 Perform a scripted theatre work for an audience.** [HS1.TH.3.1](#)
- 14 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style.** [HS1.TH.3.2](#)

15 Perform varied styles of theatre work for an audience. [HS2.TH.3.1](#)

16 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style. [HS2.TH.3.2](#)

17 Perform a fully staged production for an audience. [HS3.TH.3.1](#)

18 Demonstrate rehearsal decorum (such as being prompt, prepared, and professional) and audience etiquette appropriate for venue, purpose, context, and style. [HS3.TH.3.2](#)

RESPOND TO ARTISTIC WORK.

1 Respond to a scene in a guided drama experience based on teacher given prompting/criteria. [K-1.TH.4.1](#)

2 Observe how a character's choices impact an audience's perspective of a drama work. [2-3.TH.4.1](#)

3 Use supporting evidence and criteria to evaluate drama work. [4-5.TH.4.1](#)

4 Use supporting evidence and criteria to evaluate drama work. [6.TH.4.1](#)

5 Defend preferences when responding to a theatre work, using supporting evidence. [7.TH.4.1](#)

6 Defend preferences when responding to a theatre work using supporting evidence and artistic criteria. [8.TH.4.1](#)

7 Examine a theatre work using supporting evidence based on teacher generated criteria. [HS1.TH.4.1](#)

8 Analyze and assess a theatre work using supporting evidence and criteria created through teacher and student collaboration. [HS2.TH.4.1](#)

9 Evaluate artistic choices through student generated performance criteria. [HS3.TH.4.1](#)

RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.

1 Identify similarities between characters and oneself in dramatic play or a guided drama experience. [K-1.TH.5.1](#)

2 Relate character experiences to personal experiences in a guided drama work. [2-3.TH.5.1](#)

3 Explain how drama connects oneself to a community or culture. [4-5.TH.5.1](#)

4 Explain how the actions and motivations of characters in a theatre work impact the perspectives of the audience. [6.TH.5.1](#)

5 Explore multiple perspectives and ideas in a theatre work. [7.TH.5.1](#)

6 Examine a community issue through multiple perspectives in a theatre work. [8.TH.5.1](#)

7 Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work. [HS1.TH.5.1](#)

8 Choose and interpret a theatre work to reflect personal beliefs. [HS2.TH.5.1](#)

9 Collaborate on a theatre work that explores multiple perspectives. [HS3.TH.5.1](#)