Illinois Fine Arts

Theatre: Grade 2

Adopted 2016

Creating

1: Generate and conceptualize artistic ideas and work.

a. Propose potential new details to plot and story in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR1.1.2.A

b. Collaborate with peers to conceptualize scenery in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR1.1.2.B

c. Demonstrate ways in which voice/sound and gesture/movement may be used to create a character in a drama/theatre work. TH:CR1.1.2.C

2: Organize and develop artistic ideas and work.

a. Collaborate with peers to contribute to a sequential plot in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR2.1.2.A

3: Revise, refine, and complete artistic work.

a. Demonstrate concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR3.1.2.A

b. Use and adapt sounds and movements in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR3.1.2.B

c. Independently transform the performance space into an imagined world for a guided drama experience (for example, process drama, story drama, creative drama). TH:CR3.1.2.C

Performing

4: Select, analyze, and interpret artistic work for presentation.

a. Apply original story elements in a guided drama experience (for example, process drama, story drama, creative drama). TH:PR4.1.2.A

b. Make physical and vocal choices to develop a character in a guided drama experience (for example, process drama, story drama, creative drama). TH:PR4.1.2.B

5: Develop and refine artistic techniques and work for presentation.

b. Explore technical elements (costumes, lights, props, set, sound) in a guided drama experience. TH:PR5.1.2.B

Skip to main content

Convey meaning through the presentation of artistic work.

a. With prompting and support, use movement and gestures to communicate in an informal drama. TH:PR6.1.2.A

Responding

7: Perceive and analyze artistic work.

a. Recognize when artistic choices are made in a guided drama experience (for example, process drama, story drama, creative drama). TH:RE7.1.2.A

8: Construct meaningful interpretations of artistic work.

a. Explain personal feelings and emotions in a guided drama experience. TH:RE8.1.2.A

b. Compare a folk tale or story from a culture other than the student's to a story from the student's culture through a guided drama experience (for example, process drama, story drama, or creative drama). TH:RE8.1.2.B

c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (for example, process drama, story drama, creative drama). TH:RE8.1.2.C

9: Apply criteria to evaluate artistic work.

a. Understand how and why groups evaluate drama/theatre work. TH:RE9.1.2.A

b. Use a prop or costume in a guided drama experience (for example, process drama, story drama, creative drama) to describe characters, settings, or events. TH:RE9.1.2.B

c. Investigate how audience behavior impacts a performance. TH:RE9.1.2.C

Connecting

10: Synthesize and relate knowledge and personal experiences to make art.

a. Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience. TH:CN10.1.2.A

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

a. Integrate skills and knowledge from different art forms and content areas to make connections with community and social issues in a guided drama experience. TH:CN11.1.2.A

a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (for example, process drama, story drama, creative drama). TH:CN11.2.2.A

b. Collaborate on the creation of a short scene based on a nonfiction literary source in a guided drama experience based on research. TH:CN11.2.2.B