

Fine Arts: Drama/Theatre (1st Grade)

Creating (CR) CR

1 Generate and conceptualize artistic ideas and work. DT.CR.1

- 1 Conceptualize a unified piece of drama/theatre by imagining variations of classroom literature or creating new, independent stories. 1.DT.CR.1.1
- 2 Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, etc., for dramatic play or guided drama experiences and describing, illustrating, and/or physically arranging playing spaces. 1.DT.CR.1.2
- 3 Develop characters authentic to the drama/theatre work by expressing and demonstrating voice, body language, gestures, and movements and clear speaking rate and expression for the characters developed. 1.DT.CR.1.3

2 Organize, develop, and rehearse artistic ideas and work. DT.CR.2

- 1 Create and communicate ideas, sequence events/plot, propose details, and use words and actions to refine characters that contribute to a completed story in a guided drama experience. 1.DT.CR.2.1
- 2 Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play and plan setting and/or production elements for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 1.DT.CR.2.2

3 Revise, refine, and complete artistic work. DT.CR.3

- 1 Prepare a unified drama/theatre work for presentation that conveys meaning by using basic theatre vocabulary and demonstrating skills of drama/theatre, which are also "skills of the mind": imagination, focus, concentration. 1.DT.CR.3.1
 - 2 Use the body to create a vivid character using energy, gestures, shape, body language, and movement and use voice to create a vivid character by manipulating volume, pitch, tone, rate, and clarity. 1.DT.CR.3.2
 - 3 Integrate design elements that create an emotional impact or convey meaning in play plans, dramatic play, or guided drama by choosing a single object for multiple, imaginative representations; creating puppets, masks, and costume pieces; and creating sound effects that support the story. 1.DT.CR.3.3
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Performing (PR) PR

1 Select, analyze, and interpret artistic work for presentation. DT.PR.1

- 1 Understand and demonstrate that there are multiple choices for every aspect of drama/theatre work (movement, speaking voice, facial expressions, etc.) and select the most supportable choice for the moment through identification of essential events. 1.DT.PR.1.1
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2 Develop and refine artistic techniques and work for presentation. DT.PR.2

- 1 Develop expertise by assuming roles in a variety of dramatic forms and selecting the most supportable choices of body, voice, and production elements to convey meaning and create an emotional impact. 1.DT.PR.2.1
 - 2 Identify technical elements that can be used in a guided drama experience to create the most effective emotional impact and to convey meaning. 1.DT.PR.2.2
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3 Convey meaning through the presentation of an artistic work. DT.PR.3

- 1 Perform a non-exhibitional drama/theatre work (play plans, dramatic play, and guided drama) with characters that are recognizable and part of shared human experiences; use personal and partner space to convey meaning about characters, relationships, and mood. 1.DT.PR.3.1
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Responding (RE) RE

1 Perceive and analyze artistic work. DT.RE.1

- 1 Demonstrate audience skills of observing attentively and responding appropriately while viewing the work of classmates in guided drama experiences (e.g., process drama, story drama, creative drama) and/or developmentally appropriate theatrical performances viewed. 1.DT.RE.1.1
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2 Interpret intent and meaning in artistic work. DT.RE.2

- 1 Use personal experience and background knowledge to create or interpret a drama/theatre work by exploring and expressing personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. 1.DT.RE.2.1
- 2 Explore, express, and explain personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. 1.DT.RE.2.2
- 3 Identify personal aesthetics by describing likes and dislikes about play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed and listen to/respect the references of others. 1.DT.RE.2.3

3 Apply criteria to evaluate artistic work. DT.RE.3

- 1 With guidance, develop and apply criteria to evaluate a drama/theatre work by describing and analyzing favorite or least favorite parts of a drama/theatre experience. 1.DT.RE.3.1
 - 2 Describe and recognize production elements (e.g., costumes, props, sets, sound effects, etc.) and discuss how those elements helped define a character. 1.DT.RE.3.2
 - 3 Identify, discuss, and demonstrate appropriate audience or performer etiquette for a variety of drama/theatre experiences. 1.DT.RE.3.3
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Connecting (CN) CN**1 Synthesize and relate knowledge and personal experiences to art.** DT.CN.1

- 1 Identify similarities between stories, personal experiences and classmates' experiences through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed. 1.DT.CN.1.1
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2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. DT.CN.2

- 1 Recognize that drama/theatre works influence and are influenced by personal, societal, cultural, and historical context. 1.DT.CN.2.1
 - 2 Explore the stories and storytelling abilities of the thirty-nine present day tribes that call Oklahoma home. 1.DT.CN.2.2
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3 Research and relate artistic ideas/works and societal, cultural, and historical context to deepen understanding. DT.CN.3

- 1 Identify similarities and differences in grade-appropriate historic and culturally diverse stories and texts for guided drama, devised drama, and theatrical works. 1.DT.CN.3.1
- 2 Select and utilize appropriate visual elements to add meaning to dramatic play or guided drama experiences. 1.DT.CN.3.2