THATRE - CREATING

Anchor Standard 1: Generate and develop artistic ideas and work.

1. With prompting and support, recognize the relationship between imagination and reality in their dramatic play or guided drama experience.
   - a. Propose potential ideas and options that might be used to create a guided drama experience.
   - b. With prompting and support, invent situations and settings in a dramatic play or guided drama experience.

2. Create original ideas for a theatrical work that reflect collective inquiry about characters and their relationships.
   - a. Propose original ideas for a theatrical work that reflect collective inquiry about characters and their relationships.
   - b. Collaborate to devise possible ideas for a theatrical work by asking questions about characters and their relationships.

3. Explore the critical analysis of original ideas and artistic choices in a theatrical work.
   - a. Explore the critical analysis of original ideas and artistic choices in a theatrical work.
   - b. Collaborate to devise ideas for a theatrical work that reflect collective inquiry about characters and their relationships.

4. Design sets and costumes for a theatrical work.
   - a. Design sets and costumes for a theatrical work.
   - b. Use critical analysis to develop a script or script ideas that support the story and given circumstances in a theatrical work.

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

Essential Question(s): How, when, and why do theatre artists' choices change?

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

1. With prompting and support, contribute to the development of a guided drama or a guided drama experience.
   - a. Propose ideas that support the story and given circumstances in a theatrical work.

2. Develop the concept of scenery in a theatrical work.
   - a. Identify original ideas for a theatrical work that reflect collective inquiry about characters and their relationships.

3. Develop the concept of costumes in a theatrical work.
   - a. Identify original ideas for a theatrical work that reflect collective inquiry about characters and their relationships.

4. Develop the concept of props in a theatrical work.
   - a. Identify original ideas for a theatrical work that reflect collective inquiry about characters and their relationships.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Anchor Standard 3: Use artistic conventions to connect with and inform others.

1. Apply research to develop ideas and solutions for theatrical or guided drama experiences.
   - a. Apply research to develop ideas and solutions for theatrical or guided drama experiences.

2. Use research to support the concept of scenery in a theatrical work.
   - a. Use research to support the concept of scenery in a theatrical work.

3. Use research to support the concept of costumes in a theatrical work.
   - a. Use research to support the concept of costumes in a theatrical work.

4. Use research to support the concept of props in a theatrical work.
   - a. Use research to support the concept of props in a theatrical work.

Enduring Understanding: Research and designers and explore visual composition of a theatrical work.

Essential Question(s): How, when, and why do theatre artists' choices change?
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<thead>
<tr>
<th>Anchor Standard</th>
<th>R</th>
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<th>8</th>
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</thead>
<tbody>
<tr>
<td>TH:Cr3.1.I</td>
<td>a. With prompting and support, answer questions in a guided drama experience.</td>
<td>a. With prompting and support, ask and answer questions in a guided drama experience.</td>
<td>a. Collaborate in the adaptation of dialogue in a guided drama experience.</td>
<td>a. Review and improve on a rehearsed or scripted theatrical work through repetition and collaborative review.</td>
<td>a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a theatrical work.</td>
<td>a. Revise and improve an improvised or scripted theatrical work through repetition and self-review.</td>
<td>a. Generate independently multiple representations of a single object in a guided drama experience.</td>
<td>a. Practice and refine design and technical choices to support a devised or scripted theatrical work.</td>
<td>a. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</td>
<td>a. Use physical and vocal exploration for character development in an improvised or scripted theatrical work.</td>
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<tr>
<td>TH:Cr3.1.II</td>
<td>b. Identify similarities and differences in sounds and movements in a guided drama experience.</td>
<td>b. Participate and contribute to physical and vocal exploration in an improvised or scripted theatrical work.</td>
<td>b. Develop physical and vocal exercise techniques for an improvised or scripted theatrical work.</td>
<td>b. Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</td>
<td>b. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work.</td>
<td>b. Explore multiple technological design choices in a devised or scripted theatrical work.</td>
<td>b. Practice and revise a planned technical design during the rehearsal process for a devised or scripted theatrical work.</td>
<td>b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a theatrical work.</td>
<td>b. Refine effective physical, vocal, and physiological choices impacting the theatrical staging of a devised or scripted theatrical work.</td>
<td>b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability of a devised or scripted theatrical work.</td>
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<tr>
<td>TH:Cr3.1.III</td>
<td>c. Collaborate to imagine style, genre, form, and context to create a devised or scripted theatrical work.</td>
<td>c. Generate independently multiple representations of a single object in a guided drama experience.</td>
<td>c. Collaborate on solutions to design and technical problems that arise in rehearsal for a theatrical work.</td>
<td>c. Demonstrate how and why changes are made in the rehearsal process to develop and refine choices in a devised or scripted theatrical work.</td>
<td>c. Explore a planned technical design during the rehearsal process for a devised or scripted theatrical work.</td>
<td>c. Implement and refine a planned technical design using simple technologies during the rehearsal process for a devised or scripted theatrical work.</td>
<td>c. Refine technical design choices to support the story and emotional impact of a devised or scripted theatrical work.</td>
<td>c. Refine the rehearsal process to analyze the dramatic concept and technical design choices of a devised or scripted theatrical work.</td>
<td>c. Refine, transform, and re-imagine a devised or scripted theatrical work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.</td>
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</table>

Rehearse

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?

Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?

b. With prompting and support, identify characters in dramatic play or a guided drama experience.

Share - Present drama experience.

dramatic play or a guided drama experience.

Support, engage in dramatic play or a guided drama experience.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Governing Understanding: Theatre artists share present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?

Anchor Standard 6: Select, analyze, and interpret artistic work for presentation.

Governing Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

Select:

TH:Pr4.1.4.

TH:Pr4.1.5.

TH:Pr4.1.6.

TH:Pr4.1.7.

TH:Pr4.1.8.

PREPARE

ANCHOR STANDARD 6

THEATRE - PERFORMING

TH:Pr4.1.1.

TH:Pr4.1.2.

TH:Pr4.1.3.

TH:Pr6.1.1.

TH:Pr6.1.2.

TH:Pr6.1.3.

TH:Pr6.1.4.

TH:Pr6.1.5.

TH:Pr6.1.6.

TH:Pr6.1.7.

TH:Pr6.1.8.

PREPARE

TH:Pr6.1.I.

TH:Pr6.1.II.

TH:Pr6.1.III.

TH:Pr6.1.IV.

TH:Pr6.1.V.

TH:Pr6.1.VI.

TH:Pr6.1.VII.

TH:Pr6.1.VIII.

TH:Pr6.1.IX.

TH:Pr6.1.X.

TH:Pr6.1.XI.

TH:Pr6.1.XII.

TH:Pr6.1.XIII.

TH:Pr6.1.XIV.

TH:Pr6.1.XV.

TH:Pr6.1.XVI.

TH:Pr6.1.XVII.

TH:Pr6.1.XVIII.

TH:Pr6.1.XIX.

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TH:Pr6.1.XXXIV.

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TH:Pr6.1.XXXVI.

TH:Pr6.1.XXXVII.

TH:Pr6.1.XXXVIII.

TH:Pr6.1.XXXIX.

TH:Pr6.1.XC.

TH:Pr6.1.XCI.

TH:Pr6.1.XCII.

TH:Pr6.1.XCIII.

TH:Pr6.1.XCIV.

TH:Pr6.1.XCV.

TH:Pr6.1.XCVI.

TH:Pr6.1.XCVII.

TH:Pr6.1.XCVIII.

TH:Pr6.1.XCIX.

TH:Pr6.1.XCX.

TH:Pr6.1.XCXI.

TH:Pr6.1.XCXII.

TH:Pr6.1.XCXIII.

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TH:Pr6.1.XCXV.

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TH:Pr6.1.XCXVII.

TH:Pr6.1.XCXVIII.

TH:Pr6.1.XCXIX.

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TH:Pr6.1.XCCCVIII.

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TH:Pr6.1.XCCCVIII.
# THEATRE - RESPONDING

**Anchor Standard 7: Perceive and analyze artistic work**

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

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

<table>
<thead>
<tr>
<th>Reflect</th>
<th>Think</th>
<th>HS Proficient Th: Ref 1.1</th>
<th>HS Accomplished Th: Ref 3.1</th>
<th>HS Advanced Th: Ref 4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, recall a drama experience .</td>
<td>a. With prompting and support, recall an emotional response to dramatic experience .</td>
<td>a. Recall an emotional reaction to a character in a guided drama experience .</td>
<td>a. Understand why artistic choices are made in a guided drama experience .</td>
<td>a. Apply criteria to the evaluation of artistic choices in a theatrical work .</td>
</tr>
<tr>
<td>b. With prompting and support, express an emotional response to characters in a guided drama experience .</td>
<td>b. With prompting and support, express an emotional response to characters in a guided drama experience .</td>
<td>b. Recognize when artistic choices are made in a guided drama experience .</td>
<td>b. Identify artistic choices made in a theatrical work through participation and observation .</td>
<td>b. Compare recorded personal and peer reactions to artistic choices in a theatrical work .</td>
</tr>
<tr>
<td>c. With prompting and support, describe character actions in a guided drama experience .</td>
<td>c. With prompting and support, describe character actions in a guided drama experience .</td>
<td>c. Understand why artistic choices are made in a theatrical work .</td>
<td>c. Describe and record personal reactions to artistic choices in a theatrical work .</td>
<td>c. Compare recorded personal and peer reactions to artistic choices in a theatrical work .</td>
</tr>
<tr>
<td>d. With prompting and support, describe settings in a guided drama experience .</td>
<td>d. With prompting and support, describe settings in a guided drama experience .</td>
<td>d. Explain personal reactions to artistic choices in a theatrical work through participation and observation .</td>
<td>d. Describe personal reactions to artistic choices in a theatrical work through participation and observation .</td>
<td>d. Apply criteria to the evaluation of artistic choices in a theatrical work .</td>
</tr>
<tr>
<td>e. With prompting and support, explain a drama experience .</td>
<td>e. With prompting and support, explain a drama experience .</td>
<td>e. Observe and compare personal experiences when participating in or observing a theatrical work .</td>
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<td>e. Observe to what is seen, felt, and heard in a theatre work to develop criteria for artistic choices .</td>
</tr>
<tr>
<td>f. With prompting and support, explore preferences in dramatic play or a guided drama experience .</td>
<td>f. With prompting and support, explore preferences in dramatic play or a guided drama experience .</td>
<td>f. Observe how artistic choices made based on personal experience in a theatrical work .</td>
<td>f. Observe how artistic choices made based on personal experience in a theatrical work .</td>
<td>f. Observe personal preferences in artistic choices when participating in or observing a theatrical work .</td>
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<td>g. With prompting and support, explore preferences in dramatic play or a guided drama experience .</td>
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<td>g. Observe and compare personal experiences when participating in or observing a theatrical work .</td>
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<td>g. Observe and compare artistic choices when participating in or observing a theatrical work .</td>
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<td>h. With prompting and support, explore preferences in dramatic play or a guided drama experience .</td>
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**Anchor Standard 8: Interpret intent and meaning in artistic work**

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

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

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<tr>
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<th>HS Advanced Th: Ref 4.1</th>
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<td>a. Observe personal preferences in artistic choices when participating in or observing a theatrical work .</td>
<td>a. Identify artistic choices when participating in or observing a theatrical work .</td>
<td>a. Apply concepts from a theatre work for personal realization about cultural perspectives and understanding .</td>
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<td>b. With prompting and support, explore preferences in dramatic play or a guided drama experience .</td>
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<tr>
<td>Anchor Standard 9: Apply criteria to evaluate artistic work.</td>
<td>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatrical work.</td>
<td>Essential Question(s): How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</td>
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<td>a. With prompting and support, actively engage in dramatic play or a guided drama experience.</td>
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<td>Use supporting evidence and criteria to evaluate theatrical work.</td>
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THEATRE - CONNECTING

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama. What can one infer or infer from a theatrical work? What effect do artistic choices have on the meaning? What global and social issues does a theatrical work reflect? How does a playwright might have intended a theatrical work? How does one analyze commonalities and differences between different art forms and genres in a theatrical work? How does the story of a theatrical work relate to a critical global issue? How might one incorporate one's own community ideas in a theatrical work? How might one incorporate multiple art forms and other disciplines to develop a cross-cultural theatrical work?

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

Empathize

Interprete

Research

1. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience.
2. With prompting and support, identify similarities between characters and oneself in a guided drama experience.
3. With prompting and support, identify similarities between characters and oneself in a guided drama experience.
4. With prompting and support, interpret differences between characters and oneself in a guided drama experience.
5. With prompting and support, interpret differences between characters and oneself in a guided drama experience.
6. With prompting and support, interpret differences between characters and oneself in a guided drama experience.
7. With prompting and support, identify similarities and differences in stories from one's own community in a guided drama experience.
8. With prompting and support, identify similarities and differences in stories from other content areas in a guided drama experience.
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