

MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for **THEATRE**
2017



The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P.O. Box 771, Suite 203, Jackson, MS 39205-0771, (601)359-3511.

Mississippi Department of Education

359 North West Street
P. O. Box 771
Jackson, Mississippi 39205-0771
(601) 359-3511
www.mdek12.org/ESE/VPA

ACKNOWLEDGEMENTS

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D.

STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed. D.

CHIEF ACADEMIC OFFICER

Jean Massey, Executive Director

OFFICE OF SECONDARY EDUCATION

Nathan Oakley, Ph.D., Executive Director

OFFICE OF ELEMENTARY EDUCATION & READING

Jill Dent, Ph.D., Bureau Director

Early Childhood

OFFICE OF ELEMENTARY EDUCATION & READING

Melissa Banks, Office Director II

Instructional Technology Specialist

OFFICE OF ELEMENTARY EDUCATION & READING

Limeul L. Eubanks, MFA., Staff Officer III

*The Arts (Dance, Media Arts, Music,
Theatre, and Visual Arts) and World Languages*

OFFICE OF SECONDARY EDUCATION

STEERING COMMITTEE

Juniper Wallace, Theatre Standards Chair

Theatre Director, Northwest Rankin High School

RANKIN COUNTY SCHOOL DISTRICT

Stacy Howell, Standards Co-Chair

Executive Director, Mississippi Theatre Association

*Executive Director, The Mary C O'Keefe Cultural
Center for Art and Education*

Suzanne Allmon, Theatre Director

Oak Grove High School

LAMAR COUNTY SCHOOL DISTRICT

Tracey Seymour,

High School Dance Instructor

Hattiesburg High School

HATTIESBURG PUBLIC SCHOOL DISTRICT

Heather Rowland, Theatre Teacher

New Hope High School

LOWNDES COUNTY SCHOOL DISTRICT

Emily Wright, Theatre Teacher

Northwest Rankin Middle School

RANKIN COUNTY SCHOOL DISTRICT

ADVISORY COMMITTEE

William Biddy, Professor and Director of Graduate Studies

Department of Theatre

MISSISSIPPI UNIVERSITY FOR WOMEN

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
PURPOSE OF THE ARTS LEARNING STANDARDS.....	5
MISSION OF ARTS EDUCATION	6
ARTS INTEGRATION	6
ARTISTIC LITERACY.....	6
OVERVIEW OF THE ARTS LEARNING STANDARDS.....	7
BENEFITS OF THE ARTS IN EDUCATION	7
FOUNDATIONS AND GOALS	8
UNDERSTANDING THE ARTS LEARNING STANDARDS	9
INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR THEATRE	13
GUIDE TO THE ARTS LEARNING STANDARDS NOTATION	14
Pre-Kindergarten THROUGH 8 th Grade.....	16
High School	56
GLOSSARY	69
REFERENCES	72

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

MISSION OF ARTS EDUCATION

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

ARTS INTEGRATION

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

ARTISTIC LITERACY

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Student should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

OVERVIEW OF THE ARTS LEARNING STANDARDS

The primary purpose of the 2017 Mississippi College-and-Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for Grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.

This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

BENEFITS OF THE ARTS IN EDUCATION

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

UNDERSTANDING THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the Arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re— RESPONDING	Cn— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation. PRESENTING (visual arts): Interpreting and sharing artistic work. PRODUCING (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Artistic Process	Performance Standards	Anchor Standard	Process Component
CREATING	TH: Cr1.1.PK	Generate and conceptualize artistic ideas and work.	EXPLORE
		a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- HS - Proficient**
 Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.
- HS - Accomplished**
 Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.
- HS - Advanced**
 Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

Anchor Standard	Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an “a” or “b” listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.
Process Component	Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students’ ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.
Enduring Understandings	Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student’s ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.
Essential Questions	Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR THEATRE

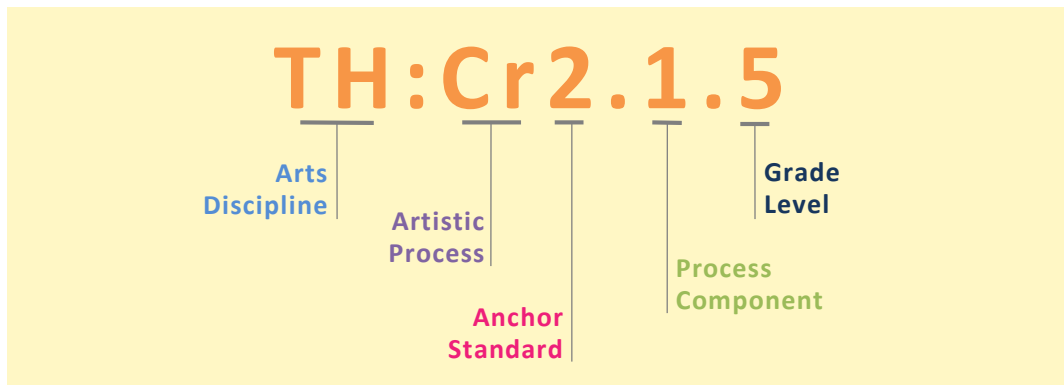
The Mississippi College- and Career-Readiness Arts Learning Standards for Theatre are designed to guide theatre educators as they help their students achieve independent theatre literacy. These grade-by-grade standards are an effort to articulate the most fundamental elements of theatre, in the hope that by doing so there will be recognition that every student can and should achieve a level of proficiency or beyond in this ancient and honorable craft.

The Mississippi College- and Career-Readiness Arts Learning Standards in Theatre are written with both drama processes and theatre products in mind. While many secondary theatre programs focus on performance and design in staged productions as evidence of a student's understanding and achievement in the art, ongoing student engagement in theatre without an end product in mind has not always been defined and valued. These standards address those drama processes as well as traditional theatre. Drama processes encompass envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues; theatre includes the broader and more traditional conventions of the craft that have been developed over the centuries—scripted plays, acting, public performance, and stagecraft.

To address both process and product in theatre, the grade 3 through high school standards of Proficient, Advanced, and Accomplished often include the term “drama/theatre” to clarify the distinct but companion parts of theatre education. The Pre-Kindergarten through grade 2 standards, acknowledging the early childhood need for supervision and unfettered play, employ the phraseology “dramatic play” and/or “guided drama experience.”

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline The first two letters are codes for the arts discipline notation: **TH** = for Theatre

Artistic Process The next two letters after the colon are the artistic process:
Cr = Creating **Pr** = Performing **Re** = Responding **Cn** = Connecting

Anchor Standard The next number is the anchor standard, numbers 1 to 11.

Process Component The next number after the period is the process components which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level The next number is the grade level. (Pre- Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Dance:

TH:Cr1.1.PK				
TH	Cr	1	1	PK
Arts discipline of Theatre	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

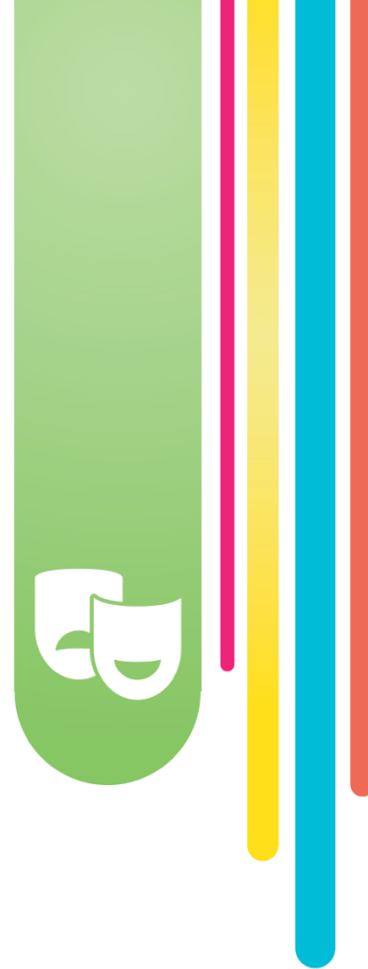
TH:Pr5.1.4				
TH	Pr	5	1	4
Arts discipline of Theatre	Artistic process of Performing	Anchor standard five	Process component	Grade four

TH:Re8.1.6				
TH	Re	8	1	6
Arts discipline of Theatre	Artistic process of Responding	Anchor standard eight	Process component	Grade six

TH:Cn10.1.II				
TH	Cn	10	1	II
Arts discipline of Theatre	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten

THROUGH
8th Grade
[THEATRE]



CREATING	TH: Cr1.1.PK	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE	
		a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.		ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.PK	Organize and develop artistic ideas and work.		DEVELOP	
		a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
		ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.		ESSENTIAL QUESTION(S) How, when, and why do theatre artists’ choices change?	
	TH: Cr3.1.PK	Refine and complete artistic work.		REHEARSE	
		a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
		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?	



Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

PERFORMING	TH: Pr4.1.PK	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING 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?	
	TH: Pr5.1.PK	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
	TH: Pr6.1.PK	Convey meaning through the presentation of artistic work.		SHARE / PRESENT
		a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		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?	
RESPONDING	TH: Re7.1.PK	Perceive and analyze artistic work.		REFLECT
		a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		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?	

RESPONDING	TH: Re8.1.PK	Interpret intent and meaning in artistic work.		INTERPRET
		a. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.PK	Apply criteria to evaluate artistic work.		EVALUATE
		a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
CONNECTING	TH: Cn10.1.PK	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
	TH: Cn11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
		a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	

CONNECTING	TH: Cn11.2.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RESEARCH
		a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	



Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

CREATING	TH: Cr1.1.K	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE	
		a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.		ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.K	Organize and develop artistic ideas and work.		DEVELOP	
		a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).			
		ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.		ESSENTIAL QUESTION(S) How, when, and why do theatre artists’ choices change?	
TH: Cr3.1.K	Refine and complete artistic work.		REHEARSE		
	a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).				
	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?		



Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

PERFORMING	TH: Pr4.1.K	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING 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?	
	TH: Pr5.1.K	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).		
		b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
	TH: Pr6.1.K	Convey meaning through the presentation of artistic work.		SHARE / PRESENT
		a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		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?	
RESPONDING	TH: Re7.1.K	Perceive and analyze artistic work.		REFLECT
		a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		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?	



K

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

RESPONDING	TH: Re8.1.K	Interpret intent and meaning in artistic work.		INTERPRET
		a. With prompting and support, identify preferences in dramatic play , a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.K	Apply criteria to evaluate artistic work.		EVALUATE
		a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
CONNECTING	TH: Cn10.1.K	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	

CONNECTING	TH: Cn11.1.K	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
		a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
	TH: Cn11.2.K	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RESEARCH
a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).				
ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.		ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?		

CREATING	TH: Cr1.1.1	Generate and conceptualize artistic ideas and work.	ENVISION / CONCEPTUALIZE
		a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama). b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama). c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
	TH: Cr2.1.1	Organize and develop artistic ideas and work.	DEVELOP
		a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
	TH: Cr3.1.1	Refine and complete artistic work.	REHEARSE
		a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	
		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?



Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

PERFORMING	TH: Pr4.1.1	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING 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?	
	TH: Pr5.1.1	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama). b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
	TH: Pr6.1.1	Convey meaning through the presentation of artistic work.		SHARE / PRESENT
		a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).		
		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?	
RESPONDING	TH: Re7.1.1	Perceive and analyze artistic work.		REFLECT
		a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).		
		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?	



Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

RESPONDING	TH: Re8.1.1	Interpret intent and meaning in artistic work.	INTERPRET
		a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
	TH: Re9.1.1	Apply criteria to evaluate artistic work.	EVALUATE
		a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama). b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
CONNECTING	TH: Cn10.1.1	Synthesize and relate knowledge and personal experiences to make art.	EMPATHIZE
		a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?



1

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

CONNECTING	TH: Cn11.1.1	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	INTERRELATE
		a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
	TH: Cn11.2.1	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RESEARCH
		a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).	
		b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

CREATING	TH: Cr1.1.2	Generate and conceptualize artistic ideas and work.	ENVISION / CONCEPTUALIZE
		a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama). b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama , story drama , creative drama). c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
	TH: Cr2.1.2	Organize and develop artistic ideas and work.	DEVELOP
		a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	
		ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
	TH: Cr3.1.2	Refine and complete artistic work.	REHEARSE
		a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	
		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?

PERFORMING	TH: Pr4.1.2	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama). b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING 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?	
	TH: Pr5.1.2	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama). b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
TH: Pr6.1.2	Convey meaning through the presentation of artistic work.		SHARE / PRESENT	
	a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.			
	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?		
RESPONDING	TH: Re7.1.2	Perceive and analyze artistic work.		REFLECT
		a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).		
		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?	



2

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

RESPONDING	TH: Re8.1.2	Interpret intent and meaning in artistic work.		INTERPRET
		a. Explain how personal preferences and emotions affect an observer’s response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). 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 (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.2	Apply criteria to evaluate artistic work.		EVALUATE
a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama). b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events. c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).				
ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.		ESSENTIAL QUESTION(S) How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?		

CONNECTING	TH: Cn10.1.2	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	



2

Pre-Kindergarten through 8th Grade [THEATRE] *Words in red are defined in the Glossary.*

CONNECTING	TH: Cn11.1.2	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
		a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
	TH: Cn11.2.2	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RESEARCH
		a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama). b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).		
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

CREATING	TH: Cr1.1.3	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE	
		a. Create roles, imagined worlds, and improvised stories in a drama/theatre work. b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.			
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.		ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.3	Organize and develop artistic ideas and work.		DEVELOP	
		a. Participate in methods of investigation to devise original ideas for a drama/theatre work. b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre 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?	
	TH: Cr3.1.3	Refine and complete artistic work.		REHEARSE	
		a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work. b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work. c. Practice and refine design and technical choices to support a devised or scripted drama/theatre 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?	

PERFORMING	TH: Pr4.1.3	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Apply the elements of dramatic structure to a story and create a drama/theatre work. b. Investigate how movement and voice are incorporated into drama/theatre work.		
		ENDURING 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?	
	TH: Pr5.1.3	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. b. Identify the basic technical elements that can be used in drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
TH: Pr6.1.3	Convey meaning through the presentation of artistic work.		SHARE / PRESENT	
	a. Practice drama/theatre work and share reflections individually and in small groups.			
	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?		
RESPONDING	TH: Re7.1.3	Perceive and analyze artistic work.		REFLECT
		a. Understand why artistic choices are made in a drama/theatre 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?	



3

Pre-Kindergarten through 8th Grade [THEATRE] *Words in red are defined in the Glossary.*

RESPONDING	TH: Re8.1.3	Interpret intent and meaning in artistic work.	INTERPRET
		a. Consider multiple personal experiences when participating in or observing a drama/theatre work. b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work. c. Examine how connections are made between oneself and a character’s emotions in drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.		ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
	TH: Re9.1.3	Apply criteria to evaluate artistic work.	EVALUATE
a. Understand how and why groups evaluate drama/theatre work. b. Consider and analyze technical elements from multiple drama/theatre works. c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.			
ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.		ESSENTIAL QUESTION(S) How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?	
CONNECTING	TH: Cn10.1.3	Synthesize and relate knowledge and personal experiences to make art.	EMPATHIZE
		a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	
	ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.		ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
	TH: Cn11.1.3	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	INTERRELATE
a. Identify connections to community, social issues and other content areas in drama/theatre work.			
ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.		ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	



3

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

CONNECTING	TH: Cn11.2.3	RESEARCH	
		Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
		a. Explore how stories are adapted from literature to drama/theatre work. b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.	
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

CREATING	TH: Cr1.1.4	Generate and conceptualize artistic ideas and work.	ENVISION / CONCEPTUALIZE
		a. Articulate the visual details of imagined worlds , and improvised stories that support the given circumstances in a drama/theatre work. b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work. c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
	TH: Cr2.1.4	Organize and develop artistic ideas and work.	DEVELOP
		a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots . b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	
		ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?
	TH: Cr3.1.4	Refine and complete artistic work.	REHEARSE
		a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review. b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work. c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre 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?

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

PERFORMING	TH: Pr4.1.4	Select, analyze, and interpret artistic work for presentation.	SELECT
		a. Modify the dialogue and action to change the story in a drama/theatre work. b. Make physical choices to develop a character in a drama/theatre work.	
		ENDURING 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?
	TH: Pr5.1.4	Develop and refine artistic techniques and work for presentation.	PREPARE
		a. Practice selected exercises that can be used in a group setting for drama/theatre work. b. Propose the use of technical elements in a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?
	TH: Pr6.1.4	Convey meaning through the presentation of artistic work.	SHARE / PRESENT
		a. Share small-group drama/theatre work, with peers as audience.	
		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?
RESPONDING	TH: Re7.1.4	Perceive and analyze artistic work.	REFLECT
		a. Identify artistic choices made in a drama/theatre work through participation and observation.	
		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?

RESPONDING	TH: Re8.1.4	Interpret intent and meaning in artistic work.		INTERPRET
		a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives. c. Identify and discuss physiological changes connected to emotions in drama/ theatre work.		
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.4	Apply criteria to evaluate artistic work.		EVALUATE
a. Propose a plan to evaluate drama/theatre work. b. Investigate how technical elements may support a theme or idea in a drama/theatre work. c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.				
ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.		ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?		

CONNECTING	TH: Cn10.1.4	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
	TH: Cn11.1.4	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
a. Respond to community and social issues and incorporate other content areas in drama/theatre work.				
ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.		ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?		

CONNECTING	TH: Cn11.2.4	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RESEARCH
		a. Investigate cross-cultural approaches to storytelling in drama/theatre work. b. Compare the drama/theatre conventions of a given time period with those of the present.		
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

CREATING	TH: Cr1.1.5	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE
		a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work. b. Propose design ideas that support the story and given circumstances in a drama/theatre work. c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work.		
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.5	Organize and develop artistic ideas and work.		DEVELOP
		a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances. b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.		
		ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.	ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?	
PERFORMING	TH: Cr3.1.5	Refine and complete artistic work.		REHEARSE
		a. Revise and improve an improvvised or scripted drama/theatre work through repetition and self-review. b. Use physical and vocal exploration for character development in an improvvised or scripted drama/theatre work. c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre 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?	
	TH: Pr4.1.5	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work. b. Use physical choices to create meaning in a drama/theatre work.		
		ENDURING 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?	

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

PERFORMING	TH: Pr5.1.5	Develop and refine artistic techniques and work for presentation.	PREPARE
		a. Choose acting exercises that can be applied to a drama/theatre work. b. Demonstrate the use of technical elements in a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?
	TH: Pr6.1.5	Convey meaning through the presentation of artistic work.	SHARE / PRESENT
		a. Present drama/theatre work informally to an audience.	
		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?
RESPONDING	TH: Re7.1.5	Perceive and analyze artistic work.	REFLECT
		a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	
		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?
	TH: Re8.1.5	Interpret intent and meaning in artistic work.	INTERPRET
		a. Justify responses based on personal experiences when participating in or observing a drama/theatre work. b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?

RESPONDING	TH: Re9.1.5	Apply criteria to evaluate artistic work.	EVALUATE
		a. Develop and implement a plan to evaluate drama/theatre work. b. Assess how technical elements represent the theme of a drama/theatre work. c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
CONNECTING	TH: Cn10.1.5	Synthesize and relate knowledge and personal experiences to make art.	EMPATHIZE
		a. Explain how drama/theatre connects oneself to a community or culture.	
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
	TH: Cn11.1.5	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	INTERRELATE
		a. Investigate historical, global and social issues expressed in drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
	TH: Cn11.2.5	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RESEARCH
		a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. b. Identify historical sources that explain drama/theatre terminology and conventions.	
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

CREATING	TH: Cr1.1.6	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE	
		a. Identify possible solutions to staging challenges in a drama/theatre work. b. Identify solutions to design challenges in a drama/theatre work. c. Explore a scripted or improvvised character by imagining the given circumstances in a drama/theatre work.			
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.		ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.6	Organize and develop artistic ideas and work.		DEVELOP	
		a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre 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?	
	TH: Cr3.1.6	Refine and complete artistic work.		REHEARSE	
		a. Articulate and examine choices to refine a devised or scripted drama/theatre work. b. Identify effective physical and vocal traits of characters in an improvvised or scripted drama/theatre work. c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre 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?	

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

PERFORMING	TH: Pr4.1.6	Select, analyze, and interpret artistic work for presentation.	SELECT
		a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work b. Experiment with various physical choices to communicate character in a drama/theatre work.	
		ENDURING 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?
	TH: Pr5.1.6	Develop and refine artistic techniques and work for presentation.	PREPARE
		a. Recognize how acting exercises and techniques can be applied to a drama/theatre work. b. Articulate how technical elements are integrated into a drama/ theatre work.	
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?
	TH: Pr6.1.6	Convey meaning through the presentation of artistic work.	SHARE / PRESENT
		a. Adapt a drama/theatre work and present it informally for an audience.	
		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?
RESPONDING	TH: Re7.1.6	Perceive and analyze artistic work.	REFLECT
		a. Describe and record personal reactions to artistic choices in a drama/theatre 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?

RESPONDING	TH: Re8.1.6	Interpret intent and meaning in artistic work.	INTERPRET
		a. Explain how artists make choices based on personal experience in a drama/theatre work. b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work. c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.	
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
	TH: Re9.1.6	Apply criteria to evaluate artistic work.	EVALUATE
		a. Use supporting evidence and criteria to evaluate drama/theatre work. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Identify a specific audience or purpose for a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
CONNECTING	TH: Cn10.1.6	Synthesize and relate knowledge and personal experiences to make art.	EMPATHIZE
		a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
	TH: Cn11.1.6	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	INTERRELATE
		a. Identify universal themes or common social issues and express them through a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

CONNECTING	TH: Cn11.2.6	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RESEARCH
		a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story. b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.		
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

CREATING	TH: Cr1.1.7	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE	
		a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work b. Explain and present solutions to design challenges in a drama/ theatre work. c. Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.			
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.		ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.7	Organize and develop artistic ideas and work.		DEVELOP	
		a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context. b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre 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?	
TH: Cr3.1.7	Refine and complete artistic work.		REHEARSE		
	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre 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?		

Pre-Kindergarten through 8th Grade [THEATRE] Words in **red** are defined in the Glossary.

PERFORMING	TH: Pr4.1.7	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Consider various staging choices to enhance the story in a drama/theatre work. b. Use various character objectives in a drama/theatre work.		
		ENDURING 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?	
	TH: Pr5.1.7	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance. b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
TH: Pr6.1.7	Convey meaning through the presentation of artistic work.		SHARE / PRESENT	
	a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.			
	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?		

RESPONDING	TH: Re7.1.7	Perceive and analyze artistic work.		REFLECT
		a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre 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?	

RESPONDING	TH: Re8.1.7	Interpret intent and meaning in artistic work.		INTERPRET
		a. Identify the artistic choices made based on personal experience in a drama/theatre work. b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.7	Apply criteria to evaluate artistic work.		EVALUATE
a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. b. Consider the aesthetics of the production elements in a drama/theatre work c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.				
ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.		ESSENTIAL QUESTION(S) How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?		
CONNECTING	TH: Cn10.1.7	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
	TH: Cn11.1.7	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.				
ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.		ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?		

CONNECTING	TH: Cn11.2.7		RESEARCH
	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced. b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.		
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

CREATING	TH: Cr1.1.8	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE	
		a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work. b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work. c. Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.			
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?		
	TH: Cr2.1.8	Organize and develop artistic ideas and work.		DEVELOP	
		a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre 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?		
TH: Cr3.1.8	Refine and complete artistic work.		REHEARSE		
	a. Use repetition and analysis in order to revise devised or scripted drama/theatre work. b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work. c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre 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?			

PERFORMING	TH: Pr4.1.8	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Explore different pacing to better communicate the story in a drama/theatre work. b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.		
		ENDURING 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?	
	TH: Pr5.1.8	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
TH: Pr6.1.8	Convey meaning through the presentation of artistic work.		SHARE / PRESENT	
	a. Perform a rehearsed drama/theatre work for an audience.			
	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?		
RESPONDING	TH: Re7.1.8	Perceive and analyze artistic work.		REFLECT
		a. Apply criteria to the evaluation of artistic choices in a drama/theatre 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?	

RESPONDING	TH: Re8.1.8	Interpret intent and meaning in artistic work.	INTERPRET
		a. Recognize and share artistic choices when participating in or observing a drama/theatre work. b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work. c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?
	TH: Re9.1.8	Apply criteria to evaluate artistic work.	EVALUATE
		a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Assess the impact of a drama/theatre work on a specific audience.	
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

CONNECTING	TH: Cn10.1.8	Synthesize and relate knowledge and personal experiences to make art.	EMPATHIZE
		a. Examine a community issue through multiple perspectives in a drama/theatre work.	
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
	TH: Cn11.1.8	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	INTERRELATE
		a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

CONNECTING	TH: Cn11.2.8		RESEARCH
	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work. b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.		
	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

High School

PROFICIENT
ACCOMPLISHED
ADVANCED
[THEATRE]



CREATING	TH: Cr1.1.I HS PROFICIENT	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE
		a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. b. Explore the impact of technology on design choices in a drama/theatre work. c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.I HS PROFICIENT	Organize and develop artistic ideas and work.		DEVELOP
		a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work. b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre 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?	
	TH: Cr3.1.I HS PROFICIENT	Refine and complete artistic work.		REHEARSE
		a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions . b. Explore physical, vocal and physiological choices to develop a performance that is believable , authentic, and relevant to a drama/theatre work. c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre 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?	



PERFORMING	TH: Pr4.1.I HS PROFICIENT	Select, analyze, and interpret artistic work for presentation.	SELECT
		a. Examine how character relationships assist in telling the story of a drama/theatre work. b. Shape character choices using given circumstances in a drama/theatre work.	
		ENDURING 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?
	TH: Pr5.1.I HS PROFICIENT	Develop and refine artistic techniques and work for presentation.	PREPARE
		a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. b. Use researched technical elements to increase the impact of design for a drama/theatre production.	
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?
	TH: Pr6.1.I HS PROFICIENT	Convey meaning through the presentation of artistic work.	SHARE / PRESENT
		a. Perform a scripted drama/theatre work for a specific audience.	
		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?
RESPONDING	TH: Re7.1.I HS PROFICIENT	Perceive and analyze artistic work.	REFLECT
		a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	
		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?



RESPONDING	TH: Re8.1.I HS PROFICIENT	Interpret intent and meaning in artistic work.		INTERPRET
		a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.I HS PROFICIENT	Apply criteria to evaluate artistic work.		EVALUATE
		a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. b. Consider the aesthetics of the production elements in a drama/theatre work. c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.		
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
CONNECTING	TH: Cn10.1.I HS PROFICIENT	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	



CONNECTING	TH: Cn11.1.I HS PROFICIENT	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
		a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
	TH: Cn11.2.I HS PROFICIENT	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RESEARCH
		a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

CREATING	TH: Cr1.1.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE
		a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work. b. Understand and apply technology to design solutions for a drama/theatre work. c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.II HS ACCOMPLISHED	Organize and develop artistic ideas and work.		DEVELOP
		a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work. b. Cooperate as a creative team to make interpretive choices for a drama/theatre 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?	
	TH: Cr3.1.II HS ACCOMPLISHED	Refine and complete artistic work.		REHEARSE
		a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work. b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work. c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre 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?	

PERFORMING	TH: Pr4.1.II HS ACCOMPLISHED	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Discover how unique choices shape believable and sustainable drama/ theatre work. b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.		
		ENDURING 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?	
	TH: Pr5.1.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance. b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
	TH: Pr6.1.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work.		SHARE / PRESENT
		a. Present a drama/theatre work using creative processes that shape the production for a specific audience.		
		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?	
RESPONDING	TH: Re7.1.II HS ACCOMPLISHED	Perceive and analyze artistic work.		REFLECT
		a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre 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?	



RESPONDING	TH: Re8.1.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work.		INTERPRET
		a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work. b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding. c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.II HS ACCOMPLISHED	Apply criteria to evaluate artistic work.		EVALUATE
		a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations. c. Verify how a drama/theatre work communicates for a specific purpose and audience.		
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
CONNECTING	TH: Cn10.1.II HS ACCOMPLISHED	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	



CONNECTING	TH: Cn11.1.II HS ACCOMPLISHED	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		INTERRELATE
		a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
	TH: Cn11.2.II HS ACCOMPLISHED	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RESEARCH
a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic. b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.				
ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.		ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?		

CREATING	TH: Cr1.1.III HS ADVANCED	Generate and conceptualize artistic ideas and work.		ENVISION / CONCEPTUALIZE
		a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions , and technologies to create the visual composition of a drama/ theatre work. b. Create a complete design for a drama/theatre work that incorporates all elements of technology. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.	ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
	TH: Cr2.1.III HS ADVANCED	Organize and develop artistic ideas and work.		DEVELOP
		a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions. b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre 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?	
	TH: Cr3.1.III HS ADVANCED	Refine and complete artistic work.		REHEARSE
		a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions . b. Synthesize ideas from research, script analysis , and context to create a performance that is believable , authentic, and relevant in a drama/theatre work. c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre 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?	

PERFORMING	TH: Pr4.1.III HS ADVANCED	Select, analyze, and interpret artistic work for presentation.		SELECT
		a. Apply reliable research of directors’ styles to form unique choices for a directorial concept in a drama/theatre work. b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.		
		ENDURING 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?	
	TH: Pr5.1.III HS ADVANCED	Develop and refine artistic techniques and work for presentation.		PREPARE
		a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance. b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.		
		ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.	ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?	
TH: Pr6.1.III HS ADVANCED	Convey meaning through the presentation of artistic work.		SHARE / PRESENT	
	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.			
	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?		

RESPONDING	TH: Re7.1.III HS ADVANCED	Perceive and analyze artistic work.		REFLECT
		a. Use historical and cultural context to structure and justify personal responses to a drama/theatre 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?	



RESPONDING	TH: Re8.1.III HS ADVANCED	Interpret intent and meaning in artistic work.		INTERPRET
		a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work. b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.		
		ENDURING UNDERSTANDING Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	ESSENTIAL QUESTION(S) How can the same work of art communicate different messages to different people?	
	TH: Re9.1.III HS ADVANCED	Apply criteria to evaluate artistic work.		EVALUATE
		a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work. c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.		
		ENDURING UNDERSTANDING Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	ESSENTIAL QUESTION(S) How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
CONNECTING	TH: Cn10.1.III HS ADVANCED	Synthesize and relate knowledge and personal experiences to make art.		EMPATHIZE
		a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.		
		ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	ESSENTIAL QUESTION(S) What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	

CONNECTING	TH: Cn11.1.III HS ADVANCED	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	INTERRELATE	
		a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.		
		ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	ESSENTIAL QUESTION(S) What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
	TH: Cn11.2.III HS ADVANCED	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RESEARCH	
		a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.		
		ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	ESSENTIAL QUESTION(S) In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	

GLOSSARY

ACTING TECHNIQUES

Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance.

BELIEVABILITY

Theatrical choices thought to be “true” based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction.

CHARACTER TRAITS

Observable embodied actions that illustrate a character’s personality, values, beliefs, and history.

CONFLICT

The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural.

CREATIVE DRAMA

A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative.

CREATIVE PROCESSES

The application of production and technical elements (see the definitions) to a theatrical production.

DEvised DRAMA

Creation of an original performance piece by an ensemble.

DIALOGUE

A conversation between two or more characters.

DRAMATIC PLAY

Make-believe where children naturally assign and accept roles, then act them out.

FOCUS

Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play.

GENRE

Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce.

GESTURE

An expressive and planned movement of the body or limbs.

GIVEN CIRCUMSTANCES

The underlying actions and events that have happened before the play, story, or devised piece begins.

GUIDED DRAMA EXPERIENCE

A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role.

IMPROVISE

The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed.

IMAGINARY ELSEWHERE

An imagined location which can be historical, fictional, or realistic.

IMAGINED WORLDS

An imaginary world created collectively by participants in a drama experience.

INNER THOUGHTS

The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext).

MOTIVATION

Reasons why a character behaves or reacts in a particular way in a scene or play.

NON-REPRESENTATIONAL MATERIALS

Objects which can be transformed into specific props through the imagination.

OBJECTIVE

A goal or particular need or want that a character has within a scene or play.

PLOT

A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action.

PROCESS DRAMA

A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves.

PRODUCTION ELEMENTS

Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts.

SCRIPTED DRAMA

A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters.

SCRIPT ANALYSIS

The study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters.

STAGING

Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning.

STORY DRAMA

Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves.

STORY ELEMENTS

Characters, setting, dialogue, and plot that create a story.

STYLE

The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor.

TACTIC

The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb.

TECHNICAL ELEMENTS

The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.

THEATRICAL CONVENTIONS

Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside.

THEME

The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas.

VISAL COMPOSITION

The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as mise en scène.

REFERENCES

American Alliance for Theatre and Education

www.aate.com

Americans for the Arts

www.americansforthearts.org

Educational Theatre Association

www.schooltheatre.org

Graphic: Theatre by Asier Bilbo from the Noun Project

www.thenounproject.com

The Kennedy Center

education.kennedy-center.org//education/ceta/arts_integration_definition.pdf

Media Arts

www.mediaartseducation.org

National Coalition for Core Arts Standards

www.nationalartsstandards.org

State Education Agency Directors of Arts Education

seadae.org

The John F. Kennedy Center for the Performing Arts

www.kennedy-center.org/

Wiggins, Grant and McTighe, Jay (2005). Understanding by Design Association for Supervision & Curriculum Development (2nd ed.).

ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf

Source: *Miss. Code Ann.* §37-1-3