

**Content Area: Drama and Theatre Arts**

**High School Standard: Create**

1. Creative process in character development and script improvisation

	Vocal Techniques	Movement Techniques	Character Development	Process & Preparation
<b>Extended</b>	<ul style="list-style-type: none"> <li>Consistently uses their voice expressively and articulately to illuminate character.</li> <li>Utilizes their voice to include variations of pitch, rate, volume, and tone consistent to their character, including appropriate dialect and accents, as well as increased range and control.</li> </ul>	<ul style="list-style-type: none"> <li>Employs phenomenal use of physicality to enhance character with body movements and facial expressions.</li> <li>Incorporates kinesthetic body awareness, poise, and flexibility in creating a character.</li> <li>Uses a variety of blocking to add interest to the piece.</li> <li>Movements always reflect purpose and spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Character's motivation is well-defined, precise, and realistic.</li> <li>Depth and range of emotion is expansive and multi-dimensional.</li> <li>Implementation of the character's objectives and obstacles creates a through line.</li> <li>Employs effective tactics to get what the character wants.</li> <li>Evidence of research and character analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of research and character development.</li> <li>Clear understanding of the play in historical and cultural context.</li> <li>Connects internal and external work to fully realize the character.</li> <li>Presents a fully researched and realized character.</li> <li>Professional presentation, including introduction, transitions and exits.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Consistently uses their voice expressively and articulately.</li> <li>Projects their voice clearly using rate, pitch, and volume.</li> </ul>	<ul style="list-style-type: none"> <li>Employs exceptional use of physicality to enhance character with body movements and facial expressions.</li> <li>Uses a variety of blocking to add interest to the piece.</li> <li>Movements always reflect purpose and spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Character's motivation is evident.</li> <li>Depth and range of emotion is expansive.</li> <li>Implementation of the character's objectives and obstacles is utilized.</li> <li>Employs numerous tactics to get what the character wants.</li> </ul>	<ul style="list-style-type: none"> <li>Lines are delivered flawlessly from memory.</li> <li>Significant amount of time was spent in preparation.</li> <li>Completely focused and immersed in their character throughout the performance.</li> <li>Proper introduction and exit.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Enunciates clearly.</li> <li>Student varies voice pitch and tone, and reflects some level of expressiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Employs appropriate use of physicality to enhance character with body movement and facial expression.</li> <li>Uses an appropriate amount of blocking to add interest to the piece.</li> <li>Movements usually reflect purpose and audience awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Character's motivation is somewhat defined.</li> <li>Depth and range of emotion is adequate.</li> <li>Identification of the character's objective and obstacle.</li> <li>Employs tactics to get what the character wants.</li> </ul>	<ul style="list-style-type: none"> <li>Lines are delivered from memory.</li> <li>Significant amount of time was spent in preparation.</li> <li>Weaves in and out of character slightly throughout performance.</li> <li>Subtly breaks focus when thinking of next line/cue or out of obvious nervousness.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Strives to enunciate and add variations, but overall effect is ineffective - due to too little expression.</li> </ul>	<ul style="list-style-type: none"> <li>Strives to employ appropriate use of physicality, but overall affect is ineffective.</li> <li>Movements rarely reflect purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Character's motivation is lacking.</li> <li>There is little depth or range of emotion.</li> <li>Character's objective and obstacle are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Has trouble delivering lines without calling for them.</li> <li>Lacks any fluidity in movement and delivery of lines; did not spend nearly enough time in</li> </ul>

				preparation. <ul style="list-style-type: none"> <li>• Never truly immerses enough into their character to produce any kind of believability.</li> <li>• Focus is easily broken; attention wavers often.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Exhibits poor vocal enunciation and no variations in volume and/or pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Employs little to no physicality in scene.</li> <li>• Moves are without purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing little more than reading from the book.</li> <li>• No character development.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot perform without the book.</li> <li>• Has no fluidity and is obviously not prepared.</li> <li>• Makes little to no attempt at staying in any type of character.</li> <li>• Lacks focus and seems unprepared.</li> </ul>

**Content Area: Drama and Theatre Arts**

**High School Standard: Create**

2. Technical design and application of technical elements (Extended)

2. Technical elements of theatre in improvised and scripted works (Fundamental)

	<b>Production Techniques &amp; Design (Lighting, sound, multi-media, make-up, costumes, and construction)</b>	<b>Publicity (Program &amp; marketing)</b>	<b>Tools (Lighting, sound, multi-media, make-up, costumes, and construction)</b>
<b>Extended</b>	<ul style="list-style-type: none"> <li>• Analyze, research, and design scenery, lighting, makeup, costumes, stage properties, sound, film, and cinema or electronic media</li> <li>• Describe and demonstrate artistic choices in the use of technology pertaining to technical elements of production</li> <li>• Develop theatrical production concepts through collaboration with directors, designers, and actors</li> <li>• Employ a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Employ a publicity campaign for a given production</li> <li>• Analyze and research the audience and surrounding community.</li> <li>• Describe and demonstrate artistic choices in the use of technology pertaining to marketing.</li> <li>• Collaborate with directors, designers, to develop a unified marketing campaign, possibly including program, posters, tickets, and press release.</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery of the utilization of the tools of the trade and the mechanical aspects of theatrical productions.</li> <li>• Independent use of technical theatre tools to complete a task.</li> <li>• Identify a chosen area of focus in the technical theatrical arts and create a final product in this area.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Identify appropriate stage properties and costumes for a given production.</li> <li>• Understand and use technology to enhance activities and dramatizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others to create a publicity campaign for a given production.</li> <li>• Understand the audience and surrounding community.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to run a sound board and light board.</li> <li>• Show how to build simple pieces of scenery, and apply several different painting techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a project that uses electronic media to present a dramatic form in a new or enhanced way.</li> <li>• Research theatrical scenery, lighting, makeup, costumes, stage properties, sound, film, and cinema or electronic media for a specific dramatic selection.</li> <li>• Exhibit an understanding of theatrical production concepts through collaboration for a given product.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize technology to enhance a marketing publication, including proper revision and editing.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic makeup techniques for the stage.</li> <li>• Construct, assemble or pull appropriate stage properties and costumes for a given production.</li> <li>• Implement proper practice of safety procedures for working with tools, paints, electrical equipment, and scene-shifting equipment.</li> <li>• Understand how multi-media can enhance a production.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Understand theatrical production concepts and the use of collaboration.</li> <li>• Research or survey appropriate stage properties and costumes for a given production.</li> <li>• Understand the use of technology to enhance activities and dramatizations.</li> <li>• Identify theatrical scenery, lighting, makeup, costumes, stage properties, and sound for a specific dramatic selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the elements of a theatrical marketing campaign and the how it is used to sell a production.</li> <li>• Correctly identify the parts and purpose of a marketing campaign.</li> <li>• Understand how technology can enhance a marketing campaign.</li> <li>• Professional presentation is lacking of one or more elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the tools and demonstrate a basic understanding of technical theatre.</li> <li>• Correctly store tools and scenery, and clean the theatrical work space.</li> <li>• Identify the purpose of theatrical props, costumes and make-up.</li> <li>• Understand proper practice of safety procedures for working with tools, paints, electrical equipment, and scene-shifting equipment.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Does not show clear understanding of theatrical production concepts and fails to collaborate.</li> <li>• Does not show a clear understanding of the use of technology to enhance activities and dramatizations.</li> <li>• Cannot identify some elements of theatrical scenery, lighting, makeup, costumes, stage properties, and sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to identify the elements of a theatrical marketing campaign.</li> <li>• Marketing campaign is incomplete, incoherent and poorly edited.</li> <li>• Campaign lacks unity in design.</li> </ul>	<ul style="list-style-type: none"> <li>• Has trouble recognizing the tools and does not demonstrate a basic understanding of technical theatre.</li> <li>• Incorrectly stores tools and scenery, and fails to clean the theatrical work space.</li> <li>• Does not practice safety procedures for working with tools, paints, electrical equipment, and scene-shifting equipment.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Makes little or no attempt to understand technical theatre concepts.</li> <li>• Incomplete assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• No established campaign.</li> <li>• Makes little to no attempt to develop marketing.</li> <li>• Incomplete assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• No attempt to understand the tools of theatre. Exhibits dangerous behavior in the theatrical environment.</li> <li>• Does not participate in technical theatre.</li> </ul>

**Content Area: Drama and Theatre Arts**

**High School Standard: Create**

- 3. Ideas and creative concepts in improvisation and play building (Extended)
- 3. Expression, imagination, and appreciation in group dynamics (Fundamental)

	Play building	Improvisation	Ensemble Building
Extended	<ul style="list-style-type: none"> <li>• Create an interdisciplinary project involving drama and theatre, which can be integrated to enhance school wide curriculum.</li> <li>• Use correct form and structure to independently write a one-act play that includes full character development, believable dialogue, and logical plot outcomes.</li> <li>• Develop a revision process for your product.</li> </ul>	<ul style="list-style-type: none"> <li>• Use improvisation to create extended theatrical pieces.</li> <li>• Employ risk taking, support give-and-take, and elaborate on the impulses of others.</li> <li>• Demonstrate innovative ideas in both short and long forms of improvisation.</li> <li>• Lead long and short form improvisation games and exercises.</li> <li>• Support an environment of trust and cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others in risk taking environment, support give-and-take, and elaborate on the impulses of others.</li> <li>• Encourage listening and responding skills in team collaboration.</li> <li>• Identify strengths and weaknesses in the ensemble and make appropriate adjustments.</li> <li>• Lead a debriefing discussion based on observations of group dynamics.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Create scenes and narrative structures to convey a dramatic intention which includes character development, dialogue, and logical plot outcomes.</li> <li>• Use improvisation as a form and a key technique to develop play building.</li> <li>• Participate in the revision process for a given selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop improvisation skills through games, and make, accept, and extend offers in improvisation</li> <li>• Avoid negation in improvisational building while supporting agreement and progression.</li> <li>• Demonstrate both short and long forms of improvisation.</li> <li>• Participate in short form improvisation games and exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate with others in a risk taking environment, support give-and-take, and elaborate on impulses of fellow actors.</li> <li>• Utilize listening and responding skills in team collaboration.</li> <li>• Accept individual roles in the group process.</li> <li>• Debrief, reflect, and participate in a discussion about group dynamics.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Creates cohesive scenes and narrative structures to convey a dramatic intention</li> <li>• Uses improvisation as a form and a key technique to develop play building</li> <li>• Assists in the revision for a given selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following improvisational skills in short and long form exercises: agreement, progression, justification, risk-taking, spontaneity, and trust.</li> <li>• Develop story building in long form improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others in a risk taking environment.</li> <li>• Develop listening and responding skills in team collaboration.</li> <li>• Understand individual roles in the group process.</li> <li>• Reflect on the activity in relation to the group dynamics.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles with creating scenes to convey a dramatic intention.</li> <li>• Limited use of improvisation skills.</li> <li>• Demonstrates difficulty in the revision for a given selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to develop story building in long form improvisation.</li> <li>• Uses some improvisation skills during games.</li> <li>• Sabotages the improvisation exercise through their own agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to work with others and take risks.</li> <li>• Listening and responding skills are lacking.</li> <li>• Limited reflection.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Unable to create a scene or narrative using play building techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not understand the improvisation technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to work with others and take risks.</li> </ul>

**Content Area: Drama and Theatre Arts**

**High School Standard: Create**

4. Creation, appreciation, and interpretation of scripted works (Extended)

4. Interpretation of drama using scripted material (Fundamental)

	Creation	Appreciation	Interpretation
Extended	<ul style="list-style-type: none"> <li>Develop a plan for the audition casting process, and create and implement a complete rehearsal production schedule</li> <li>Prepare a director’s promptbook to record blocking and other notation</li> <li>Justify casting of roles and the rationale for the assignment of parts and duties</li> <li>Collaboration with production staff and an understanding the necessity of their roles</li> <li>Develop and articulate an artistic and technical vision for a production</li> </ul>	<ul style="list-style-type: none"> <li>Select a one act play for interpretation</li> <li>Identified the impact of history in connection to their theatrical selection, and can make connections and application to the real world</li> <li>Actively attends outside theatrical performances</li> </ul>	<ul style="list-style-type: none"> <li>Write a director’s concept statement for the interpretation of the work</li> <li>Makes artistic choices and can defend the rationale in relation to the historical period, genre, and relevant playwrights for their selection</li> <li>Maintaining a journal of approaches to coaching actors and solving artistic problems</li> </ul>
4	<ul style="list-style-type: none"> <li>Assist in the direction of a piece as a member of the production team</li> <li>Assist or determine casting, staging, and technical requirements</li> <li>Assist in establishing a director’s prompt book</li> </ul>	<ul style="list-style-type: none"> <li>Select a piece from literature, original, or scripted material for textual analysis and/or cultural appreciation</li> <li>Evaluate the elements of a theatrical selection in terms of the social and historical context within the play</li> <li>Define theatre terms with in a selection</li> <li>Evaluate theatre separate from other art forms, textual and visual analysis</li> </ul>	<ul style="list-style-type: none"> <li>Identify and critique a director’s concept</li> <li>Articulate the rationale for all artistic choices concerning historical periods, genres, and relevant playwrights</li> <li>Coaching and assisting students in a variety of acting techniques to solve artistic problems</li> <li>Apply current practices used for the interpretation of a play</li> </ul>
3	<ul style="list-style-type: none"> <li>Contribute to the direction of a piece as a member of an ensemble</li> <li>Assist in casting, staging, and technical requirements</li> <li>Make blocking notation in a director’s prompt book or individual script</li> </ul>	<ul style="list-style-type: none"> <li>Select a piece from scripted material for textual analysis</li> <li>Identify the elements of a theatrical selection in terms of the social and historical context</li> <li>List some key theatrical terms with in a selection</li> </ul>	<ul style="list-style-type: none"> <li>Identify a director’s concept</li> <li>Able to articulate the rationale for some of the artistic choices concerning historical periods, genres, or relevant playwrights</li> <li>Demonstrates understanding of a variety of acting techniques to solve artistic problems</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain how a play is different from other genres of literature and/or performance</li> </ul>	<ul style="list-style-type: none"> <li>• Identify current practices used for the interpretation of a play</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles with being a member of an ensemble</li> <li>• Struggles with accepting casting and/or staging assignments</li> <li>• Difficulty in making blocking notation and in comprehending direction</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with analysis of selected material</li> <li>• Has difficulty in identifying a theatrical selection in terms of the social and historical context</li> <li>• Able to list only a few key theatrical terms with in a selection</li> <li>• Lacks understanding of the difference between a play and other genres of literature and/or performance</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty understanding the purpose of a director's concept</li> <li>• Demonstrates difficulty in articulating some of the rationale for artistic choices concerning historical periods, genres, or relevant playwrights</li> <li>• Limited understanding of acting techniques as a means to solve artistic problems</li> <li>• Difficulty in defining current practices used for the interpretation of a play</li> </ul>
1	<ul style="list-style-type: none"> <li>• Is not a member of the ensemble</li> <li>• Unable to accept casting and/or staging assignments</li> <li>• Unable to make blocking notation and comprehending direction</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to analyze selected material</li> <li>• Unable to identify a social and historical aspect of a selection</li> <li>• Able to list only a few key theatrical terms with in a selection</li> <li>• Does not understand the difference between a play and other genres</li> </ul>	<ul style="list-style-type: none"> <li>• Student lacks understanding of a director's concept</li> <li>• Unable to articulate any rationale for the artistic choices concerning historical periods, genres, or relevant playwrights</li> <li>• Unable to demonstrate an understanding of acting techniques</li> <li>• Lack of awareness of current practices used for the interpretation of a play</li> </ul>

**Content Area: Drama and Theatre Arts**

**High School Standard: Perform**

1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences (Extended)

1. Communicate meaning to engage an audience (Fundamental)

	Drama/Theatre Techniques	Theatrical Conventions, Forms and Styles to engage an audience
<b>Extended</b>	<ul style="list-style-type: none"> <li>• Portray a believable character in situations from scripted and improvised plots</li> <li>• Master the fundamental requirements, and demonstrate the ability to rehearse and exhibit the following forms and skills: 1) Original works, scripted plays, scenes and monologues, 2) Ensemble works, 3) Improvisation and purposeful movement, 4) Vocal control, 5) Design and media, and 6) Public speaking</li> <li>• Use correct form and structure independently or collaboratively to write a one-act play that includes fully developed characters, believable</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to utilize the fundamental conventions in some of the following styles: Non-realism, commedia dell arte, Shakespeare, absurdism, mask work, improvisation, environmental drama, and theatre arts</li> <li>• Create an interdisciplinary project involving drama or theatre that can be integrated to enhance school wide curriculum</li> <li>• Perform in or design for an interdisciplinary project involving drama or theatre that can be integrated to enhance school wide curriculum</li> <li>• Makes and defends effective choices to engage the audience through the</li> </ul>

	<p>dialogue, and logical plot outcomes</p> <ul style="list-style-type: none"> <li>• Determine through problem spotting if another actor’s or one’s own performance is believable and truthful</li> </ul>	<p>use of theatrical conventions, including effective staging and placement, appropriate use of the fourth wall, and the techniques of genres</p>
4	<ul style="list-style-type: none"> <li>• Rehearse and perform a scripted or improvised scene in an effective manner</li> <li>• Use previously acquired skills to demonstrate the ability to rehearse and exhibit the following effectively: <ul style="list-style-type: none"> <li>• Original works, scripted plays, scenes, and monologues</li> <li>• Ensemble works</li> <li>• Improvisation and purposeful movement</li> <li>• Vocal control</li> <li>• Design and media</li> <li>• Public speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to utilize the conventions in an engaging manner in some of the following styles: Realism, mime, vaudeville, puppetry, clowning, comedy, tragedy, improvisation, and melodrama</li> <li>• Assists or fills a leadership role in any aspect of an interdisciplinary project involving drama or theatre that can be integrated to enhance school wide curriculum</li> <li>• Makes effective choices to engage the audience through the use of theatrical conventions, including effective staging and placement, appropriate use of the fourth wall, and the techniques of genres</li> <li>• Effectively communicates the meaning of a scripted work to an audience</li> </ul>
3	<ul style="list-style-type: none"> <li>• Participate in the rehearsal and performance of a scripted or improvised scene</li> <li>• Use previously acquired skills to demonstrate the ability to rehearse and exhibit the following: <ul style="list-style-type: none"> <li>• Scripted plays, scenes, and monologues</li> <li>• Ensemble works</li> <li>• Improvisation and purposeful movement</li> <li>• Vocal control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to utilize the conventions in some of the following styles: Realism, mime, vaudeville, puppetry, clowning, comedy, tragedy, improvisation, and melodrama</li> <li>• Participate in any aspect of an interdisciplinary project involving drama or theatre that can be integrated to enhance school wide curriculum</li> <li>• Makes intentional choices to engage the audience through the use of theatrical conventions, including effective staging and placement, appropriate use of the fourth wall, and the techniques of genres</li> <li>• Communicates some meaning of a scripted work to an audience</li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrates difficulty with participating in the rehearsal process</li> <li>• Struggles with the ability to rehearse and exhibit the following: <ul style="list-style-type: none"> <li>• Scripted plays, scenes, and monologues</li> <li>• Ensemble works</li> <li>• Improvisation and purposeful movement</li> <li>• Vocal control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in demonstrating the ability to utilize the conventions of the theatre</li> <li>• Limited participation in an interdisciplinary project</li> <li>• Makes ineffective choices concerning the use of theatrical conventions</li> <li>• Difficulty in communicating the meaning of a scripted work to an audience</li> </ul>
1	<ul style="list-style-type: none"> <li>• Lack of participation in the rehearsal process</li> <li>• Does not exhibit ability in the following: <ul style="list-style-type: none"> <li>• Scripted plays, scenes, and monologues</li> <li>• Ensemble works</li> <li>• Improvisation and purposeful movement</li> <li>• Vocal control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unable to utilize the conventions of the theatre</li> <li>• Lack of participation in an interdisciplinary project</li> <li>• Makes inappropriate choices in the use of theatrical conventions</li> <li>• Does not communicate the meaning of a scripted work to an audience</li> </ul>

**Content Area: Drama and Theatre Arts**  
**High School Standard: Perform**

2. Technology reinforces, enhances, and/or alters a theatrical performance (Extended)  
 2. Technology reinforces, enhances, and/or alters a theatrical performance (Fundamental)

	Design	Implementation & Management	Safety
<b>Extended</b>	<ul style="list-style-type: none"> <li>Implement a major design element, scenic light, sound, or makeup while using complex technologies to enhance theatrical productions</li> </ul>	<ul style="list-style-type: none"> <li>Lead a technical crew in a production</li> <li>Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event</li> </ul>	<ul style="list-style-type: none"> <li>Lead and implement technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Lead or assist in the design of one or more of the following; props, sets, costumes, sound, and lighting for a theatrical production</li> </ul>	<ul style="list-style-type: none"> <li>Assist a technical crew head and /or management team for a production</li> <li>Communicates and applies an understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences</li> </ul>	<ul style="list-style-type: none"> <li>Teach and lead others in technical knowledge of safety procedures and practices in the theatre environment</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Participate in the design of sets, costumes, sound, and lighting for a theatrical production</li> </ul>	<ul style="list-style-type: none"> <li>Participate as a member of a technical crew and management team for a production</li> <li>Exhibit an understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences</li> </ul>	<ul style="list-style-type: none"> <li>Apply technical knowledge of safety procedures and practices in the theatre environment</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Struggles with concepts of design</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to be a member of a technical crew</li> <li>Limited understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences</li> </ul>	<ul style="list-style-type: none"> <li>Limited technical knowledge of safety procedures and practices in the theatre environment</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Does not comprehend design elements</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate as a member of a technical crew</li> <li>Lacks understanding of the interrelationship among the technical aspects of production, onstage performers, and audiences</li> </ul>	<ul style="list-style-type: none"> <li>Little to no technical knowledge of safety procedures and practices in the theatre environment</li> </ul>

**Content Area: Drama and Theatre Arts**

**High School Standard: Perform**

3. Direction or design of a theatrical performance for an intended audience (Extended)  
 3. Directing as an art form (Fundamental)

Management & Coaching	Interpretation & Technical Elements
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<b>Extended</b>	<ul style="list-style-type: none"> <li>• Direct a theatrical text, including the facilitation of acting coaching</li> <li>• Manage the rehearsal process while creating a productive ensemble</li> <li>• Lead and inspire a cast and crew through a rehearsal process</li> </ul>	<ul style="list-style-type: none"> <li>• Superior interpretation of the text fully realizing the playwright's/author's intent</li> <li>• Fully realize a director's holistic vision that encompasses all aspects of production</li> <li>• Effectively arrange the performance space, and successfully coordinates the technical elements of the production</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Select and use performance spaces, drama and theatre conventions, and production elements appropriate to an audience</li> <li>• Generate audience response through all production elements</li> <li>• Effectively facilitate the rehearsal process</li> </ul>	<ul style="list-style-type: none"> <li>• Effective interpretation of the text to realize the playwright's/author's intent</li> <li>• Executes a director's holistic vision (concept statement, and unified technical elements)</li> <li>• Facilitates appropriate use of the performance space, and effectively coordinates the technical elements of the production</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Use performance spaces, drama and theatre conventions, and production elements appropriate to an audience</li> <li>• Generate audience response through some production elements</li> <li>• Facilitates the rehearsal process</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the interpretation of the text to realize the playwright's/author's intent</li> <li>• Establish a director's vision (concept statement, and unified technical elements)</li> <li>• Facilitates use of the performance space, and coordinates some technical elements of the production</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Ineffective use of performance spaces, drama and theatre conventions, and production elements appropriate to an audience</li> <li>• Generates limited audience response through some production elements</li> <li>• Struggles with facilitating the rehearsal process</li> </ul>	<ul style="list-style-type: none"> <li>• Limited interpretation of the text</li> <li>• Director's vision is incomplete</li> <li>• Facilitates inappropriate use of the performance space, and unable to coordinate technical elements of the production</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Inappropriate use of performance spaces, drama and theatre conventions, and production elements</li> <li>• Unable to generate audience response through production elements</li> <li>• Unable to facilitate the rehearsal process</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks interpretation of the text</li> <li>• No director's vision</li> <li>• Inappropriate use of the performance space, and unable to coordinate technical elements of the production</li> </ul>

**Content Area: Drama and Theatre Arts**

**High School Standard: Critically Respond**

1. Contemporary and historical context of drama (Extended)
1. Analysis and evaluation of theatrical works (Fundamental)
2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions (Extended)
2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions (Fundamental)
3. Respect for theatre professions, cultural relationships, and legal responsibilities (Extended)
3. Respect for theatre, its practitioners, and conventions (Fundamental)

	<b>1. Dramaturgy</b>	<b>2. Elements of Drama and Theatre</b>	<b>3. Respect for Theatre as an Art Form</b>
<b>Extended</b>	<ul style="list-style-type: none"> <li>• Select an area of the production</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare the lives, works, and</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and explain the knowledge, skills,</li> </ul>

	<p>process for independent study, such as research on the playwright, historical and cultural context of the play, glossary of terms, its place in the theatrical canon, etc.</p> <ul style="list-style-type: none"> <li>• Research, evaluate, and synthesize cultural and historical information to support artistic choices</li> <li>• Demonstrate a clear understanding of theatre history through the study of playwrights, theatrical styles, and historical periods</li> </ul>	<p>influences of representative theatre artists from various cultures and historical periods</p> <ul style="list-style-type: none"> <li>• Compare and contrast plays of several different dramatic forms</li> <li>• Reflect and revise critical choices pertaining to dramatic texts and performances while articulating, justifying, and applying personal criteria</li> <li>• Produce a script, film, performance piece, or edit a documentary or satirical analysis on current events in school, community, or national or international news</li> <li>• Describe the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history</li> <li>• Use problem spotting to make an informed decision about the quality of a theatrical production</li> </ul>	<p>training, and self-discipline needed to pursue careers and vocational opportunities in theatre</p> <ul style="list-style-type: none"> <li>• Document and reflect on one's own work created over several years, and identify successful approaches that could be applied in the development of future work</li> <li>• Create a personal code of theatre etiquette and ethics</li> <li>• Demonstrate awareness of professional ethics as an audience, cast, or crew member</li> <li>• Demonstrate how to secure rights and royalties for a production</li> </ul>
4	<ul style="list-style-type: none"> <li>• Research artistic processes of theatrical artists who have used self reflection or other techniques to document and refine their work</li> <li>• Identify and describe orally and in writing the influence of other artists on the development of their own artistic work</li> <li>• Effectively uses conventional theatre vocabulary in their research and response</li> <li>• Research and articulate the cultural and historical background of a specific play</li> <li>• Effectively communicate individual research to a collaborative team</li> </ul>	<ul style="list-style-type: none"> <li>• Critique and evaluate artistic choices and articulate personal reactions to dramatic presentations using guidelines for evaluating a theatrical production</li> <li>• Investigate and compare common themes among theatre, various art forms, and content areas</li> <li>• Compare and contrast practices and methods of performance with the practices and methods of film, cinema, television, and electronic media</li> <li>• Perform improvised scenes reflecting content, character and plot from representational dramatic literature as a means to comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Attend live theatrical performances of extended length and complexity, and demonstrate an understanding of the protocol of audience behavior appropriate to the style of the performance</li> <li>• Use group-generated criteria to assess one's own work and the work of others</li> <li>• Demonstrate objectivity in assessing one's personal abilities in creative endeavors and ability to receive and act upon coaching feedback and constructive criticism</li> <li>• Devise specific methods for documenting and assessing one's own artistic development throughout participation in a drama or theatre project</li> <li>• Demonstrate a respect for copyright laws</li> <li>• Address the importance of timelines and personal responsibility as a member of a production ensemble</li> </ul>
3	<ul style="list-style-type: none"> <li>• Research and reflect on the significant contributions of a theatrical artist</li> <li>• Identify and describe orally and in writing the influence of an artist on</li> </ul>	<ul style="list-style-type: none"> <li>• Critique artistic choices and articulate personal reactions to dramatic presentations</li> <li>• Investigate common themes among theatrical works</li> <li>• Compare and contrast different methods of</li> </ul>	<ul style="list-style-type: none"> <li>• Attend live theatrical performances, and demonstrate an understanding of the protocol of audience behavior</li> <li>• Use predetermined criteria to assess one's own work and the work of others</li> </ul>

	<p>the art form of theatre</p> <ul style="list-style-type: none"> <li>• Uses conventional theatre vocabulary in their research and response</li> <li>• Research and identify the cultural and historical background of a specific play or selection</li> <li>• Communicates individual research</li> </ul>	<p>performance for stage and camera</p> <ul style="list-style-type: none"> <li>• Perform improvised scenes as a means to comprehend literature</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to receive and act upon coaching feedback and constructive criticism</li> <li>• Assessing one’s own artistic development through self-reflection</li> <li>• Demonstrate knowledge of copyright laws</li> <li>• Adheres to timelines and demonstrates personal responsibility as a member of a production ensemble</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles with research on the contributions of a theatrical artist</li> <li>• Has difficulty identifying the influence of an artist on the art form of theatre</li> <li>• Misuses conventional theatre vocabulary in their research and response</li> <li>• Struggles to identify the cultural and historical background of a specific play or selection</li> <li>• Limited ability to communicate individual research</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to critique artistic choices and articulate personal reactions to dramatic presentations</li> <li>• Limited ability to identify common themes among theatrical works</li> <li>• Has difficulty contrasting different methods of performance for stage and camera</li> <li>• Struggles with performing improvised scenes as a means to comprehend literature</li> </ul>	<ul style="list-style-type: none"> <li>• Attend a live theatrical performance, and struggles to demonstrate an understanding of the protocol of audience behavior</li> <li>• Struggles to use predetermined criteria to assess one’s own work and the work of others</li> <li>• Limited ability to receive and act upon coaching feedback and constructive criticism</li> <li>• Has challenges with assessing one’s own artistic development through self-reflection</li> <li>• Demonstrates limited knowledge of copyright laws</li> <li>• Struggles to adhere to timelines and demonstrates personal responsibility as a member of a production ensemble</li> </ul>
1	<ul style="list-style-type: none"> <li>• Fails to research on the contributions of a theatrical artist</li> <li>• Does not identify the influence of an artist on the art form of theatre</li> <li>• Does not attempt to use conventional theatre vocabulary in their research and response</li> <li>• Unable to identify the cultural and historical background of a specific play or selection</li> <li>• Does not communicate individual research</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to critique artistic choices and articulate personal reactions to dramatic presentations</li> <li>• Lacks ability to identify common themes among theatrical works</li> <li>• Is unable to contrast different methods of performance for stage and camera</li> <li>• Does not perform improvised scenes as a means to comprehend literature</li> </ul>	<ul style="list-style-type: none"> <li>• Does not attend a live theatrical performance</li> <li>• Cannot assess one’s own work and the work of others</li> <li>• Lacks ability to receive and act upon coaching feedback and constructive criticism</li> <li>• Cannot assess one’s own artistic development</li> <li>• Has no knowledge of copyright laws</li> <li>• Does not adhere to timelines and demonstrates personal responsibility as a member of a production ensemble</li> </ul>

**Content Area: Drama and Theatre Arts**

**Eighth Grade Standard: Create**

1. Creating and sustaining a believable character
2. Participation in improvisation and play building
3. Construction of technical and design elements

	Character	Play Building	Technical
4	<ul style="list-style-type: none"> <li>• Develop and use previously acquired movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop and convey roles or characters with commitment</li> <li>• Generate, formulate, and apply character ideas to improvisation or scripted material</li> <li>• Discover a character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and translate these into voice, language, and movement that are unique to a role or character</li> <li>• Uses the recall of sensory and personal experiences and the observation of the external world to motivate character behavior</li> <li>• Uses improvisation techniques to explore the dramatic structures of scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Create new, original, and unique roles or characters of one's own imagining by experimenting with plot and narrative structures such as realistic and abstract, dialectics such as presenting conflicting or contrasting ideas, and dramatic metaphors</li> <li>• Write a monologue and/or a series of dramatic scenes for an invented, literary, or historical situation or character</li> <li>• Demonstrate previously acquired improvisation skills through the appropriate participation in improvisation games with established rules and improvisation processes</li> <li>• Make, accept, and extend offers in improvisation, and contribute ideas in spontaneous and rehearsed scenes with a focus on the development and resolution of dramatic conflicts</li> <li>• Use and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptualize, hypothesize, and analyze ideas from scripted or improvised works into design elements</li> <li>• Make and justify choices on the selection, and use design elements to support scripted and unscripted material</li> <li>• Identify and analyze the application of design elements to scripted and unscripted material</li> </ul>
3	<ul style="list-style-type: none"> <li>• Develop movement and vocal techniques in relation to roles or characters, and make some choices about them in order to develop and convey roles or characters</li> <li>• Apply character ideas to improvisation or scripted material</li> <li>• Discover some of a character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and attempt to translate these into voice, language, and movement</li> <li>• Uses the observation of the external world to motivate character behavior</li> <li>• Uses some improvisation techniques to explore the elements of scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Create roles or characters of one's own imagining by experimenting with plot and narrative structures</li> <li>• Write a monologue or scene for an invented, literary, or historical situation or character</li> <li>• Participates in improvisation games with established rules and improvisation processes</li> <li>• Participate in making, accepting, and extending offers in improvisation</li> <li>• Use specific themes to write and create scenes and scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze ideas from scripted or improvised works into design elements</li> <li>• Make choices on the selection, and use some design elements to support scripted and unscripted material</li> <li>• Identify the use of some design elements for scripted and unscripted material</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>• Struggles to develop movement and vocal techniques in relation to roles or characters</li> <li>• Identify some character traits used in improvisation or scripted material</li> <li>• Has difficulty in articulating character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and struggles to translate these into voice, language, and movement</li> <li>• Struggles to use the observation of the external world to motivate character behavior</li> <li>• Limited use of improvisation techniques to explore the elements of scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to create roles or characters of one's own imagining by experimenting with plot and narrative structures</li> <li>• Difficulty in writing a monologue or scene for a situation or character</li> <li>• Struggles with participating in improvisation games</li> <li>• Limited ability in making, accepting, and extending offers in improvisation</li> <li>• Lacks ability to write scenes and scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to analyze ideas from scripted or improvised works into design elements</li> <li>• Struggles in using some design elements to support scripted and unscripted material</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Does not develop movement and vocal techniques in relation to roles or characters</li> <li>• Unable to identify character traits used in improvisation or scripted material</li> <li>• Does not articulate character's internal factors – such as objectives, motivations, status, background, experiences, independent activities, emotional responses, and personality – and struggles to translate these into voice, language, and movement</li> <li>• Does not use the observation of the external world to motivate character behavior</li> <li>• Does not use improvisation techniques to explore the elements of scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to create roles or characters of one's own imagining</li> <li>• Unable to write a monologue or scene for a situation or character</li> <li>• Does not participate in improvisation games</li> <li>• Inability to make, accept, and extend offers in improvisation</li> <li>• Unable to write scenes and scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot analyze ideas from scripted or improvised works into design elements</li> <li>• Displays an inability to use design elements to support scripted and unscripted material</li> </ul>

**Content Area: Drama and Theatre Arts**

**Eighth Grade Standard: Perform**

1. Characterization in performance
2. Technology reinforces, enhances, and/or alters a theatrical performance

Perform Characterization		Technological Knowledge and Performance	
<b>4</b>	<ul style="list-style-type: none"> <li>• Perform sustained characters in the context of a scene, monologue, or improvisation</li> <li>• Demonstrate a sense of pacing in performance through experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Read, analyze, and evaluate a theatrical work, and name necessary technical elements</li> <li>• Present renderings and floor plans, and/or build models of sets for</li> </ul>	

	<ul style="list-style-type: none"> <li>of comedic timing, tempo use, and dramatic phrasing</li> <li>• Demonstrate a character's motivation by using recall of sensory and emotional experience and observation of the external world through theatrical exercises</li> <li>• Apply voice and movement skills that demonstrate a strong understanding of the script or text in action through theatrical exercises and/or performance</li> </ul>	<ul style="list-style-type: none"> <li>dramatic work, and explain choices in using visual elements such as line, shape or form, texture, color, and space</li> <li>• Share strong design choices for a production that reflect the realistic and emotional needs of theatrical work</li> <li>• Show appropriate respect for the safety and maintenance of the work space, tools, and equipment</li> <li>• Justify the necessary historical or relevant data to produce technical elements for a scripted or non-scripted play</li> </ul>
3	<ul style="list-style-type: none"> <li>• Perform believable characters in a scene, monologue, or improvisation</li> <li>• Demonstrate pacing in performance through experimentation with tempo and phrasing</li> <li>• Demonstrate a character's motivation through theatrical exercises</li> <li>• Apply voice and movement skills that demonstrate an understanding of the script or text in action through theatrical exercises and/or performance</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyze a theatrical work, and name technical elements</li> <li>• Present renderings and floor plans, or build models of sets for dramatic work, and explain choices</li> <li>• Share design choices for a production that reflect the realistic needs of the theatrical work</li> <li>• Show respect for the safety and maintenance of the work space</li> <li>• Explain some of the necessary historical data to produce technical elements for a play</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles to perform characters in a scene, monologue, or improvisation</li> <li>• Has difficulty with pacing, tempo and phrasing in performance</li> <li>• Struggles to develop a character's motivation</li> <li>• Has difficulty in applying voice and movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Read a theatrical work, and name technical elements</li> <li>• Present a sketch of the sets for a dramatic work, and explain choices</li> <li>• Identify some design choices for a production</li> <li>• Struggles with safety and maintenance in the work space</li> <li>• Has difficulty identifying historical data for a play</li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrates a lack of preparation in the performance of characters in a scene, monologue, or improvisation</li> <li>• Lacks pacing, tempo and phrasing in performance</li> <li>• Does not develop a character's motivation</li> <li>• Does not apply voice and movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to name technical elements after reading a theatrical work</li> <li>• Present an incomplete sketch of the sets for a dramatic work, and is unable to explain choices</li> <li>• Identifies no design choices for a production</li> <li>• Lacks respect for safety and maintenance in the work space</li> <li>• Cannot identify historical data for a play</li> </ul>

**Content Area: Drama and Theatre Arts**

**Eighth Grade Standard: Critically Respond**

1. Recognition and evaluation of contemporary and historical contexts of theatre history
2. Use critical thinking skills in character analysis and performance
3. Respect the value of the collaborative nature of drama and theatre works

	Recognize and Evaluate	Critical Thinking Skills	Collaboration
4	<ul style="list-style-type: none"> <li>• Evaluate the individual elements of drama in a variety of dramatic forms and performance styles through discussion, written expression,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and analyze in written and oral form a character's wants, needs, objectives, and personality characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in drama and theatre as a collaborative community activity, either as an audience member, performer, or crew</li> </ul>

	<ul style="list-style-type: none"> <li>or oral presentation</li> <li>Evaluate the nature of different dramatic forms, genres, and performance styles through discussion, written expression, or oral presentation</li> <li>Recognize and/or investigate societal and cultural themes in dramatic forms and share your findings orally or in writing</li> <li>Identify the ways dramatic forms have reflected or facilitated change in various societies through discussion, written expression, or oral presentation</li> <li>Identify and discuss artistic challenges and/or successful outcomes that could be encountered during the creative and rehearsal processes</li> <li>Research, use, and adapt issue-specific themes found in history, culture, dramatic literature, and personal experience to write and create scenes and/or scripts</li> </ul>	<ul style="list-style-type: none"> <li>Receive and act on coaching, feedback, and constructive criticism</li> <li>Develop critical questioning to appreciate and understand the role of drama and theatre</li> <li>Recognize dramatic problems, and solve them individually and in a group</li> </ul>	<ul style="list-style-type: none"> <li>Research the contribution of various historical and contemporary drama and theatre practitioners and groups</li> <li>Participate in rehearsals and performances as a productive and responsible member of an acting ensemble, and demonstrate personal responsibility and commitment to a collaborative process while reflecting on that experience</li> </ul>
3	<ul style="list-style-type: none"> <li>Compare and contrast the individual elements of drama in a variety of dramatic forms and performance styles through discussion, written expression, or oral presentation</li> <li>Recognize societal and cultural themes in dramatic forms and share your findings orally or in writing</li> <li>Identify some of the ways dramatic forms have facilitated change in society through discussion, written expression, or oral presentation</li> <li>Identify artistic challenges and/or successful outcomes that could be encountered during the creative and rehearsal processes</li> <li>Research issue-specific themes found in history, culture, dramatic literature, and personal experience</li> </ul>	<ul style="list-style-type: none"> <li>Describe in written and oral form a character's wants, needs, objectives, and personality characteristics</li> <li>Receive and attempt to act on coaching, feedback, and constructive criticism</li> <li>Develop critical questioning to appreciate the role of drama and theatre</li> <li>Recognize dramatic problems, and attempt to solve them individually and in a group</li> </ul>	<ul style="list-style-type: none"> <li>Participate in some form of drama and theatre as a collaborative community activity</li> <li>Participate in rehearsals and performances as a productive member of an acting ensemble, and demonstrate commitment to a collaborative process while reflecting on that experience</li> </ul>
2	<ul style="list-style-type: none"> <li>Struggles with identifying the individual elements of drama in a variety of dramatic forms and performance styles through</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to describe a character's wants and needs</li> <li>Has difficulty receiving coaching, feedback,</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to participate in some form of drama and theatre as a collaborative community activity</li> </ul>

	<p>discussion, written expression, or oral presentation</p> <ul style="list-style-type: none"> <li>• Recognize some of the societal and cultural themes in dramatic forms and share your findings orally or in writing</li> <li>• Struggles to identify ways that dramatic forms have facilitated change in society through discussion, written expression, or oral presentation</li> <li>• Has difficulty identifying artistic challenges that could be encountered during the creative process</li> <li>• Provides underdeveloped research on themes found in history, culture, and dramatic literature</li> </ul>	<p>and constructive criticism</p> <ul style="list-style-type: none"> <li>• Struggles with developing critical questioning</li> <li>• Has difficulty with recognizing dramatic problems</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to participate in rehearsals and performances as a member of an acting ensemble</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not identify elements of drama in a variety of dramatic forms through discussion, written expression, or oral presentation</li> <li>• Fails to recognize societal and cultural themes in dramatic forms</li> <li>• Cannot identify how dramatic forms have changed society</li> <li>• Fails to identify artistic challenges that could be encountered during the creative process</li> <li>• Non-existent and/or incomplete research on themes found in history, culture, and dramatic literature</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot describe a character's wants and needs</li> <li>• Unable to accept coaching, feedback, and constructive criticism</li> <li>• Cannot develop critical questioning</li> <li>• Fails to recognize dramatic problems</li> </ul>	<ul style="list-style-type: none"> <li>• Does not participate fully in theatre as a collaborative community activity</li> <li>• Fails to participate in rehearsals and performances as a member of an acting ensemble</li> </ul>

**Content Area: Drama and Theatre Arts**

**Seventh Grade Standard: Create**

1. Characterization in a scripted or improvised scene
2. Contributions in improvisation and play building
3. Technical and design elements in improvised and scripted works

	Characterization	Play Building	Technical
4	<ul style="list-style-type: none"> <li>• Develop and use language appropriate to a role or character</li> <li>• Develop and use fundamental vocal and</li> </ul>	<ul style="list-style-type: none"> <li>• Develop linear scene and plot structures to communicate dramatic ideas</li> <li>• Devise, explore, and enact a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Make and justify choices on the selection and use of design elements to support scripted and unscripted material</li> </ul>

	<p>physical techniques appropriate to conveying a role or character</p> <ul style="list-style-type: none"> <li>• Experiments with a variety of roles, characters and relationships through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze, interpret, and explore simple or multi-layer scripts or scenes</li> <li>• Select and use appropriate information and communication technologies to devise collaborative dramatic works</li> <li>• Construct and analyze a situation to be improvised</li> <li>• Collaborate as part of an ensemble to problem-solve improvised scene work</li> <li>• Make, accept, and extend offers in improvisation, and contribute ideas in improvised scenes</li> <li>• Link play building scenes in different ways to create cohesive material/work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze the application of design elements of scripted and unscripted material</li> <li>• Implement the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>
3	<ul style="list-style-type: none"> <li>• Use language in the portrayal of a role or character</li> <li>• Use vocal and physical techniques to convey a role or character</li> <li>• Play with roles and characters through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plot structures to communicate dramatic ideas</li> <li>• Enact a variety of texts</li> <li>• Use appropriate information and communication technologies with collaborative dramatic works</li> <li>• Construct a situation to be improvised</li> <li>• Problem-solve improvised scene work</li> <li>• Make and accept offers in improvisation, and contribute some ideas in improvised scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices on the selection and use of design elements to support scripted and unscripted material</li> <li>• Identify the application of design elements of scripted and unscripted material</li> <li>• Understand the use of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles with using language in the portrayal of a role or character</li> <li>• Limited use of vocal and physical techniques to convey a role or character</li> <li>• Reluctant to play with roles and characters through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to develop plot structures</li> <li>• Limited ability to enact a variety of texts</li> <li>• Struggles to use information and communication technologies with collaborative dramatic works</li> <li>• Has difficulty constructing a situation to be improvised</li> <li>• Limited problem-solving in improvised scene work</li> <li>• Struggles to make and accept offers in improvisation, and contribute some ideas in improvised scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to make choices on the selection of design elements to support scripted and unscripted material</li> <li>• Has difficulty in identifying the application of design elements of scripted and unscripted material</li> <li>• Limited understanding of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>
1	<ul style="list-style-type: none"> <li>• Poor use of language in the portrayal of a role or character</li> </ul>	<ul style="list-style-type: none"> <li>• Does not develop plot structure</li> <li>• Fails to enact a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to make choices on the selection of design elements to support scripted and</li> </ul>

	<ul style="list-style-type: none"> <li>• Cannot use vocal and physical techniques to convey a role or character</li> <li>• Fails to play with roles and characters through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use information and communication technologies with collaborative dramatic works</li> <li>• Cannot construct a situation to be improvised</li> <li>• Unable to problem-solve improvised scene work</li> <li>• Fails to contribute to an improvisation, and does not contribute ideas in improvised scenes</li> </ul>	<p>unscripted material</p> <ul style="list-style-type: none"> <li>• Fails to identify the application of design elements of scripted and unscripted material</li> <li>• Lacks understanding of appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>
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**Content Area: Drama and Theatre Arts**

**Seventh Grade Standard: Perform**

1. Acting techniques in performance
2. Apply aspects of technology within a production

Perform Acting Techniques		Applying Technology
<b>4</b>	<ul style="list-style-type: none"> <li>• Integrate vocal and movement skills to communicate dramatic meaning and to enhance performance</li> <li>• Use body language, physical and vocal skills to create and perform a believable character</li> <li>• Contribute to the creation of a scene as a productive member of an ensemble</li> <li>• Perform a character's motivation and personality with clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyze a play for its technical requirements, identifying points in the script that require or enhance the addition of a technical element</li> <li>• Describe characteristics of theatre technology and equipment based on a tour of a high school or professional theatre</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Use vocal and movement skills to communicate dramatic meaning and/or to enhance performance</li> <li>• Use some form of body language, physical or vocal skills to perform a believable character</li> <li>• Participate in the creation of a scene as a productive member of an ensemble</li> <li>• Perform a character with motivation and personality</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element</li> <li>• Describe some of the characteristics of theatre technology and equipment based on a tour of a high school or professional theatre</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Attempts to use vocal and movement skills to enhance performance</li> <li>• Attempts to use some form of body language, physical or vocal skills to perform a character</li> <li>• Participate in the creation of a scene</li> <li>• Perform a character with some hint of motivation and personality</li> </ul>	<ul style="list-style-type: none"> <li>• Read a play for its technical requirements and identify some necessary technical elements</li> <li>• Participate in a tour of a high school or professional theatre and demonstrate limited knowledge of the technical aspects of the facility</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Fails to use vocal and movement skills to enhance performance</li> <li>• Unable to use body language, physical or vocal skills to perform a character</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to identify technical elements after reading a play</li> <li>• Unable to demonstrate any knowledge of the technical aspects of a high school or professional theatre</li> </ul>

- Does not participate in the creation of a scene
- Fails to perform a character with some hint of motivation and personality

**Content Area: Drama and Theatre Arts**  
**Seventh Grade Standard: Critically Respond**

1. Influence of contemporary and historical elements in theatrical works
2. Critical evaluation in discussing theatrical works
3. Individual and collaborative contributions

	Identifying Influence	Critical Evaluation	Collaborative Efforts
4	<ul style="list-style-type: none"> <li>• Reflect on elements of drama in a variety of dramatic forms and performance styles</li> <li>• Articulate and justify possible criteria for critiquing dramatizations and dramatic performances</li> <li>• Research architecture, clothing, customs, music, and artwork for a particular time period and culture, and respond to it in discussion, writing, computer-based formats and/or performance</li> <li>• Read and analyze a play for its technical requirements, and identify points in the script that require or might be enhanced by the addition of a technical element</li> </ul>	<ul style="list-style-type: none"> <li>• Experience and appreciate a range of dramatic and theatrical performances through written or oral reflection</li> <li>• Use specific theatrical language individually and within a group when devising, enacting, discussing, debating, or writing about drama</li> <li>• Truthfully reflect on one's own work and give honest feedback on the work of others</li> <li>• Use appropriate theatre terminology to describe and analyze the strengths and weaknesses of individual or group work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the value of a varying range of roles within dramatic and theatrical performances through written or oral reflection</li> <li>• Recognize the contribution and commitment of individuals and groups to drama, and acknowledge a diversity of views</li> <li>• Identify the qualities of a productive member of an acting ensemble</li> </ul>
3	<ul style="list-style-type: none"> <li>• Reflect on some elements of drama in a variety of dramatic forms and performance styles</li> <li>• Articulate possible criteria for critiquing dramatizations and dramatic performances</li> <li>• Research architecture, clothing, customs, music, and/or artwork for a particular time period and/or culture, and respond to it in discussion, writing, computer-based formats and/or performance</li> <li>• Read a play for its technical requirements, and identify points in the script that require the addition of a technical element</li> </ul>	<ul style="list-style-type: none"> <li>• Experience a variety of dramatic and theatrical performances and identify them through written or oral reflection</li> <li>• Use appropriate theatrical language individually and within a group when devising, enacting, discussing, debating, or writing about drama</li> <li>• Reflect on one's own work and the work of others</li> <li>• Use theatre terminology to describe the strengths and weaknesses of individual or group work</li> </ul>	<ul style="list-style-type: none"> <li>• List the varying range of roles within dramatic and theatrical performances through written or oral reflection</li> <li>• Recognize the contribution of individuals and groups to drama, and acknowledge a diversity of views</li> <li>• Identify the qualities of a member of an acting ensemble</li> </ul>
2	<ul style="list-style-type: none"> <li>• Difficulty in reflecting on some elements of</li> </ul>	<ul style="list-style-type: none"> <li>• Attends theatrical performances and has</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with identifying the varying range of</li> </ul>

	<p>drama and performance styles</p> <ul style="list-style-type: none"> <li>• Difficulty in articulating possible criteria for critiquing dramatizations and dramatic performances</li> <li>• Incomplete research of architecture, clothing, customs, music, and/or artwork for a particular time period and/or culture, and respond to it in discussion, writing, computer-based formats and/or performance</li> <li>• Struggles in reading a play for its technical requirements, and identify points in the script that require the addition of a technical element</li> </ul>	<p>difficulty in identifying the variety of dramatic forms through written or oral reflection</p> <ul style="list-style-type: none"> <li>• Struggles with the use of theatrical language when devising, enacting, discussing, debating, or writing about drama</li> <li>• Inaccurately reflects on one's own work and the work of others</li> <li>• Struggles with using theatre terminology to describe the strengths and weaknesses of individual or group work</li> </ul>	<p>roles within dramatic and theatrical performances through written or oral reflection</p> <ul style="list-style-type: none"> <li>• Has difficulty recognizing the contributions of individuals and groups to drama</li> <li>• Struggles to identify the qualities of a member of an acting ensemble</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Cannot reflect on elements of drama and performance styles</li> <li>• Fails to articulate criteria for critiquing dramatizations and dramatic performances</li> <li>• Does not research of architecture, clothing, customs, music, and/or artwork for a particular time period and/or culture, and respond to it in discussion, writing, computer-based formats and/or performance</li> <li>• Struggles in reading a play for its technical requirements, and cannot identify points in the script that require the addition of a technical element</li> </ul>	<ul style="list-style-type: none"> <li>• May or may not attend theatrical performances and cannot identify dramatic forms through written or oral reflection</li> <li>• Does not use theatrical language when discussing, debating, or writing about drama</li> <li>• Refuses to reflect on one's own work and the work of others</li> <li>• Does not use theatre terminology to describe the strengths and weaknesses of individual or group work</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot identify the varying range of roles within dramatic and theatrical performances through written or oral reflection</li> <li>• Is unable to recognize the contributions of individuals and groups to drama</li> <li>• Cannot identify the qualities of a member of an acting ensemble</li> </ul>

**Content Area: Drama and Theatre Arts**

**Sixth Grade Standard: Create**

1. Characterization throughout a scripted or improvised scene
2. Creation of a scene or play from an original idea, story or other form of literature
3. Design and technical elements of theatre in improvised and scripted works

	<b>Characterization</b>	<b>Play Building</b>	<b>Technical</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Experiment with basic movement and vocal techniques in relation to roles or characters, and make choices about them in order to develop roles or characters with commitment</li> <li>• Create roles or characters of their own imagining through improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, clear relationships, conflict, setting, actions, and a beginning, middle, and end</li> <li>• Create through improvisation a scene or situation from literature, history, or current</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss, plan, describe, and make the design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>• Choose, analyze, and discuss the emotional impact of design elements on an improvised or</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize character traits and choices in a scripted text</li> </ul>	events	<p>scripted play</p> <ul style="list-style-type: none"> <li>Identify and use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>
3	<ul style="list-style-type: none"> <li>Experiment with basic movement and vocal techniques in relation to roles or characters</li> <li>Create some roles or characters through improvisation</li> <li>Recognize some character traits and choices in a scripted text</li> </ul>	<ul style="list-style-type: none"> <li>Develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, conflict, setting, and a beginning, middle, and end</li> <li>Contributes to the creation of an improvised scene or situation from literature, history, or current events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>Choose and discuss the impact of design elements on an improvised or scripted play</li> <li>Identify appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>Struggles with basic movement and vocal techniques in relation to roles or characters</li> <li>Difficulty in creating some roles or characters through improvisation</li> <li>Limited recognition of character traits and choices in a scripted text</li> </ul>	<ul style="list-style-type: none"> <li>Struggles with the development of scenes through improvisation, theatre games, puppetry, or writing that have distinct character, conflict, setting, and a beginning, middle, and end</li> <li>Limited contribution to the creation of an improvised scene or situation from literature, history, or current events</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>Difficulty in identifying the impact of design elements on an improvised or scripted play</li> <li>Struggles to use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>
1	<ul style="list-style-type: none"> <li>Unable to utilize basic movement and vocal techniques in relation to roles or characters</li> <li>Fails in creating some roles or characters through improvisation</li> <li>Unable to recognize character traits and choices in a scripted text</li> </ul>	<ul style="list-style-type: none"> <li>Is unable to develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, conflict, setting, and a beginning, middle, and end</li> <li>Does not contribute to the creation of an improvised scene or situation from literature, history, or current events</li> </ul>	<ul style="list-style-type: none"> <li>Unable to describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>Cannot identify the impact of design elements on an improvised or scripted play</li> <li>Is unable to use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage</li> </ul>

			directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques
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**Content Area: Drama and Theatre Arts**

**Sixth Grade Standard: Perform**

1. Confidence in characterization skills
2. Recognition of responsibilities of various technical personnel in performance.

Perform Characterization		Recognize Technical Performance
<b>4</b>	<ul style="list-style-type: none"> <li>• Demonstrate and apply the components of the character development process such as gestures, movements, and various vocal qualities and tones</li> <li>• Create and maintain clarity of focus in performance</li> <li>• Contribute as a collaborative and responsible member of an ensemble</li> <li>• Move and act with confidence through a designated performance space</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup in creating a unified theatrical effect for a dramatic work</li> <li>• Name, describe, and discuss various technical roles in theatre</li> <li>• Understand and use some production elements creatively in a performance situation</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Demonstrate the components of the character development process such as gestures, movements, and various vocal qualities and tones</li> <li>• Create clarity of focus in performance</li> <li>• Contribute as a member of an ensemble</li> <li>• Act with confidence in a designated performance space</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup</li> <li>• Name and describe various technical roles in theatre</li> <li>• Understand some production elements in a performance situation</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Struggles with demonstrating the components of the character development process such as gestures, movements, and various vocal qualities and tones</li> <li>• Inconsistent focus in performance</li> <li>• Limited contribution as a member of an ensemble</li> <li>• Lacks confidence in a designated performance space</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in demonstrating an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup</li> <li>• Struggles to name and describe various technical roles in theatre</li> <li>• Limited understanding of some production elements in a performance situation</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Does not demonstrate the components of the character development process such as gestures, movements, and various vocal qualities and tones</li> <li>• Inability to focus in performance</li> <li>• Does not contribute as a member of an ensemble</li> <li>• Shows no confidence in a designated performance space</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate an understanding of the relationships among scenery, properties, lighting, sound, costumes, and makeup</li> <li>• Fails to name and describe various technical roles in theatre</li> <li>• No understanding of production elements in a performance situation</li> </ul>

**Content Area: Drama and Theatre Arts**

**Sixth Grade Standard: Critically Respond**

1. Discuss the influence of cultural and historical themes in theatrical works

2. Recognize and identify the criteria for a quality performance

3. Articulate the value of each practitioner's role in a drama and/or theatrical performance

	Identifying Influence	Critical Evaluation	Collaborative Efforts
4	<ul style="list-style-type: none"> <li>Read plays and stories from a variety of cultures and historical periods, and identify the elements of drama in writing and discussion:               <ul style="list-style-type: none"> <li>Plot</li> <li>Thought/Theme</li> <li>Character</li> <li>Language/Dialogue</li> <li>Setting</li> <li>Conflict</li> <li>Music/Rhythm</li> <li>Spectacle</li> </ul> </li> <li>Describe and respond to conventions, cultural themes, dramatic techniques, and technologies used in different performances</li> </ul>	<ul style="list-style-type: none"> <li>Give and accept constructive and supportive feedback</li> <li>Identify the importance of the elements of drama, and use them to create dramatic meaning and audience engagement</li> <li>Recognize and describe the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance</li> </ul>	<ul style="list-style-type: none"> <li>Describe and demonstrate audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings</li> <li>Respond appropriately to one's own work and the dramatic works of others</li> <li>Work effectively alone and cooperatively with a partner or in an ensemble</li> <li>Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance</li> </ul>
3	<ul style="list-style-type: none"> <li>Read plays and/or stories from a variety of cultures and historical periods, and identify the elements of drama in writing and discussion:               <ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Language/Dialogue</li> <li>Setting</li> <li>Conflict</li> </ul> </li> <li>Describe conventions, cultural themes, dramatic techniques, and technologies used in different performances</li> </ul>	<ul style="list-style-type: none"> <li>Give constructive and supportive feedback</li> <li>Identify elements of drama, and use them to create audience engagement</li> <li>Recognize the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings</li> <li>Respond appropriately to the dramatic works of others</li> <li>Work effectively alone, with a partner or in an ensemble</li> <li>Recognize the roles and responsibilities of various technical personnel in creating and producing a theatrical performance</li> </ul>
2	<ul style="list-style-type: none"> <li>Reads some plays and/or stories and struggles to identify some elements of drama in writing and discussion:               <ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Language/Dialogue</li> <li>Setting</li> <li>Conflict</li> </ul> </li> <li>Struggles to describe conventions, cultural themes, dramatic techniques, and technologies</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty in giving constructive and supportive feedback</li> <li>Struggles with identifying elements of drama, and using them to create audience engagement</li> <li>Has difficulty recognizing the distinct roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance</li> </ul>	<ul style="list-style-type: none"> <li>Struggles with demonstrating audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings</li> <li>Responds inappropriately to the dramatic works of others</li> <li>Has difficulty working alone, with a partner or in an ensemble</li> <li>Struggles to recognize the roles and responsibilities of various technical personnel</li> </ul>

	used in different performances		in creating and producing a theatrical performance
<b>1</b>	<ul style="list-style-type: none"> <li>Does or does not read plays and/or stories and fails to identify elements of drama in writing and discussion:             <ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Language/Dialogue</li> <li>Setting</li> <li>Conflict</li> </ul> </li> <li>Cannot describe conventions, cultural themes, dramatic techniques, and technologies used in different performances</li> </ul>	<ul style="list-style-type: none"> <li>Cannot give constructive and supportive feedback</li> <li>Unable to identify elements of drama, and using them to create audience engagement</li> <li>Cannot recognize the roles and responsibilities of the director, actors, stage manager, set and costume designers, and others involved in presenting a theatrical performance</li> </ul>	<ul style="list-style-type: none"> <li>Does not demonstrate audience skills of observing attentively and responding appropriately in presentations, rehearsals, and live performance settings</li> <li>Fails to respond to the dramatic works of others</li> <li>Lacks ability to work alone and/or with a partner</li> <li>Fails to recognize the roles and responsibilities of various technical personnel in creating and producing a theatrical performance</li> </ul>

**Content Area: Drama and Theatre Arts**

**Fifth Grade Standard: Create**

1. Contribute ideas in improvisation and play building
2. Develop a variety of visual configurations of the acting space

<b>Play Building</b>		<b>Technical</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Identify and create a situation to be improvised including major dramatic elements, such as: who, what, where, when, why, conflict, theme and plot</li> <li>Show improvisation skills through the appropriate participation in improvisation games with established rules</li> <li>Make and accept offers in improvisation and contribute ideas in improvised scenes</li> <li>Improvise and play build through group-devised processes</li> </ul>	<ul style="list-style-type: none"> <li>Use the placement of the audience to affect the actors' entrances and exits in a variety of performance spaces</li> <li>Demonstrate the effective use and correct placement of set pieces and props in the space</li> <li>Test the effects of lighting and sound through an inventive process</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Identify and create a situation to be improvised including some major dramatic elements, such as: who, what, where, when, why, conflict, theme and plot</li> <li>Show some improvisation skills through the appropriate participation in improvisation games with established rules</li> <li>Make and accept offers in improvisation</li> <li>Improvise and play build with others</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate through play effective placement of actors in a variety of performance spaces in relation to the audience, including exits, entrances and blocking</li> <li>Demonstrate the use and correct placement of set pieces and/or props in the space</li> <li>Test either the effects of lighting or sound through an inventive process</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Struggles to identify major dramatic elements in improvisation</li> <li>Difficulty in showing improvisation skills through participation in games with established rules</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to demonstrate effective placement of actors in a variety of performance spaces in relation to the audience, including exits, entrances and blocking</li> </ul>

	<ul style="list-style-type: none"> <li>• Make offers in improvisation</li> <li>• Attempts to improvise and play build with others</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty in demonstrating the use and correct placement of set pieces in the space</li> <li>• Limited understanding of the effects of lighting or sound</li> </ul>
1	<ul style="list-style-type: none"> <li>• Unable to identify and to improvise using some major dramatic elements</li> <li>• Does not show improvisation skills</li> <li>• Fails to make offers in improvisation</li> <li>• Does not attempt to improvise and play build with others</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to demonstrate effective placement of actors in a variety of performance spaces in relation to the audience</li> <li>• Unable to demonstrate the use and correct placement of set pieces in the space</li> <li>• Lacks an understanding of the effects of lighting or sound</li> </ul>

**Content Area: Drama and Theatre Arts**

**Fifth Grade Standard: Perform**

1. In rehearsal and performance, work as a productive and responsible member of an acting ensemble using scripted or improvisational scene work
2. Communicate characters through physical movement, gesture, sound and speech, and facial expressions

Ensemble Performance		Communicating Characters
4	<ul style="list-style-type: none"> <li>• Demonstrate the balance between individual and group needs in rehearsals and performances</li> <li>• Communicate artistic choices, and suggest alternatives to solve problems and build consensus</li> <li>• Set and meet deadlines, and follow through with group and individual commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize realistic, authentic gesture and movement to create and clearly present a believable character</li> <li>• Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively</li> <li>• Apply facial expression to communicate motivation and mood</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of individual and group needs in rehearsals and performances</li> <li>• Communicate artistic choices, and suggest alternatives to solve problems</li> <li>• Meet deadlines, and follow through with group and individual commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize realistic gesture and movement to create a believable character</li> <li>• Use voice such as diction, enunciation, and projection to communicate characterization effectively</li> <li>• Apply facial expression to communicate mood</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles to demonstrate an understanding of individual and group needs in rehearsals and performances</li> <li>• Has difficulty in communicating artistic choices</li> <li>• Has difficulty in meeting deadlines and following through with commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to utilize gesture and movement to create a believable character</li> <li>• Limited use of voice to communicate characterization</li> <li>• Struggles to apply facial expressions to communicate mood</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not demonstrate an understanding of individual and group needs in rehearsals and performances</li> <li>• Fails to communicate artistic choices</li> <li>• Unable to meet deadlines and follow through with commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to utilize gesture and movement to create a believable character</li> <li>• Lacks ability to use the voice to communicate characterization</li> <li>• Fails to apply facial expressions to communicate mood</li> </ul>

**Content Area: Drama and Theatre Arts**  
**Fifth Grade Standard: Critically Respond**

1. Identify at least one role of a theatre practitioner
2. Give, accept and integrate constructive and supportive feedback from self and others
3. Demonstrate understanding of historical and cultural context of scripts, scenes, and performances
4. Analyze dramatic text in scenes and script

	Theatre Roles	Feedback	History and Culture	Text Analysis
4	<ul style="list-style-type: none"> <li>• Describe the different roles of theatre practitioners</li> <li>• Recognize dramatizations from different perspectives such as those of the playwright, actor, director, and designer, and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop selected criteria to critique what is seen, heard, and understood in a performance or dramatization</li> <li>• Apply constructive feedback in scene creation and character development</li> <li>• Evaluate and critique through reflection and analysis one’s own individual work and the work of others in a productive and respectful way</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the historical and cultural context of a script</li> <li>• Understand the value and importance of researching the historical and cultural context of a script</li> <li>• Identify costume, set, performance spaces, and use of audience throughout history</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cultural themes in dramatic literature that suggest season, time, and period or era</li> <li>• Read to understand the relationships of characters</li> <li>• Classify and explain dramatic structure such as conflict, characters, and plot</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identify the different roles of theatre practitioners</li> <li>• Identify different perspectives such as those of the playwright, actor, director, and designer</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize selected criteria to critique what is seen, heard, and understood in a performance or dramatization</li> <li>• Apply constructive feedback in scene creation</li> <li>• Evaluate through reflection and analysis one’s own individual work and the work of others in a respectful way</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the historical and cultural context of a script</li> <li>• Identify some of the values and importance of researching the historical and cultural context of a script</li> <li>• Identify some of the costume, set, performance spaces, and use of audience throughout history</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the cultural themes in dramatic literature that suggest season, time, and period or era</li> <li>• Read to understand the relationships of some characters in a dramatic text</li> <li>• Classify and explain some of the dramatic structures such as conflict, characters, and plot</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles to identify the different roles of theatre practitioners</li> <li>• Struggles to identify different perspectives such as those of the playwright, actor, director, and designer</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to utilize selected criteria to critique what is seen, heard in a performance or dramatization</li> <li>• Has difficulty applying constructive feedback in scene creation</li> <li>• Difficulty in evaluating through</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to identify some of the historical and cultural context of a script</li> <li>• Has difficulty in identifying some of the values and importance of researching the historical and cultural context of a script</li> <li>• Struggles to identify some of the</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with identifying the cultural themes in dramatic literature that suggest season, time, and period or era</li> <li>• Difficulty in understanding the relationships of some characters in a dramatic text</li> <li>• Struggles to classify the dramatic</li> </ul>

		reflection one's own individual work and the work of others in a respectful way	costume, set, performance spaces, and use of audience throughout history	structures such as conflict, characters, and plot
1	<ul style="list-style-type: none"> <li>• Cannot identify the different roles of theatre practitioners</li> <li>• Fails to identify different perspectives such as those of the playwright, actor, director, and designer</li> </ul>	<ul style="list-style-type: none"> <li>• Does not utilize criteria to critique what is seen, heard in a performance or dramatization</li> <li>• Unable to apply constructive feedback</li> <li>• Fails to evaluate through reflection one's own individual work and the work of others in a respectful way</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot identify some of the historical and cultural context of a script</li> <li>• Fails in identifying some of the values and importance of researching the historical and cultural context of a script</li> <li>• Cannot identify some of the costume, set, performance spaces, and use of audience throughout history</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot identify the cultural themes in dramatic literature</li> <li>• Does not understand the relationships of characters in a dramatic text</li> <li>• Fails to classify the dramatic structures in a text</li> </ul>

**Content Area: Drama and Theatre Arts**

**Fourth Grade Standard: Create**

1. Create characters from scripts or improvisation using voice, gestures and facial expressions
2. Create and write simple dramas and scenes
3. Design a scene through an inventive process, and perform the scene

	Characterization	Play Building	Scene Study
4	<ul style="list-style-type: none"> <li>• Utilize gesture and movement to create a character</li> <li>• Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively</li> <li>• Apply facial expression to communicate motivation and mood</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and record improvisations based on the five W's – who, what, where, when, and why</li> <li>• Understand and apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story</li> <li>• Use existing literature, and adapt it by creating alternate endings or by altering the characters or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Create a unified design using scenery, props, and costumes for an informal presentation through an inventive process</li> <li>• Collect, make, or borrow materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>
3	<ul style="list-style-type: none"> <li>• Utilize some gestures and movements to create a character</li> <li>• Use voice to communicate characterization effectively</li> <li>• Apply facial expression to communicate mood</li> </ul>	<ul style="list-style-type: none"> <li>• Plan improvisations based on some of the five W's – who, what, where, when, and why</li> <li>• Apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story</li> <li>• Use existing literature, and adapt it by creating alternate endings or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Create a design using some technical elements, such as scenery, props, and costumes for an informal presentation through an inventive process</li> <li>• Collect or borrow materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>
2	<ul style="list-style-type: none"> <li>• Has difficulty in utilizing gestures and</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty planning improvisations based</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty creating a design using</li> </ul>

	<ul style="list-style-type: none"> <li>movements to create a character</li> <li>• Struggles to use voice to communicate characterization</li> <li>• Difficulty in applying facial expression to communicate mood</li> </ul>	<ul style="list-style-type: none"> <li>on the five W's – who, what, where, when, and why</li> <li>• Difficulty in applying the creative process of playwriting to create an original drama</li> <li>• Struggles to adapt existing literature by creating alternate endings or settings</li> </ul>	<ul style="list-style-type: none"> <li>technical elements, such as scenery, props, and costumes for an informal presentation</li> <li>• Difficulty in selecting materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Unable to utilize gestures and movements to create a character</li> <li>• Fails to use voice to communicate characterization</li> <li>• Does not apply facial expression to communicate mood</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to plan improvisations based on the five W's – who, what, where, when, and why</li> <li>• Fails to apply the creative process of playwriting to create an original drama</li> <li>• Does not adapt existing literature by creating alternate endings or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to create a design using technical elements, such as scenery, props, and costumes for an informal presentation</li> <li>• Does not select materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>

**Content Area: Drama and Theatre Arts**

**Fourth Grade Standard: Perform**

1. Participate collaboratively with partners and groups
2. Demonstrate safe use of voice and body to communicate characters
3. Define stage direction and body positions

	<b>Collaboration</b>	<b>Voice &amp; Body Techniques</b>	<b>Define Stage Directions</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Demonstrate effective problem-solving skills through group interaction</li> <li>• Demonstrate respect for others in dramatic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate characters through the appropriate and healthy use of vocal intonation and breathing techniques</li> <li>• Respect the personal space of other actors in dramatizations</li> <li>• Develop character using safe body control techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and incorporate stage direction such as stage right, stage left, upstage, and downstage</li> <li>• Identify body positions such as full, profile and three-quarter</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Demonstrate problem-solving skills through group interaction</li> <li>• Demonstrate respect for others in dramatic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate characters through the healthy use of some vocal intonation and breathing techniques</li> <li>• Respect the personal space of other actors in dramatizations</li> <li>• Develop character using safe body control techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and incorporate some stage direction such as stage right, stage left, upstage, and downstage</li> <li>• Identify some body positions such as full, profile and three-quarter</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Difficulty in demonstrating problem-solving skills through group interaction</li> <li>• Demonstrate limited respect for others in</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty in communicating characters through the healthy use of vocal intonation and breathing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in identifying stage directions such as stage right, stage left, upstage, and downstage</li> </ul>

	dramatic activities	<ul style="list-style-type: none"> <li>• Has difficulty in respecting the personal space of other actors in dramatizations</li> <li>• Struggles to use safe body control techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to identify body positions such as full, profile and three-quarter</li> </ul>
1	<ul style="list-style-type: none"> <li>• Unable to demonstrate problem-solving skills through group interaction</li> <li>• Fails to demonstrate respect for others in dramatic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to use healthy vocal techniques</li> <li>• Does not respect the personal space of other actors in dramatizations</li> <li>• Does not use safe body control techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot identify stage directions</li> <li>• Fails to identify body positions</li> </ul>

**Content Area: Drama and Theatre Arts**

**Fourth Grade Standard: Critically Respond**

1. Develop selected criteria to critique what is seen, heard, and understood
2. Examine character dynamics and relations

Critique		Examining Character
4	<ul style="list-style-type: none"> <li>• Develop criteria to critique a performance or script</li> <li>• Critique a performance or script using the developed criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of character dynamics and relationships in real-life settings</li> <li>• Read scripts and stories to identify and analyze character dynamics and relationships</li> </ul>
3	<ul style="list-style-type: none"> <li>• Develop some criteria to critique a performance or script</li> <li>• Critique a performance or script using some of the developed criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of some of the character dynamics and relationships in real-life settings</li> <li>• Read to identify and analyze character dynamics and relationships</li> </ul>
2	<ul style="list-style-type: none"> <li>• Difficulty in developing criteria to critique a performance or script</li> <li>• Difficulty in critiquing</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to demonstrate an understanding of some of the character dynamics and relationships in real-life settings</li> <li>• Has difficulty identifying character dynamics and relationships in text</li> </ul>
1	<ul style="list-style-type: none"> <li>• Unable to develop criteria to critique a performance or script</li> <li>• Unable critique</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to demonstrate an understanding of some of the character dynamics and relationships in real-life settings</li> <li>• Cannot identify character dynamics and relationships in text</li> </ul>

**Content Area: Drama and Theatre Arts**

**Third Grade Standard: Create**

1. Create characters
2. Create an improvised scene
3. Create stage environments to understand locale and mood

Characterization	Play Building	Technical	
4	<ul style="list-style-type: none"> <li>• Use a variety of vocal tones and breath control</li> </ul>	<ul style="list-style-type: none"> <li>• Develop scenes through improvisation with a</li> </ul>	<ul style="list-style-type: none"> <li>• Create a basic design depicting the difference</li> </ul>

	<ul style="list-style-type: none"> <li>to create a character's feelings and mood</li> <li>• Create a variety of human or animal characters through developmentally appropriate physical actions</li> </ul>	<ul style="list-style-type: none"> <li>defined beginning, middle, and end</li> <li>• Create scenes, puppet plays, or situations with original or literary characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>between a stage environment and real environment</li> <li>• Craft set pieces such as furniture, appliances, or trees that could make up a stage environment</li> </ul>
3	<ul style="list-style-type: none"> <li>• Use some vocal tones and breath control to create a character's feelings and mood</li> <li>• Create some human or animal characters through appropriate physical actions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a scene through improvisation with a defined beginning, middle, and end</li> <li>• Create situations with original or literary characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Create a basic stage design for a designated environment</li> <li>• Select some set pieces such as furniture, appliances, or trees that could make up a stage environment</li> </ul>
2	<ul style="list-style-type: none"> <li>• Has difficulty using vocal tones and breath control to create a character's feelings</li> <li>• Struggles to create human or animal characters through physical actions</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to develop a scene with a defined beginning, middle, and end</li> <li>• Struggles to create situations with original or literary characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with creating a basic stage design for a designated environment</li> <li>• Difficulty in selecting set pieces such as furniture, appliances, or trees that could make up a stage environment</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not use vocal tones and breath control to create a character's feelings</li> <li>• Fails to create human or animal characters through physical actions</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to develop a scene with a defined beginning, middle, and end</li> <li>• Cannot create situations with original or literary characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to create a basic stage design for a designated environment</li> <li>• Cannot select set pieces such as furniture, appliances, or trees that could make up a stage environment</li> </ul>

**Content Area: Drama and Theatre Arts**

**Third Grade Standard: Perform**

1. Perform a scripted scene
2. Work effectively alone and cooperatively with a partner or in an ensemble

Scene Study		Collaboration
4	<ul style="list-style-type: none"> <li>• Act in a scripted scene or reader's theatre in front of an audience as a formal presentation</li> <li>• Use basic analysis skills to perform a character within a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Accept responsibility, and demonstrate respect for others in dramatic activities</li> <li>• Understand time constraints</li> <li>• Understand stage space in proximity to other actors and set pieces</li> </ul>
3	<ul style="list-style-type: none"> <li>• Act in a scripted scene or reader's theatre in front of an audience</li> <li>• Use basic skills to perform a character within a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for others in dramatic activities</li> <li>• Follow time constraints</li> <li>• Demonstrate correct use of stage space in proximity to other actors</li> </ul>
2	<ul style="list-style-type: none"> <li>• Has difficulty acting in a scripted scene or reader's theatre in front of an audience</li> <li>• Struggles to perform a character within a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty respecting others in dramatic activities</li> <li>• Has difficulty following time constraints</li> <li>• Struggles to demonstrate correct use of stage space in proximity to other actors</li> </ul>

<b>1</b>	<ul style="list-style-type: none"> <li>• Unable to act in a scripted scene or reader's theatre in front of an audience</li> <li>• Fails to perform a character within a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to respect others in dramatic activities</li> <li>• Does not follow time constraints</li> <li>• Fails to demonstrate correct use of stage space in proximity to other actors</li> </ul>
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**Content Area: Drama and Theatre Arts**

**Third Grade Standard: Critically Respond**

1. Examine the dynamic relationship among community, culture, and theatre
2. Demonstrate appropriate audience etiquette
3. Use selected criteria to critique what is seen, heard, and understood

	Theatre and Community	Etiquette	Critique
<b>4</b>	<ul style="list-style-type: none"> <li>• Identify how communities use theatre</li> <li>• Describe how cultures shape theatrical performances</li> <li>• Read, listen to, and tell stories from a variety of cultures, genres, and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and demonstrate appropriate audience etiquette</li> <li>• Demonstrate appropriate etiquette through the use of body and voice</li> </ul>	<ul style="list-style-type: none"> <li>• Critique a performance or script using pre-developed criteria</li> <li>• Share individual feelings and opinions appropriately and constructively</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Identify how your community uses theatre</li> <li>• Describe how some cultures shape theatrical performances</li> <li>• Read, listen to, and tell stories from a variety of cultures, genres, and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate audience etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Critique a performance using pre-developed criteria</li> <li>• Share individual feelings and opinions appropriately</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Struggles to identify how your community uses theatre</li> <li>• Has difficulty in describing how some cultures shape theatrical performances</li> <li>• Read and listen to stories from a variety of cultures, genres, and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with demonstrating appropriate audience etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to critique a performance using pre-developed criteria</li> <li>• Has difficulty sharing individual feelings and opinions</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Unable to identify how your community uses theatre</li> <li>• Cannot describe how some cultures shape theatrical performances</li> <li>• Does not participate in reading and listening to stories from a variety of cultures, genres, and styles</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to demonstrate appropriate audience etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to critique a performance using pre-developed criteria</li> <li>• Fails to share individual feelings and opinions, or shares inappropriately</li> </ul>

**Content Area: Drama and Theatre Arts**

**Second Grade Standard: Create**

1. Use voice and movement in character development
2. Create new dramatic elements from existing works

Characterization		Play Building
<b>4</b>	<ul style="list-style-type: none"> <li>• Demonstrate basic vocal quality such as tone and pace to convey a message</li> <li>• Use developmentally appropriate movement to create a character</li> </ul>	<ul style="list-style-type: none"> <li>• Create with guidance new outcomes of basic plots</li> <li>• Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Demonstrate basic vocal quality such as tone or pace to convey a message</li> <li>• Use developmentally appropriate movement to create a character</li> </ul>	<ul style="list-style-type: none"> <li>• Create with guidance a variety of basic plots</li> <li>• Improvise to create characters and environments from an existing work</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Struggles to demonstrate basic vocal quality such as tone or pace to convey a message</li> <li>• Has difficulty in using developmentally appropriate movement to create a character</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with creating a variety of basic plots</li> <li>• Has difficulty in improvising to create characters and environments from an existing work</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Unable to demonstrate basic vocal quality such as tone or pace to convey a message</li> <li>• Cannot use developmentally appropriate movement to create a character</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to create a variety of basic plots</li> <li>• Fails to use improvisation to create characters and environments from an existing work</li> </ul>

**Content Area: Drama and Theatre Arts**

**Second Grade Standard: Perform**

1. Dramatize short stories
2. Demonstrate movement based on stage directions

Characterization		Movement
<b>4</b>	<ul style="list-style-type: none"> <li>• Act out the key elements of a short story</li> <li>• Create character movement needed within a short story</li> <li>• Create environments needed within a short story through body movement</li> </ul>	<ul style="list-style-type: none"> <li>• Move respectfully throughout an acting space</li> <li>• Respond appropriately to the language of stage directions and body positions</li> <li>• Demonstrate the ability to differentiate between directed movement and free-form movement</li> <li>• Respond with gestures and movement in a dramatic portrayal</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Act out some of the key elements of a short story</li> <li>• Create character movement within a short story</li> <li>• Create some environments for a short story through body movement</li> </ul>	<ul style="list-style-type: none"> <li>• Move carefully throughout an acting space</li> <li>• Respond appropriately to the language of some stage directions and body positions</li> <li>• Demonstrate both directed movement and free-form movement</li> <li>• Respond with some gestures and movement in a dramatic portrayal</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Struggles to act out some of the key elements of a short story</li> </ul>	<ul style="list-style-type: none"> <li>• Limited movement in an acting space</li> </ul>

	<ul style="list-style-type: none"> <li>• Has difficulty creating character movement within a short story</li> <li>• Has difficulty creating environments for a short story through body movement</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to respond appropriately to the language of stage directions and body positions</li> <li>• Struggles to demonstrate both directed movement and free-form movement</li> <li>• Has difficulty responding with gestures and movement in a dramatic portrayal</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not act out key elements of a short story</li> <li>• Fails in creating character movement within a short story</li> <li>• Unable to create environments for a short story through body movement</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to move appropriately in an acting space</li> <li>• Fails to respond to the language of stage directions and body positions</li> <li>• Cannot demonstrate either directed movement or free-form movement</li> <li>• Fails to respond with gestures and movement in a dramatic portrayal</li> </ul>

**Content Area: Drama and Theatre Arts**  
**Second Grade Standard: Critically Respond**

1. Identify basic structures and relationships in a scene
2. Identify dramatic elements in dramatizations and stories
3. Express thoughts about a dramatization or performance

	Scene Study	Dramatic Elements	Critique
4	<ul style="list-style-type: none"> <li>• Clearly identify the key moments of the beginning, middle, and end of theatrical scenes</li> <li>• Identify and describe the character relationships in theatrical scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify characters, setting, and plot in scenes performed by others</li> <li>• Clearly identify community and family elements in dramatizations, stories, and plays</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate theatre vocabulary to critique a live performance</li> <li>• Express individual feelings about a performance through drawing, writing, and discussing</li> <li>• Articulate the difference between constructive and negative feedback</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identify the beginning, middle, and end of theatrical scenes</li> <li>• Identify and describe some of the character relationships in theatrical scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify at least one of the following: characters, setting, and plot in scenes performed by others</li> <li>• Identify community and family elements in dramatizations, stories, and plays</li> </ul>	<ul style="list-style-type: none"> <li>• Use some theatre vocabulary to critique a live performance</li> <li>• Express individual feelings about a performance through drawing, writing, and/or discussing</li> <li>• Identify the difference between constructive and negative feedback</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles with identifying the beginning, middle, and end of theatrical scenes</li> <li>• Difficulty in identifying and describing the character relationships in theatrical scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in identifying characters, setting, and plot in scenes performed by others</li> <li>• Struggles in identifying community and family elements in dramatizations, stories, and plays</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to use theatre vocabulary to critique a live performance</li> <li>• Difficulty in expressing individual feelings about a performance through drawing, writing, and/or discussing</li> </ul>

			<ul style="list-style-type: none"> <li>• Struggles to identify the difference between constructive and negative feedback</li> </ul>
1	<ul style="list-style-type: none"> <li>• Fails to identify the beginning, middle, and end of theatrical scenes</li> <li>• Unable to identify and describe the character relationships in theatrical scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to identifying characters, setting, and plot in scenes performed by others</li> <li>• Fails in identifying community and family elements in dramatizations, stories, and plays</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use theatre vocabulary to critique a live performance</li> <li>• Will not express individual feelings about a performance through drawing, writing, and/or discussing</li> <li>• Unable to identify the difference between constructive and negative feedback</li> </ul>

**Content Area: Drama and Theatre Arts**

**First Grade Standard: Create, Perform, and Critically Respond**

Create: 1. Create characters and environments through dramatic play

Perform: 1. Retell a short story or scene through dramatic play

Critically Respond: 1. Identify key aspects of theatre

	Create	Perform	Critically Respond
4	<ul style="list-style-type: none"> <li>• Demonstrate individual interpretations of a character's feelings through movement and voice</li> <li>• Respond to verbal prompts to demonstrate feelings such as sad and happy</li> <li>• Create animal and human characters in specific environments through improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement and voice</li> <li>• Clearly identify and demonstrate setting in a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the difference between theatre and real life</li> <li>• Describe the difference between theatre and other media such as television, movies, and books</li> <li>• Describe the basic elements of a performance such as the stage, audience, performers, and set</li> <li>• Ask questions based on discoveries while performing or viewing a performance</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrate individual interpretations of a character's feelings through movement or voice</li> <li>• Respond to some verbal prompts to demonstrate feelings such as sad and happy</li> <li>• Create animal or human characters in specific environments through improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement or voice</li> <li>• Identify and demonstrate setting in a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the differences between theatre and real life</li> <li>• Describe some of the differences between theatre and other media such as television, movies, and books</li> <li>• Describe some of the basic elements of a performance such as the stage, audience, performers, and set</li> <li>• Ask questions while rehearsing or after viewing a performance</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles to demonstrate individual</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to retell through drama and voice the</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to describe some of the differences</li> </ul>

	interpretations of a character's feelings through movement or voice <ul style="list-style-type: none"> <li>• Has difficulty in responding to verbal prompts to demonstrate feelings such as sad and happy</li> <li>• Struggles to create animal or human characters in specific environments through improvisation</li> </ul>	plot of a short story, and highlight the beginning, middle and end using movement or voice <ul style="list-style-type: none"> <li>• Has difficulty in identifying the setting in a scene</li> </ul>	between theatre and real life <ul style="list-style-type: none"> <li>• Struggles to describe some of the differences between theatre and other media such as television, movies, and books</li> <li>• Has difficulty in describing some of the basic elements of a performance such as the stage, audience, performers, and set</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Does not demonstrate individual interpretations of a character's feelings through movement or voice</li> <li>• Unable to respond to verbal prompts to demonstrate feelings such as sad and happy</li> <li>• Fails to create animal or human characters in specific environments through improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Will not retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement or voice</li> <li>• Does not identifying the setting in a scene</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to describe the differences between theatre and real life</li> <li>• Cannot describe the differences between theatre and other media such as television, movies, and books</li> <li>• Fails to describe the basic elements of a performance such as the stage, audience, performers, and set</li> </ul>

**Content Area: Drama and Theatre Arts**

**Kindergarten Grade Standard: Create, Perform, and Critically Respond**

- Create: 1. Demonstrate characters through dramatic play
- Perform: 1. Express a feeling or emotion through dramatic play or creative drama
- Perform: 2. Dramatize ideas and events through dramatic play
- Critically Respond: 1. Identify elements of theatre in everyday life

	<b>Create</b>	<b>Express</b>	<b>Dramatize</b>	<b>Critically Respond</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Imitate or create people, creatures, or things based on observation using body and facial expression</li> <li>• Use body and movement to create environments</li> <li>• Create dramatizations or scenes that highlight cultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Use movement and facial expressions to convey feelings and emotions</li> <li>• Use sounds to express character, feelings, and mood</li> <li>• Demonstrate the ability to follow a simple set of steps in a dramatic task</li> </ul>	<ul style="list-style-type: none"> <li>• Use body and voice to create characters from various ideas and events</li> <li>• Use body and voice to create environments from various ideas and events</li> <li>• Use body and voice to demonstrate knowledge of holidays and other cultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify characters (peers, family members, and others) in everyday life</li> <li>• Clearly identify costumes (clothes) in everyday life</li> <li>• Clearly identify sets (locations) in everyday life</li> <li>• Use prior knowledge to understand events in dramatizations or performances</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Imitate people, creatures, or things based on observation using body or facial expression</li> <li>• Use body or movement to create</li> </ul>	<ul style="list-style-type: none"> <li>• Use some movement or facial expressions to convey feelings and emotions</li> <li>• Use some sounds to express</li> </ul>	<ul style="list-style-type: none"> <li>• Use body or voice to create characters from various ideas and events</li> <li>• Use body or voice to create</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characters (peers, family members, and others) in everyday life</li> <li>• Identify costumes (clothes) in</li> </ul>

	<p>environments</p> <ul style="list-style-type: none"> <li>• Create dramatizations or scenes</li> </ul>	<p>character, feelings, and/or mood</p> <ul style="list-style-type: none"> <li>• Demonstrates some ability to follow a simple set of steps in a dramatic task</li> </ul>	<p>environments from various ideas and events</p> <ul style="list-style-type: none"> <li>• Use body or voice to demonstrate knowledge of holidays and other cultural events</li> </ul>	<p>everyday life</p> <ul style="list-style-type: none"> <li>• Identify sets (locations) in everyday life</li> <li>• Use prior knowledge to understand some events in dramatizations or performances</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles to imitate people, creatures, or things based on observation using body or facial expression</li> <li>• Struggles to use body or movement to create environments</li> <li>• Has difficult in creating dramatizations or scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to use movement or facial expressions to convey feelings and emotions</li> <li>• Has difficulty in using sounds to express character, feelings, and/or mood</li> <li>• Struggles in the ability to follow a simple set of steps in a dramatic task</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to use body or voice to create characters from various ideas and events</li> <li>• Struggles to use body or voice to create environments from various ideas and events</li> <li>• Struggles to use body or voice to demonstrate knowledge of holidays and other cultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to identify characters (peers, family members, and others) in everyday life</li> <li>• Struggles to identify costumes (clothes) in everyday life</li> <li>• Struggles to identify sets (locations) in everyday life</li> <li>• Difficulty in using prior knowledge to understand some events in dramatizations or performances</li> </ul>
1	<ul style="list-style-type: none"> <li>• Fails to imitate people, creatures, or things based on observation using body or facial expression</li> <li>• Lacks ability to use body or movement to create environments</li> <li>• Fails in creating dramatizations or scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks the ability to use movement or facial expressions to convey feelings and emotions</li> <li>• Fails to use sounds to express character, feelings, and/or mood</li> <li>• Inability to follow a simple set of steps in a dramatic task</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to use body or voice to create characters from various ideas and events</li> <li>• Unable to use body or voice to create environments from various ideas and events</li> <li>• Unable to use body or voice to demonstrate knowledge of holidays and other cultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to identify characters (peers, family members, and others) in everyday life</li> <li>• Unable to identify costumes (clothes) in everyday life</li> <li>• Unable to identify sets (locations) in everyday life</li> <li>• Does not use prior knowledge to understand some events in dramatizations or performances</li> </ul>

**Content Area: Drama and Theatre Arts**

**Preschool Grade Standard: Create, Perform, and Critically Respond**

Create: 1. Demonstrate emotions and feelings in dramatic play

Perform: 1. Use dramatic play to imitate characters

Critically Respond: 1. Respond to stories and plays

	Create	Perform	Critically Respond
4	<ul style="list-style-type: none"> <li>• Identify how people show emotions and feelings</li> <li>• Use facial expressions and movement to</li> </ul>	<ul style="list-style-type: none"> <li>• Use body and movement to depict various pretend characters</li> <li>• Use body and voice to depict various everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an initial response when exposed to a new performance, puppet show, or dramatization</li> </ul>

	demonstrate emotions and feelings	characters • Initiate sustained dramatic play	• Demonstrate an eagerness and interest in performances or dramatizations through asking questions
3	<ul style="list-style-type: none"> <li>• Identify how some people show emotions and feelings</li> <li>• Use some facial expressions and movement to demonstrate emotions and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Use body or movement to depict some pretend characters</li> <li>• Use body or voice to depict some everyday characters</li> <li>• Participate sustained dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>• Respond with others when exposed to a new performance, puppet show, or dramatization</li> <li>• Demonstrate an interest in performances or dramatizations by asking a question</li> </ul>
2	<ul style="list-style-type: none"> <li>• Struggles to identify how some people show emotions and feelings</li> <li>• Has difficulty in using some facial expressions and movement to demonstrate emotions and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to use body or movement to depict some pretend characters</li> <li>• Has difficulty in using body or voice to depict some everyday characters</li> <li>• Struggles to participate in sustained dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to respond with others when exposed to a new performance, puppet show, or dramatization</li> <li>• Has difficulty demonstrating an interest in performances or dramatizations through questioning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not know that some people show emotions and feelings</li> <li>• Unable to use facial expressions and movement to demonstrate emotions and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use body or movement to depict some pretend characters</li> <li>• Unable to use body or voice to depict some everyday characters</li> <li>• Cannot participate in sustained dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>• Does not respond with others when exposed to a new performance, puppet show, or dramatization</li> <li>• Has difficulty demonstrating an interest in performances or dramatizations through questioning</li> </ul>