

Theatre

STUDENT-FRIENDLY-LANGUAGE LEARNING INTENTIONS & SAMPLE LESSON
PLANS



THEATRE

Theatre Kindergarten: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. With prompting and support, transition between imagination and reality to invent and inhabit an imaginary elsewhere in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a1. I am learning to pretend I am in an imaginary place. a2. I am learning to know when it is time to play pretend.
b. With prompting and support, interact with non-representational materials , such as puppets and costume pieces, for a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to play pretend with puppets and/or costumes.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. With prompting and support, interact with peers and contribute to a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to pretend with others during drama.
b. With prompting and support, express original ideas in a guided theatrical experience (e.g., creative drama , process drama , story drama).	b. I am learning to share my own creative ideas for drama.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. With prompting and support, ask and answer questions in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to ask and answer questions about the drama.
b. Using guided dramatic play , include sounds in a theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to use sound to add to the drama.
c. Identify single objects used in a guided theatrical experience (e.g., sun/circle, bus/rectangle).	c. I am learning to use my imagination to creatively use objects during drama.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. With prompting and support, identify characters and setting in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to name the characters and setting in the drama.
b. Use body and voice to communicate character traits and emotions in a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to use my body and voice to show character and/or emotion.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. With prompting and support, demonstrate physical movement in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to use creative movement to pretend during the drama.
b. With prompting and support, demonstrate the use various technical elements in a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to use set, lights, props, costumes, make-up, and/or sound to add to the drama. * *Teacher may select one or more technical elements to simplify.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. With prompting and support, perform in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a1. I am learning to perform a part in a drama experience. a2. I am learning to share my drama work with others.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. With prompting and support, express an emotional response to characters in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to describe characters and how they make me feel in the drama.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	

a. With prompting and support, identify setting in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to name the where of the drama.
b. With prompting and support, name and describe settings in a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to describe the places where the drama takes place.
c. With prompting and support, name and describe characters in a guided theatrical experience (e.g., process drama , story drama , creative drama).	c. I am learning to list and describe the characters in a drama.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. With prompting and support, actively engage with others in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to play pretend together with my classmates.
b. Use imagination to transform objects.	b. I am learning to use my imagination to pretend objects are something different.
c. Name and describe experiences and feelings of characters in a guided theatrical experience.	c. I am learning to name characters' feelings and describe their experiences during drama.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. With prompting and support, retell a personal experience in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to talk about myself in drama.
b. With prompting and support, identify skills and knowledge from personal experiences in a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to use my skills and experiences during drama.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. With prompting and support, identify stories that are different from one another in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to find ways stories are different.

b. With prompting and support, tell a short story in a guided theatrical experience (e.g., **process drama**, **story drama**, **creative drama**).

b. I am learning how to tell a short story.



Theatre Grade 1: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Propose potential character choices in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to make choices about how a character moves and talks.
b. Collaborate with peers about which costumes and props to use in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to work together with my classmates to make choices about costumes and props during drama.
c. Identify ways in which gestures and movement create or retell a story in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. I am learning to use movement and gesture to tell a story.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Describe and contribute to the development of a sequential plot in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to create the plot (events in the beginning, middle, and end) of a drama.
b. With prompting and support, express original ideas in a guided theatrical experience (e.g., creative drama, process drama, story drama).	b. I am learning to share my own creative ideas during drama.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Collaborate in the adaptation of the plot in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to adapt a story for performance with my classmates.
b. Identify similarities and differences in sounds and movements in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to recognize how sounds and movements are similar or different in a drama.
c. Discuss multiple representations of a single object in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. I am learning to explore multiple ways to use an object during drama.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Describe a character's actions and dialogue in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to represent what a character says (dialogue) and does in a drama.
b. Use movement, facial expressions, gestures , and voice to communicate character traits and emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to use my body (gestures), face, and voice to show character traits and emotions in drama.
<p>5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?</p>	
a. With prompting and support, demonstrate physical movement in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to use creative movement to pretend during the drama.
b. With prompting and support, identify technical elements that can be used in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to select & use technical elements (sets, lights, props, costumes, make-up, and/or sound) to add to the drama.
<p>6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?</p>	
a. With prompting and support, perform in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	a1. I am learning to perform during dramatic play or drama. a2. I am learning to share my drama work with others.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Recall choices made in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to remember choices made in the drama.
<p>8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?</p>	
a. Describe emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to describe emotions in the drama.
b. With prompting and support, name and describe details in settings in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to describe with details where the drama takes place.
c. Use text and draw pictures to describe personal emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. I am learning to communicate my emotions in the drama through pictures and words.
<p>9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	
a. Build others' ideas in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to add to my classmates' ideas during the drama.
b. Identify props and costumes that might be used in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to pick props and costumes for the drama.
c. Compare and contrast the experiences of characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. I am learning to talk about what is the same and what is different between characters in the drama.

Connecting- Relating artistic ideas and work with personal meaning and external context.

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

10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Standard	Student Friendly Language
a. With prompting and support, identify differences between characters and oneself in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to talk about what is different between the characters and myself in the drama.
b. Select from different art forms and content areas to apply to a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to use my knowledge in other areas in the drama.
<p>11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	
a. Identify similarities and differences in stories from your own community in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to talk about how a story is alike or different from stories in my community.
b. Collaborate on the creation of a short scene based on a fictional literary source in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to work together to create a short scene using a story.

Theatre Grade 2: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Propose potential new details to plot and story in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to add my own ideas to the plot to add to the story in a drama.
b. Collaborate with peers to discuss scenery in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to discuss ideas for scenery in the drama with my classmates.
c. Identify ways in which voice and sounds create or retell a story in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. I am learning to use sound and my voice to create or retell a story.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Collaborate with peers to devise meaningful dialogue in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to imagine what characters say (dialogue) in a drama with my classmates.
b. Contribute ideas and make decisions as a group to advance in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to share my ideas, listen to ideas of others, and make decisions during drama.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Collaborate in the adaptation of dialogue in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to work with my classmates to create dialogue from a story for drama.
b. Adapt and use sounds and movements in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to use and change sounds and movements during drama.
c. Suggest multiple representations of a single object in a guided theatrical experience (e.g., process drama, story drama, creative drama).	c. I am learning to explore many ways to creatively use an object during drama.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Interpret story elements in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to act out story elements (who, where, & what) during drama.
b. Alter voice and body to expand and articulate nuances of character in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to change my voice and body to show details about a character during drama.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.	a. I am learning exercises to strengthen my actor tools (body, voice, and imagination) for performance.
b. Identify the basic technical elements that can be used in a theatrical work.	b. I am learning to name technical elements (set, costumes/make-up, lights, sound, props...) that can be used in a theatrical work.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. With prompting and support, use voice and sound in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to use sounds and my voice during dramatic play or drama.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Identify when artistic choices are made in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning when to make choices in the drama.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Demonstrate personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. I am learning to show my personal experiences in the drama.
b. With prompting and support, name and describe details in multiple settings in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. I am learning to describe in detail multiple places where the drama takes place.

c. Use text and draw pictures to describe others' emotions in a guided theatrical experience (e.g., process drama , story drama , creative drama).	c. I am learning to use pictures or written words to describe others' feelings during the drama.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. Collaborate on a scene in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to work together to create a scene during drama.
b. Use a prop or costume in a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to use a prop or costume during drama.
c. Describe how characters respond to challenges in a guided theatrical experience (e.g., process drama , story drama , creative drama).	c. I am learning to talk about how characters face problems in the drama.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Relate character experiences to personal experiences in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to talk about ways characters' experiences compare to my own during drama.
b. Apply skills and knowledge from different art forms and content areas in a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to use my skills and knowledge during drama.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Identify similarities and differences in stories from multiple cultures in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to talk about how stories from different cultures are the same or different.
b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided theatrical experience (e.g., process drama , story drama , creative drama).	b. I am learning to work together to create a short scene using true written information.

Theatre Grade 3: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Create roles, imagined worlds , and improvised stories in a theatrical work.	a. I am learning to use my imagination to create characters, places, and improvised stories.
b. Visualize and devise ideas for costumes, props, and sets for the environment and characters in a theatrical work.	b. I am learning to visually express my ideas for costumes, props, and sets in a theatrical work.
c. Collaborate to determine how characters move and speak to support the story and given circumstances in a theatrical work.	c. I am learning to make choices about how characters move and speak to tell a character's story.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Participate in methods of investigation to devise original ideas for a theatrical work.	a. I am learning to use research to create my own ideas for theatrical work.
b. Compare ideas with peers and make selections that will enhance and deepen group theatrical work.	b. I am learning to share ideas with classmates and make group choices about theatrical work.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Collaborate with peers to revise, refine, and adapt ideas to fit the given guidelines of a theatrical work.	a. I am learning to work with classmates to make changes and improvements to a theatrical work based on criteria.
b. Participate and contribute to physical and vocal exploration in an improvised or scripted theatrical work.	b. I am learning to explore vocal and movement choices in an improvised or scripted theatrical work.
c. Collaboratively create multiple representations of a single/multiple object(s) in a guided theatrical experience (e.g., process drama , story drama , creative drama).	c. I am learning to work with classmates to imagine many uses for objects during drama.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Explain the elements of dramatic structure in a story to create a theatrical work.	a. I am learning to identify key characters, events, problems, and solutions in a story to create a theatrical work.
b. Apply movement and voice in a theatrical work.	b. I am learning to use my body and voice in a theatrical work.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Demonstrate the relationship between and among body, voice, and mind in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to use my body, voice, and imagination together during a drama.
b. Discuss technical elements in a guided theatrical work (e.g., process drama , story drama , creative drama).	b. I am learning to discuss costumes, props, set, lights, make-up, and/or sound during drama.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. With prompting and support, use voice and sound in dramatic play or a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to use my voice and sound when I pretend during drama.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Discuss why artistic choices are made in a theatrical work.	a. I am learning to talk about why choices are made in a theatrical work.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Describe personal reactions and emotions to events presented in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to talk about how events in the drama make me feel.
b. Express multiple ways to develop a character using props or costumes that reflect cultural perspectives in a theatrical work.	b. I am learning to use culturally specific props & costumes to develop a character in a theatrical work.

c. Describe connections made between personal emotions and a character's emotions in a theatrical work.	c. I am learning to connect my own feelings to a character's feelings in a theatrical work.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. Explain how to evaluate a theatrical work.	a. I am learning to talk about what makes a good theatrical work.
b. Use props and to enhance theatrical work.	b. I am learning to use props in a theatrical work.
c. Identify a specific audience or purpose in a theatrical work.	c. I am learning to talk about who a theatrical work is for or its goal.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Use personal experience and knowledge to make connections to community and culture in theatrical work.	a. I am learning to use my experiences to connect a theatrical work to my community and culture.
b. Identify connections to community, social issues, and other content areas in theatrical work.	b. I am learning to connect a theatrical work to my community, current events, & other school subjects.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Explore how stories are adapted from literature to theatrical work.	a. I am learning to experiment with turning a piece of literature into a theatrical work.
b. Examine how artists have historically presented the same stories using different art forms, genres , or theatrical conventions .	b. I am learning to investigate ways artists have told the same story in different ways.

Theatre Grade 4: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Create roles, imagined worlds , and improvised stories in a theatrical work.	a. I am learning to create characters, imaginary places, and improvise stories to make a play or drama.
b. Visualize and devise ideas for costumes, props, and sets for the environment and characters in a theatrical work.	b. I am learning to imagine ideas for costumes, props, and sets for the characters and setting of a theatrical work.
c. Collaborate to determine how characters move and speak to support the story and given circumstances in a theatrical work.	c. I am learning to work with others to decide how characters move and speak to support the story and the characters' backgrounds.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Participate in methods of investigation to devise original ideas for a theatrical work.	a. I am learning to research to create my own ideas for a play or drama.
b. Compare ideas with peers and make selections that will enhance and deepen group theatrical work.	b. I am learning to compare my ideas with others and make decisions to improve & add to the play or drama.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Collaborate with peers to revise, refine, and adapt ideas to fit the given guidelines of a theatrical work.	a. I am learning to work with others to review, focus, and adjust ideas when working on a drama assignment.
b. Participate and contribute to physical and vocal exploration in an improvised or scripted theatrical work.	b. I am learning how to experiment with my body and my voice in an improvised or scripted work.
c. Collaboratively create multiple representations of a single/multiple object(s) in a guided theatrical experience (e.g., process drama , story drama , creative drama).	c. I am learning to work with others to create many ways to use objects during drama.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Explain the elements of dramatic structure in a story to create a theatrical work.	a. I am learning to explain the beginning, middle, and end of a story to create a play or drama.
b. Apply movement and voice in a theatrical work.	b. I am learning how to use my body and voice in a play or drama.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Demonstrate the relationship between and among body, voice, and mind in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to connect my body, voice, and imagination in a teacher guided pretend experience.
b. Discuss technical elements in a guided theatrical work (e.g., process drama , story drama , creative drama).	b. I am learning how to talk about ideas for lights, costumes, set, sound, and props for a play or drama.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. With prompting and support, use voice and sound in a dramatic play or a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning how to use my voice and make sounds in a play or drama.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Identify artistic choices made in a theatrical work through participation and observation.	a. I am learning to identify choices made in a theatrical work by watching and working with others
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Compare and contrast multiple personal experiences when participating in or observing a theatrical work.	a. I am learning to understand how the backgrounds of different people affect a theatrical work when I am on stage or in the audience
b. Demonstrate the physical characteristics and environment of characters in a theatrical work.	b. I am learning to show how characters move and what their imaginary world is like in a theatrical work.

c. Identify and discuss psychological changes connected to character's emotions in theatrical work.	c. I am learning to understand how characters' thoughts change when connected to their emotions.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. With specific criteria, evaluate character in a theatrical work.	a. I am learning to use clues from a script to help me understand the characters in a theatrical work.
b. Explain how technical elements may support a theme or idea in a theatrical work.	b. I am learning to explain how the set, costumes, lights, makeup or sound can connect to the theme in a theatrical work.
c. Explain how a character's choices impact an audience member's perspective in a theatrical work.	c. I am learning to explain how a character's choices affect what the audience thinks of them

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Explain how a theatrical work connects yourself to a community or culture.	a. I am learning to explain how a theatrical work connects me to a group or culture.
b. Respond to community and social issues and incorporate other content areas in theatrical work.	b1. I am learning to respond to current events in the world & my community in a theatrical work. b2. I am learning to make theatrical work based on what I know in other subjects.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Investigate cross-cultural approaches to storytelling in a theatrical work.	a. I am learning to explore the connection between different groups and cultures when I make stories for a theatrical work
b. Compare the theatrical conventions of a given time period with those of the present.	b. I am learning to compare theatre styles of the past and present.

Theatre Grade 5: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a theatrical work.	a. I am learning how to communicate my ideas for imaginary places & improvised stories that support the who, what, where, when, & why of the story.
b. Invent and design technical elements that support the story and given circumstances in a theatrical work.	b. I am learning to imagine and design set, costumes, lights, sound, media, make-up, and props that support the who, what, where, when, & why of the theatrical work.
c. Imagine how a character moves and speaks to support the story and given circumstances in a theatrical work.	c. I am learning how to make character choices with my voice and body to support the who, what, where, when & why of the story.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Collaborate to devise original ideas for a theatrical work by asking questions about characters and plot .	a. I am learning to collaborate to create ideas for a play or drama by asking questions about the characters and plot .
b. Make and discuss group decisions and identify responsibilities required to present a theatrical work to peers.	b. I am learning how to work with a group to discuss and assign each member's responsibilities to present a theatrical work to my peers.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Discuss and revise an improvised or scripted theatrical work through repetition and collaborative review.	a. I am learning how to talk about and improve an improvised or scripted theatrical work through repetition and group review.
b. Develop physical and vocal exercise techniques for an improvised or scripted theatrical work.	b. I am learning to create exercises for my voice and body for a theatrical work.
c. Collaborate on solutions to technical issues that arise in rehearsal for a theatrical work.	c. I am learning to work with others to solve technical problems that we see when we are rehearsing a theatrical work.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Modify the dialogue and action to change the story in a theatrical work.	a. I am learning to adjust the dialogue and action to change the story in a theatrical work
b. Discuss physical choices to develop a character in a theatrical work.	b. I am learning to talk about movement choices for a character in a theatrical work.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Participate in a variety of acting exercises and techniques.	a. I am learning to take part in different acting exercises and routines.
b. Propose the use of technical elements in a theatrical work	b. I am learning to suggest the use of technical elements in a theatrical work.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. With prompting and support, use voice and sound in a dramatic play or a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to use my voice and make sounds in a theatrical work.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. List ways to develop characters using physical characteristics and design choices that reflect cultural perspectives in theatrical work.	a. I am learning to list the ways I can develop a character by connecting the way they look and their environment with their culture.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Describe how to make choices based on personal experiences in a theatrical work.	a. I am learning to connect my personal experiences to the choices I make in a theatrical work.
b. Describe how cultural perspectives influence theatrical work.	b. I am learning to describe how a group's shared beliefs influence theatrical work.

c. Discuss and demonstrate the effects of emotions on posture, gesture , breathing, and vocal intonation in a theatrical work.	c. I am learning to discuss and show the effects feelings have on how a character stands, moves, breathes, and uses their voice in a theatrical work.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. With specific criteria, evaluate a theatrical work.	a. I am learning to use criteria to help me judge a theatrical work
b. Assess how technical elements represent the theme of a theatrical work.	b. I am learning to explain how the theme of a theatrical work can be shown by the technical elements (set, costumes, light, sound, make up, etc.).
c. Recognize how a character's circumstances impact an audience member's perspective in a theatrical work.	c. I am learning to recognize how a character's background and personal history can affect an audience member's understanding of a theatrical work.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Identify the ways a theatrical work reflects the perspectives of a community or culture.	a. I am learning to identify the ways a theatrical work is connected to the viewpoints of different communities or cultures.
b. Investigate historical, global, and social issues expressed in theatrical work.	b. I am learning to think about how past, present and future problems in the world are communicated in a theatrical work.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Analyze commonalities and differences between stories set in different cultures in preparation for a theatrical work.	a. I am learning to examine how stories set in different cultures are the same and different in preparation for a theatrical work
b. Identify historical sources that explain theatrical terminology and conventions.	b. I am learning to use historical documents to see how the past has affected theatre words, norms, and rules.

Theatre Grade 6: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Identify physical qualities that reveal a character's inner traits in the imagined world of a theatrical work.	a. I am learning to show a character's emotions, thoughts, and personality with my body in a theatrical work.
b. Propose design ideas that support the story and given circumstances in a theatrical work	b. I am learning to share my ideas for designs that will support the story and given circumstances in a theatrical work.
c. Depict how a character's inner thoughts impact the story and given circumstances in a theatrical work	I am learning how to show how a character's inner thoughts affect the story and given circumstances in a theatrical work.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Devise original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances .	a. I am learning to devise new ideas for a theatrical work that shows me and my classmates' reflection about characters and their given circumstances .
b. Participate in defined responsibilities required to present a theatrical work informally to peers.	b. I am learning to take on assigned responsibilities to present an informal theatrical work to my peers
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Discuss and revise an improvised or scripted theatrical work through repetition and self-reflection.	a. I am learning to discuss feedback with my classmates and improve an improvised or scripted theatrical work through repetition & reflection.
b. Create technical elements that occur in rehearsal for a theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, media).	b. I am learning to create technical elements (e.g., lighting, sound, scenery, props, costumes, makeup, media) that I identify through rehearsal of a theatrical work.
c. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work.	c. I am learning to show a character through the use of choices in my voice and body in an improvised or scripted theatrical work.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Describe the essential events in a story or script that make up the dramatic structure in a theatrical work.	a. I am learning to describe the dramatic structure (exposition, conflict, rising action, climax, falling action, and resolution) of a story or script.
b. Experiment with various physical choices to communicate character in a theatrical work.	b. I am learning to explore different choices with my body to show a character in a theatrical work.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Participate in a variety of acting exercises and techniques.	a. I am learning how to use different acting exercises.
b. Articulate how technical elements are integrated into a theatrical work.	b. I am learning to clearly talk about how technical elements are combined to make a theatrical work.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. Use movement and gestures to communicate emotions in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning how to use movement and gestures to show emotions in a guided theatrical experience.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Describe and record personal reactions to artistic choices in a theatrical work.	a. I am learning to describe and write about my thoughts when I see a theatrical work.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Justify responses based on personal experiences when participating in or observing a theatrical work.	a. I am learning to explain how my thoughts about a theatrical work are based on my own experiences.
b. Identify multiple cultural perspectives that influence a theatrical work.	b. I am learning to recognize how the viewpoints of different cultures can influence a theatrical work.
c. Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.	c. I am learning to recognize and discuss personal likes, opinions, and beliefs when I participate in or watch a theatrical work.

9. Anchor Standard: Apply criteria to artistic work.
9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

a. Use supporting evidence and criteria to evaluate a theatrical work.	a. I am learning how to support my reasons for how I feel about a theatrical work with evidence and criteria.
b. Use one or more production element(s) in a theatrical work to assess aesthetic choices.	b. I am learning to use one or more parts of a production to talk about the artistic choices.
c. Evaluate and analyze issues and situations in a theatrical work from an audience member's perspective.	c. I am learning to understand how an audience member might think about the ideas in a theatrical work.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Standard	Student Friendly Language
a. Examine a community issue through multiple perspectives in a theatrical work.	a. I am learning to look at a community concern through many different viewpoints in a theatrical work.
b. Identify universal themes or common social issues and express them through a theatrical work.	b. I am learning to recognize ideas and problems that are common throughout the world and put them in a theatrical work.

11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

a. Research and analyze two different versions of the same theatrical story to determine differences and similarities in the visual and aural world of each story.	a. I am learning to look at two different versions of the same story to understand how each story is the same or different in how it looks and sounds.
b. Investigate the time period and place of a theatrical work to understand performance and design choices.	b. I am learning to explore the time period and place of a theatrical work to understand performance and design choices.

Theatre Grade 7: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Identify blocking based on a character in a theatrical work.	a. I am learning to create blocking for a character in a theatrical work.
b. Identify solutions to design challenges in a theatrical work.	b. I am learning to find solutions to design challenges in a theatrical work.
c. Explore a scripted or improvised character by imagining the given circumstances in a theatrical work.	c. I am learning to explore a scripted or improvised character by imagining the given circumstances (who, what, where, when, and why) in a theatrical work.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Analyze original ideas and artistic choices to improve, refine, and evolve a devised or scripted work.	a. I am learning to examine my ideas and artistic choices to improve, polish, and develop a devised or scripted theatrical work.
b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising theatrical work.	b. I am learning to share ideas and accept and add the ideas of others in preparing a theatrical work.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Discuss and identify artistic choices to refine a devised or scripted theatrical work.	a. I am learning to discuss & identify artistic choices to refine a theatrical work.
b. Discuss a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, media).	b. I am learning to discuss a planned design for technical elements of a theatrical work
c. Use physical and vocal exploration for character development in an improvised or scripted theatrical work.	c. I am learning to use my body and voice to explore character development in a theatrical work

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.	a. I am learning to describe the inner thoughts and emotions that create dialogue and action in a theatrical work.
b. Demonstrate physical choices to create meaning in a theatrical work.	b. I am learning to make movement choices that make sense in a theatrical work.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Participate in a variety of acting exercises and techniques that can be applied for a theatrical work.	a. I am learning to join in different acting exercises and routines that can be used in a theatrical work
b. Choose a variety of technical elements that can be applied to a design in a theatrical work.	b. I am learning to make choices about different technical elements that can be used in a design for a theatrical work
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. Incorporate voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama , story drama , creative drama).	a. I am learning to combine my voice, body, and gestures to communicate emotions in a guided theatrical experience

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Compare recorded personal and peer reactions to artistic choices in a theatrical work.	a. I am learning to compare my written reactions to artistic choices in a theatrical work with my peers.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Discuss other artist's character choices based on personal experiences.	a. I am learning to understand how other artist's character choices compare to my own personal experiences.
b. Describe how specific cultural perspectives can influence theatrical work.	b. I am learning to describe the influence of culture on a theatrical work.

c. Interpret and discuss how personal aesthetics, preferences, and beliefs are used in a theatrical work.	c. I am learning to understand and discuss how a person's background, preferences, and beliefs are used in a theatrical work.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. Explain preferences, using supporting evidence and criteria, to evaluate a theatrical work.	a. I am learning to explain my opinions about a theatrical work using supporting evidence and criteria.
b. Use one or more production elements in a theatrical work to assess aesthetic choices.	b. I am learning to express my opinions about one or more production elements in a theatrical work.
c. Identify how the intended purpose of a theatrical work appeals to a specific audience.	c1. I am learning to identify the purpose and intended audience of a theatrical work. c2. I am learning to identify how a theatrical work and its purpose appeal to a specific audience.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Explain how the actions and motivations of characters in a theatrical work impact the perspectives of a community or culture.	a. I am learning to explain the relationship between the actions and motivations of characters in a theatrical work and the perspectives of communities and cultures.
b. Use different forms of theatrical work to examine contemporary social, cultural, or global issues.	b. I am learning to use different forms of theatrical work to examine current social, cultural or world issues.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Research and discuss how a playwright might have intended a theatrical work to be produced.	a. I am learning to research and discuss how a playwright might have intended a theatrical work to be produced.
b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.	b. I am learning to examine objects from a time period and a place to understand performance and design choices in a theatrical work.

Theatre Grade 8: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Investigate and explore multiple perspectives and solutions to staging problems in a theatrical work.	a. I am learning to research and explore many possible solutions to staging problems in a theatrical work.
b. Explore and discuss solutions to design challenges of a performance space in a theatrical work.	b. I am learning to explore and talk about design challenges of a performance space in a theatrical work.
c. Develop a scripted or improvised character by discussing the character's inner thoughts , objectives , and motivations in a theatrical work.	c. I am learning to create a scripted or improvised character by talking about the character's inner thoughts , objectives , and motivations in a theatrical work.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.	a. I am learning to think critically to apply background knowledge and research on history & culture to contribute to the development of original ideas for a theatrical work.
b. Share responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.	b. I am learning to work as a group to set goals and share responsibilities when preparing or devising theatrical work.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Use rehearsal and analysis to refine a devised or scripted theatrical work	a. I am learning to use rehearsal and feedback to refine a theatrical work.
b. Implement a planned technical design using simple technology for devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, media).	b. I am learning to execute my technical design plan for theatrical work (lights, sound, sets, costumes, makeup, media, and props).
c. Refine effective physical and vocal traits of characters in an improvised or scripted theatrical work.	c. I am learning to refine my voice and body choices to create characters for improv and plays.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Demonstrate character choices using given circumstances in a theatrical work.	a. I am learning to demonstrate my character's given circumstances in a theatrical work.
b. Describe how character relationships assist in telling a story in a theatrical work.	b1. I am learning to describe how characters relate to one another in a theatrical work. b2. I am learning how character relationships help tell the story of a theatrical work.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Practice various acting techniques to expand skills in a rehearsal or theatrical performance.	a. I am learning to use acting techniques to expand my skills in a rehearsal or theatrical performance.
b. Use a variety of technical elements to create a design for a rehearsal or theatrical work.	b. I am learning to use technical elements (lights, sound, props, costumes, makeup, media, or sound) to create a design for a rehearsal or performance piece.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. Perform a rehearsed theatrical work for an audience.	a. I am learning to act out a rehearsed theatrical work for an audience.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Apply criteria to the evaluation of artistic choices in a theatrical work.	a. I am learning to use criteria to critique artistic choices in a theatrical work.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Apply character choices based on other artist's or personal experiences in a theatrical work.	a. I am learning to experiment with character choices based on other actors' work or my own personal experiences.
b. Analyze how cultural perspectives influence the evaluation of a theatrical work.	b. I am learning to analyze the ways cultural perspectives influence how a person evaluates theatrical work.

c. Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.	c. I am learning to apply personal thoughts, feelings, ideas, and beliefs to evaluate a theatrical work.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. Respond to a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.	a. I am learning to give critiques on theatrical work using supporting evidence, personal preferences, and artistic criteria.
b. Evaluate the production elements used in a theatrical work to assess aesthetic choices.	b. I am learning to assess the effectiveness of technical theatre choices in a theatrical work.
c. Assess the impact of a theatrical work on a specific audience.	c. I am learning to gauge how a theatrical work might impact a specific audience.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Incorporate multiple perspectives and diverse community ideas in a theatrical work.	a. I am learning to add many diverse viewpoints and ideas to a piece of theatrical work.
b. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historical context.	b. I am learning to add other art forms (music, dance, art, and/or media) with attention to culture and/or history to strengthen the meaning of the theatrical work.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Research the story elements of a staged theatrical work and compare them to another production of the same work.	a. I am learning to compare story elements between two productions of the same theatrical work.
b. Identify and use artifacts from a time period and place to develop performance and design choices in a theatrical work.	b. I am learning to use objects and/or information from a time period and place to develop my performance and design choices.

Theatre HS Proficient: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Apply basic research to construct ideas about the visual composition of a theatrical work.	a. I am learning to research ideas and apply them to the visual composition of a theatrical work
b. Explore the impact of technology on design choices in a theatrical work.	b. I am learning to use technology in theatrical works.
c. Use script analysis to generate ideas about a character that is believable and convincing in a theatrical work.	C. I am learning to read a script to gather ideas in order to create a believable character.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Discuss the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a theatrical work.	a. I am learning to talk about the role history and culture play in the development of a dramatic concept.
b. Collaborate as the actor, director, playwright, and designers to explore their interdependent roles in a theatrical work.	b. I am learning to collaborate by taking on a role as an actor, director, playwright, and/or designer and working together to create a theatrical work.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement).	a. I am learning to practice staging during rehearsal of a devised or scripted theatrical work.
b. Justify technical design choices to support the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, media).	b. I am learning to explain how my technical design choices (lights, sound, costume, props, makeup, etc.) support the story and emotional impact of a theatrical work.
c. Explore physical, vocal, and psychological choices to develop a performance that is believable, authentic, and relevant to a theatrical work.	c. I am learning to explore movement, vocal, and psychological choices to develop a believable performance.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Research various character objectives and tactics in a theatrical work to overcome an obstacle.	a. I am learning to investigate character objectives and ways to use tactics to overcome obstacles.
b. Apply pacing to better communicate the story in a theatrical work.	b. I am learning to use pacing to better communicate the story in a theatrical work.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Use a variety of acting techniques to expand skills in a rehearsal or theatrical performance.	a. I am learning to apply different methods of acting in a rehearsal or performance.
b. Use researched technical elements to increase the impact of design in a theatrical work.	b. I am learning to use technical elements I've researched to improve on the design in a theatrical work.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. Perform a rehearsed theatrical work for a specific audience.	a. I am learning to rehearse and perform for a specific audience.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Respond to what is seen, felt, and heard in a theatrical work to develop criteria for artistic choices.	a. I am learning to give feedback on what I watch, feel, hear in a performance.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Analyze and compare character choices developed from personal experiences in multiple theatrical works.	a. I am learning to study and compare character choices developed from personal experiences in multiple theatrical works.
b. Identify and compare cultural perspectives and contexts that influence the evaluation of theatrical work.	b. I am learning to search for, find, and compare different cultural perspectives that influence the evaluation of theatrical work.
c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a theatrical work	c. I am learning to justify my personal opinions and beliefs through participating in or watching a theatrical work.

9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. Examine a theatrical work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	a. I am learning to study a theatrical work considering art forms, history, culture, and other disciplines.
b. Apply the aesthetics of the production elements in a theatrical work.	b. I am learning to apply design principles to production elements in a theatrical work.
c. Describe the playwright's purpose for an intended audience in a theatrical work.	c. I am learning to explain the playwright's purpose for an intended audience in a theatrical work.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a theatrical work.	a. I am learning to research how cultures, others' ideas, and my own beliefs impact a theatrical work.
b. Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.	b. I am learning to research how different cultures, world, and historical beliefs affect choices in a theatrical work.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.	a. I am learning to research other theatre artists' processes of creating and telling stories.
b. Use basic theatrical research methods to better understand the social and cultural background of a theatrical work.	b. I am learning to use research methods to understand the social and cultural background of a theatrical work.

Theatre HS Accomplished: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Investigate historical and cultural conventions and their impact on the visual composition of a theatrical work.	a. I am learning to research historical and cultural conventions and their impact on the visual design of a theatrical work.
b. Implement design solutions for a theatrical work.	b. I am learning to apply design solutions for a theatrical work.
c. Use personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work	c. I am learning to use personal experiences and background knowledge to create a believable character.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influence of original ideas applied to a theatrical work.	a. I am learning to refine a dramatic concept of a theatrical work to demonstrate a critical understanding of historical and cultural influences.
b. Cooperate as a creative team to make interpretive choices for a theatrical work.	b. I am learning to work as a creative team to make cooperative choices for a theatrical work.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Analyze and critique the dramatic concept of a devised or scripted theatrical work.	a. I am learning to break down and understand the dramatic concept of a theatrical work.
b. Conceptualize and construct technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, media).	b. I am learning to visualize and construct technical designs to enhance the story and emotional impact of a theatrical work.
c. Research and analyze scripts to revise physical, vocal, and psychological choices which impact the believability and relevance of a theatrical work.	c. I am learning to closely read a script to revise physical, vocal, and psychological choices to create a believable theatrical work.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Analyze unique choices and create believable and sustainable characters in a theatrical work.	a. I am learning to analyze character choices to create a believable and sustainable performance.
b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a theatrical work.	b. I am learning to identify essential information from a script, research, and the director's concept to build a character in a theatrical work.
5. Anchor Standard: Develop and refine artistic techniques and work for presentation. 5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. 5. Essential Question: How theatre artists fully prepare a performance or technical design?	
a. Refine a range of acting skills to build a believable and sustainable theatrical work.	a. I am learning to improve my acting skills to create believable and sustainable performances.
b. Interpret and apply contractual royalties to secure rights for a theatrical work.	b. I am learning to secure rights for a production.
6. Anchor Standard: Convey meaning through the presentation of artistic work. 6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. 6. Essential Question: What happens when theatre artists and audiences share a creative experience?	
a. Present a theatrical work using creative processes that shape the production for a specific audience.	a. I am learning to shape and present a performance for a specific audience.

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.	a1. I am learning to understand that there are multiple interpretations of a theatrical work. a2. I am learning to understand how to use other artist's interpretations as I make my own artistic choices.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Defend character choices when participating in or observing a theatrical work.	a. I am learning to defend character choices.
b. Apply concepts from a theatrical work for personal realization about cultural perspectives and understanding.	b. I am learning to apply concepts from a theatrical work to cultural understanding.
c. Provide multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.	c. I am learning to apply multiple aesthetics, preferences, and beliefs when participating in or observing theatrical work.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. Analyze and assess a theatrical work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. I am learning to study a theatre piece and connect it to other works, history, or culture.
b. Construct meaning in a theatrical work, taking into consideration personal aesthetics and knowledge of production elements while respecting others' interpretations	b. I am learning to share my interpretations of a theatrical work and listen to others' opinions with respect even if they differ from my own.

c. Justify how a theatrical work communicates a specific purpose for an audience.

c. I am learning how to explain a theatrical work's purpose.

Connecting- Relating artistic ideas and work with personal meaning and external context.

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

10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Standard

a. Choose and interpret a theatrical work to reflect or question personal beliefs.

b. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural theatrical work.

Student Friendly Language

a. I am learning to pick and explain a performance piece to reflect or question my own beliefs.

b. I am learning to combine arts forms and disciplines to develop a theatrical work that includes two or more cultures.

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

11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

a. Formulate creative choices for a devised or scripted theatrical work based on research about the selected topic.

b. Explore and document how personal beliefs and biases can affect the interpretation of research data applied in theatrical work.

a. I am learning to create a performance piece based on research on a selected topic.

b. I am learning to explore and document my personal biases and how they can influence research applied to a theatrical work.



Theatre HS Advanced: Student Friendly Standards

Creating - Conceiving and developing new artistic ideas and work.

1. Anchor Standard: Generate and conceptualize artistic work.

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

1. Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills to inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama)?

Standard	Student Friendly Language
a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions , and technologies, including rights and royalties, to create the visual composition of a theatrical work.	a. I am learning to incorporate information from a variety of theatrical conventions & technologies to create the visual composition of a theatrical work.
b. Design and implement a complete design for a theatrical work that incorporates all elements of technology necessary for a piece/production (e.g., lighting, scenery, sound, props, costumes, media, make up, rights, royalties).	b. I am learning to implement a complete design for a theatrical work incorporating all of the elements necessary.
c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.	c. I am learning to incorporate cultural and historical contexts with personal experiences to create a believable character in a theatrical work.
2. Anchor Standard: Organize and develop artistic ideas and work. 2. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. 2. Essential Question: How, when, and why do theatre artists' choices change?	
a. Develop and synthesize original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	a. I am learning to develop original ideas using historical and cultural context including research on western and non-western theatre traditions.
b. Collaborate as a creative artistic team to create artistic solutions and make interpretive choices in a devised or scripted theatrical work.	b. I am learning to work with a team to find artistic solutions and make interpretive choices in a theatrical work.
3. Anchor Standard: Refine and complete artistic work. 3. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. 3. Essential Question: How do theatre artists transform and edit their initial ideas?	
a. Conceptualize the style, genre , or form in a devised or scripted theatrical work.	a. I am learning to develop the style, genre , or form for a devised or scripted work.
b. Employ a high level of technical proficiency to support the story and emotional impact of a devised or scripted theatrical work (e.g., safely utilize technical theatre practices).	b. I am learning to apply a high level of technical proficiency to strengthen the story and/or emotional impact of a theatrical work.
c. Perform ideas from script analysis to create a believable, authentic, and relevant piece in a theatrical work.	c. I am learning to use information from script analysis to create a believable, authentic, and relevant theatrical performance piece.

Performing- Realizing artistic ideas and work through interpretation and presentation.

- 4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.
4. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
4. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
a. Apply reliable research of director's styles to create unique choices for a directorial concept in a theatrical work.	a. I am learning to apply research into styles used by directors to create original choices for a directorial concept.
b. Apply a variety of researched acting techniques to character choices in a theatrical work.	b. I am learning to combine various acting techniques to make character choices.

- 5. Anchor Standard:** Develop and refine artistic techniques and work for presentation.
5. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
5. Essential Question: How theatre artists fully prepare a performance or technical design?

a. Apply and justify a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.	a. I am learning to select and justify my choice of acting techniques to prepare a believable & sustainable performance
b. Explain and justify the selection of technical elements used to build a design that communicates the dramatic concept.	b. I am learning to explain and justify the use of lights, sets, props, costumes, sound, makeup to create a design that supports the director's concept.

- 6. Anchor Standard:** Convey meaning through the presentation of artistic work.
6. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
6. Essential Question: What happens when theatre artists and audiences share a creative experience?

a. Present a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	a. I am learning to present a performance piece for a specific audience that uses research and analysis of the creative perspectives of the playwright, director, designers, and dramaturg.
---	---

Responding- Understanding and evaluating how the arts convey meaning.

- 7. Anchor Standard:** Perceive and analyze artistic work.
7. Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
7. Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
a. Use historical and cultural context to structure and justify personal responses to a theatrical work.	a. I am learning to apply historical and cultural context to support and justify my personal responses to theatrical work.
8. Anchor Standard: Interpret intent and meaning in artistic work. 8. Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 8. Essential Question: How can the same work of art communicate different messages to different people?	
a. Modify character choices using the work of others when participating in or observing a theatrical work.	a. I am learning to change character choices using the work of others.
b. Apply new understandings of cultures and contexts to theatrical work.	b. I am learning to apply my understanding of new cultures and situations to a performance.


c. Justify multiple aesthetics, preferences, and beliefs that inform artistic decisions in a theatrical work.	c. I am learning to explain different theories of art, preferences and beliefs that lead to artistic choices for a theatrical work.
9. Anchor Standard: Apply criteria to artistic work. 9. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 9. Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
a. Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices.	a. I am learning to understand different cultural and historic criteria that can be applied to artistic choices.
b. Analyze and evaluate varied aesthetic interpretations of production elements for a theatrical work.	b. I am learning to discover and evaluate different interpretations of production elements for a theatrical work.
c. Compare and debate the connection between a theatrical work and contemporary issues that may impact an audience.	c. I am learning to compare and debate how a theatrical work and contemporary issues may impact an audience.

Connecting- Relating artistic ideas and work with personal meaning and external context.

10. Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. 10. Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 10. Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	
Standard	Student Friendly Language
a. Collaborate on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives.	a. I am learning to work together on a performance that explores critical issues and perspectives.
b. Develop a theatrical work that identifies and questions cultural, global, and historic belief systems.	b. I am learning to create a performance piece that finds and questions cultural, global, and historical belief systems.
11. Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 11. Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. 11. Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	
a. Justify and document the creative choices made in a devised or scripted theatrical work based on critical interpretation of specific data from research.	a. I am learning to show and document my choices made based on research made for a performance.
b. Document, present, and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.	b. I am learning to back up an opinion about the social, cultural, and historical understandings of a theatrical work based on research.



Arts Education Standards Instructional Resources – Theatre

 <p>THEATRE</p>	<p>THIS IS NOT A ...</p> <p>1st Grade</p> <p><i>In this lesson students will explore how theatre artists are able to transform objects using their imaginations to convey meaning.</i></p>
Lesson Objective(s):	<p>Student Friendly Standard Learning Statement(s):</p> <ul style="list-style-type: none"> I am learning to explore multiple ways to use an object during drama by using my imagination during dramatic play with a prop.
Arts Standard(s):	<p>Artistic Process - Creating Anchor Standard 3 - Refine and complete artistic work.</p> <ul style="list-style-type: none"> (TH.CR.3.1c) - Discuss multiple representations of a single object in a guided theatrical experience. (e.g. process drama, story drama, creative drama). <p>Artistic Process - Performing Anchor Standard 6 - Convey meaning through the presentation of artistic work.</p> <ul style="list-style-type: none"> (TH.PR.6.1a) - With prompting and support, perform in dramatic play or a guided theatrical experience. (e.g. process drama, story drama, creative drama).
Essential Question(s):	<p><i>How do theatre artists transform and edit their initial ideas?</i> <i>What happens when theatre artists and audiences share a creative experience?</i></p>
Vocabulary:	<p>NCCAS: Prop: An object used by actors during a performance Dramatic Play: Make-believe where children naturally assign and accept roles, then act them out Non-Representational Materials: Objects which can be transformed into specific props through the imagination</p>
Lesson Procedure: <i>(Approximately 50 Minutes)</i>	<ol style="list-style-type: none"> Teacher shares the SFLV standard with students "I am learning to explore multiple ways to use an object during drama." Teacher shows students an object and asks "What is this?" Teacher explains that the object is what they say but today we are going to use our imaginations to pretend it is different things. <ol style="list-style-type: none"> Suggested object: Plastic Straw Optional Read Aloud: Teacher reads aloud Not a Stick or Not a Box by Antoinette Portis Teacher passes out objects (suggested object: plastic straws) to students and guides students by narrating pantomimed actions for 1-2 given scenarios. Suggested Scenarios: <ol style="list-style-type: none"> This is not a straw. This is a barbell in a weightlifting competition. This is not a straw. This is a drumstick for a drum solo. This is not a straw. This is a tool to fix a car. <p>Sample Narration for Scenario A - Barbell "This is not a straw. This is a barbell in a weightlifting competition. Ok class we are going to prove we are the strongest humans in the world by lifting this very heavy barbell. Let's</p>

show off our huge muscles to the crowd watching. Ok now let's stretch our right arm across our body. That feels great! Now let's stretch our left arm across our body. We are ready to lift this weight and win the competition! Bend your knees everybody and prepare to lift the weight. You're going to have to use all your strength. Ready? Go! *Teacher pantomimes lifting weight and setting it down with a lot of effort.* We did it! Good job. You are all the strongest humans I know."

4. Extension: Spotlighting
 - a. After each narrative moment the teacher may choose to "spotlight" certain students. The teacher may use an actual flashlight or ask the student to stand up and share their action with the class if they are comfortable.
 - b. Reflection Questions: "What is the actor doing with their body that helps you know what object they are imagining? What other choices could the actor make?"
5. Teacher defines **Prop**: an object used by an actor during a performance. Today we will share performances using our imaginations and the **prop** we've been pretending with.
6. Teacher divides the class into 4-5 groups. Each group receives a scenario to act out onstage. (See resources for printable page) Teacher demonstrates the remaining scenario and gives an example of each grade on the performance rubric focusing on clarity of movement. (See assessments for potential rubric) Possible Scenarios:
 - a. Fishing Pole
 - b. Paintbrush
 - c. Violin
 - d. Sword
 - e. Tight Rope
 - f. Spoon
7. Teacher provides student groups 5 minutes to rehearse a performance of their given scenario.
8. Each group acts out their scenario for the class.
 - a. Reflection: "Was the object clear? What is the actor doing with their body that helps you know what object they are imagining? What other choices could the actor make?"







Assessments:


Checks for Understanding: Provide simultaneous verbal feedback on student physical pantomime during whole group interaction and rehearsal using verbal mapping strategies ("I see you tensing up your face to show how heavy the object is.") and questioning strategies ("What do you think a musician would do with the bow of their violin after they are finished performing?")

End of Lesson:

	4	3	2	1
Actor Conveys Meaning with a Prop	Actor's movements are highly detailed and tell a clear story to show	Actor's movements clearly show imaginative use of the prop.	Actor's movements are somewhat clear and somewhat show	Actor's movements are unclear and do not show imaginative use of the

		imaginative use of the prop.		imaginative use of the prop.	prop.	
Related Standards/ Competencies:	<p><i>Kindergarten</i></p> <p>Creating Anchor Standard 3 - <i>Refine and complete artistic work.</i></p> <ul style="list-style-type: none"> TH.CR.3.Kc <i>Identify single objects used in a guided theatrical experience. (e.g. sun/circle, bus/rectangle).</i> <p>Performing Anchor Standard 6 - <i>Convey meaning through the presentation of artistic work.</i></p> <ul style="list-style-type: none"> TH.PR.6.1a <i>With prompting and support, perform in a guided theatrical experience. (e.g. process drama, story drama, creative drama).</i> <p><i>2nd Grade</i></p> <p>Creating Anchor Standard 3 - <i>Refine and complete artistic work.</i></p> <ul style="list-style-type: none"> TH.CR.3.2c <i>Suggest multiple representations of a single object in a guided theatrical experience. (e.g. process drama, story drama, creative drama).</i> <p>Responding Anchor Standard 9 - <i>Apply criteria to artistic work.</i></p> <ul style="list-style-type: none"> TH.RE.9.2a <i>Collaborate on a scene in a guided theatrical experience. (e.g. process drama, story drama, creative drama).</i> 					
Resources:	<p><u>Materials:</u></p> <p>Optional Read Alouds:</p> <ul style="list-style-type: none"> Not a Box by Antoinette Portis or Not a Stick by Antoinette Portis Suggested Props: <ul style="list-style-type: none"> Plastic straws (1 for each student) OR Juggling scarves (1 for each student) Scenarios with Pictures (Next Page) 					

	<div>Fishing Pole</div> <div></div>	<div>Violin Bow</div> <div></div>	<div>Paintbrush</div> <div></div>
	<div>Sword</div> <div></div>	<div>Tight Rope</div> <div></div>	<div>Spoon</div> <div></div>

	<h2 style="text-align: center;">A Walk in Cesar Chavez's Shoes</h2> <h3 style="text-align: center;">3rd Grade</h3> <p style="text-align: center;"><i>In this lesson students will explore how theatre artists stage stories based on true historic events.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> I am learning to share ideas with classmates and make group choices about a theatrical work by sharing ideas and deciding the role I will play in a group tableau. I am learning to connect a theatrical work to other school subjects by creating tableaus to represent moments in Cesar Chavez's life.
Arts Standard(s):	<p>Artistic Process - Creating Anchor Standard 2 – Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> (TH.CR.2.3b) - Compare ideas with peers and make selections that will enhance and deepen group theatrical work. <p>Artistic Process - Connecting Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> (TH.CN.10.3b) - Identify connections to community, social issues, and other content areas in theatrical work.
Essential Question(s):	<p><i>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</i></p>
Vocabulary:	<p>NCCAS: Tableau: a dramatic scene made by posing silently without moving. Role: the character played by an actor.</p>
Lesson Procedure: <i>(Two 45 Minute Lessons)</i>	<p>Day 1 Anticipatory Set (15 Minutes)</p> <ol style="list-style-type: none"> Teacher introduces objectives <ul style="list-style-type: none"> I am learning to connect a theatrical work to other school subjects by creating tableaus to represent moments in Cesar Chavez's life. I am learning to share ideas with classmates and make group choices about a theatrical work by sharing ideas and deciding the role I will play in a group tableau. Teacher introduces vocabulary. <ul style="list-style-type: none"> Tableau: a dramatic scene made by posing silently without moving. Role: the character played by an actor. Cesar Chavez Background <ul style="list-style-type: none"> Teacher puts up a photo of Cesar Chavez (See Resources) and discusses with students "What do you already know about Cesar Chavez?" Teacher summarizes Cesar's story. Example: "Cesar Chavez dedicated his life to improving the life of farm workers who were working in poor conditions for very little pay to bring food to Americans. On March 31st we recognize the work he did to improve their lives on Cesar Chavez day." Tableau Demonstration (15 Minutes) <ul style="list-style-type: none"> Teacher uses a source text (see resources for book recommendations) and puts up a picture and text from Cesar's early biography. Student(s) read the source text out loud.

Text Suggestion from Harvesting Hope by Kathleen Krull Illustrated by Yuyi Morales

"In 1937, the summer Cesar was ten, the trees around the ranch began to wilt. The sun baked the farm soil rock hard. A drought was choking the life out of Arizona. Without water for the crops, the Chavez family couldn't make money to pay its bills. There came a day when Cesar's mother couldn't stop crying. In a daze, Cesar watched his father strap their possessions onto the roof of their old car. After a long struggle the family no longer owned the ranch. They had no choice but to join the hundreds of thousands of people fleeing to the green valleys of California to look for work."

5. Teacher demonstrates how an actor might select a role from the text and freeze their body to create a dramatic stage picture or **tableau**.
 - Examples: wilting tree on the ranch, Cesar's mother crying, Cesar's father packing the car
6. Teacher asks for 4-5 volunteers to create a picture as a group working together to tell Cesar's story.
 - Coaching: What **role** would you like to play in the **tableau**? What is this person or thing doing? How can you add on to what is already happening?
 - CAPTION: Teacher asks the class to come up with 1 sentence that describes the **tableau**.
 - THOUGHT BUBBLE: Teacher asks each character in the tableau to share what they think their person or thing is thinking in the story.
7. Tableau Assignment (15 Minutes)
 - Teacher splits the class into small groups of 4-5 and hands out an excerpt from the chosen text. (Teacher will need 6-8 text excerpts numbered in chronological order) Teacher goes over the assignment

Create a Tableau Based on your Text:

- Your tableau must have 1 sentence to describe what is happening (The same for the whole group)
- Your Tableau must have a thought for each character to speak out loud to the class. (Different for each member)
- Break into small groups
 - Each group reads the text out loud.
 - Each group writes 1 sentence to focus on for their tableau. (See page 6 for example template)
 - Each group member decides their role
 - The group may practice the tableau (if time allows)
- 8. Each small group shares their 1 sentence in chronological order.

Day 2

9. Tableau Rehearsal (15 Minutes)
 - Review: What have we learned so far about Cesar Chavez?
 - Review: Tableau Assignment
 - Create a Tableau Based on your Text
 - Your tableau must have 1 sentence to describe what is happening (The same for the whole group)

	<p>Your Tableau must have a thought for each character to speak outloud to the class. (Different for each member)</p> <p>Break into small groups to rehearse tableaux.</p> <p>Teacher floats and asks coaching questions:</p> <p>Examples: What is each member's role in the tableau? How does everyone in the tableau work together to tell the story? What are your characters thinking? Who will say the sentence at the beginning of the performance? Can you hold your pose and stay still?</p> <p>10. Tableau Performance (20 Minutes)</p> <p>Ask each student group to perform their tableau for the class in chronological order.</p> <p>Teacher asks a student to say the CAPTION loudly for the class.</p> <p>Teacher asks the students: What are the actors doing with their bodies? What is being added to Cesar's story?</p> <p>11. Reflection (10 Minutes)</p> <p>Ask students to complete the lesson reflection as an exit ticket.</p> <p>Write 2 important things you learned about Cesar Chavez.</p> <p>Write 2 important things you learned about making theatre about history.</p>
Assessments:	<p>Checking for understanding: During small group collaboration and rehearsal time the teacher floats around the room assisting each group as needed and giving feedback.</p> <p>End of Lesson: Lesson reflection questions</p>
Related Standards/ Competencies:	<p><i>This lesson integrates 3rd Grade Arizona History Standards</i></p> <p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to the impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations. • Influential individuals and groups in the history and development of Arizona. <p>3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.</p> <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's History.</p>

Resources:

Photo of Cesar Chavez




Books about Cesar Chavez that may be used with this lesson:

- Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull Illustrated by Yuyi Morales
- A Picture Book of Cesar Chavez by David A. Adler, Michael S. Adler, and Illustrated by Marie Olofsdotter
- Side by Side/Lado a lado: The Story of Dolores Huerta and Cesar Chavez/La historia de Dolores Huerta y Cesar Chavez by Monica Brown Illustrated by Joe Cepeda

*Assignment requires 6-8 pre-selected excerpts from one of these texts


Cesar Chavez Tableau Assignment
Write one sentence to describe your tableau:
What is my role in the tableau?
What is my character thinking?
Lesson Reflection: Write two important things you learned about Cesar Chavez: Write two important things you learned about making theatre about history:

 <p>THEATRE</p>	<h2 style="text-align: center;">I Am Poem Performance</h2> <h3 style="text-align: center;">6th Grade</h3> <p style="text-align: center;"><i>Students will learn to transform and edit their ideas to refine the performance of an original "I Am" poem.</i></p>
Lesson Objective(s):	<p>Student Friendly Standard Learning Statement(s):</p> <ul style="list-style-type: none"> I am learning to discuss feedback with my classmates and improve an improvised or scripted theatrical work through repetition & reflection by writing, revising, and performing an "I Am" poem. I am learning to recognize and discuss personal likes, opinions, and beliefs when I watch a theatrical work by giving feedback to my classmates during the rehearsal process.
Arts Standard(s):	<p>Artistic Process - Creating Anchor Standard 3 - Refine & Complete Artistic Work</p> <ul style="list-style-type: none"> (TH.CR.3.6a) - Discuss and revise an improvised or scripted theatrical work through repetition and self-reflection. <p>Artistic Process - Responding Anchor Standard 8 - Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> (TH.RE.8.6c) - Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.
Essential Question(s):	<p><i>How do theatre artists transform and edit their original ideas? How can the same work of art communicate different messages to different people?</i></p>
Vocabulary:	<p><u>NCCAS:</u> Improvise - The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed Gesture- An expressive and planned movement of the body or limbs Vocal Elements- vocal qualities that change the meaning & interpretation of spoken word.</p>
Lesson Procedure: <i>(Three 45 Minute Class Periods)</i>	<p>PART A - 45 Minutes</p> <ol style="list-style-type: none"> Teacher reviews the lesson objectives with students (5 Minutes) <ol style="list-style-type: none"> "I am learning to discuss feedback with my classmates and improve an improvised or scripted theatrical work through repetition & reflection by writing, revising, and performing an "I Am" poem. I am learning to recognize and discuss personal likes, opinions, and beliefs when I watch a theatrical work by giving feedback to my classmates during the rehearsal process." Students complete the prompts from the "I Am" poem in their own words. Teacher provides a sample model. (See resources for template) (10 Minutes) Teacher defines gesture and vocal elements (5 Minutes)

	<ul style="list-style-type: none"> a. Gesture- An expressive and planned movement of the body or limbs b. Vocal Elements- vocal qualities that change the meaning & interpretation of spoken words <ul style="list-style-type: none"> i. Pace - How fast or slow text is spoken ii. Emphasis - Which words the actor chooses to stress iii. Pitch - High or low qualities of the voice iv. Tone - Attitude 4. Students are given 10 minutes to rehearse 3 gestures and 3 strong vocal choices creating a small performance for their "I Am" poems. (10 Minutes) 5. Students will perform their individual poems for each other in small groups of 3 to 5. (15 Minutes) <ul style="list-style-type: none"> a. Group members will respond to each group member's individual poem performances using a plus/delta chart to share what they liked and what they suggest be changed. (See Plus/Delta template in assessments.) <p>PART B - 45 Minutes</p> <ul style="list-style-type: none"> 6. Give students an opportunity to review the first round of classmate's feedback and revise their initial performances. (15 Minutes) 7. Divide students into new small groups of 3-5 and give them a chance to perform their poems out loud a second time. (15 Minutes) <ul style="list-style-type: none"> a. Group members will respond to each group member's individual poem performances using a plus/delta chart to share what they liked and what they suggest be changed. (See Plus/Delta template in assessments.) 8. Give students a final round of rehearsal time to review the second round of feedback & finalize their performance. Ask students to attempt to memorize their poem. (15 Minutes) <p>Part C - 45 Minutes</p> <ul style="list-style-type: none"> 9. Give students time to rehearse and improve their presentation for a final performance. Encourage Students to attempt to memorize the poem. (5 Minutes) 10. Ask each student to perform their poem for the class. (25 Minutes) 11. Ask students to complete a journal reflection as an exit ticket: (See rubric in assessments) (10 Minutes) <ul style="list-style-type: none"> a. What kind of feedback was helpful to the development of your piece? When during the process did you decide to edit your original ideas and why?
Assessments:	<p>RESPONDING TEMPLATE</p> <p>Fill in a Plus/Delta chart to respond to your peer's performances.</p>

	<table><tr><td>Plus</td><td>Delta</td></tr><tr><td>"I like how you _____."</td><td>"I suggest you _____"</td></tr><tr><td>1. 2.</td><td>1. 2.</td></tr></table>	Plus	Delta	"I like how you _____."	"I suggest you _____"	1. 2.	1. 2.
	Plus	Delta					
	"I like how you _____."	"I suggest you _____"					
1. 2.	1. 2.						
Reflection Journal Rubric							
	<table><tr><td>4 Journal reflection answers prompts in a highly detailed and thoughtful way.</td><td>3 Journal reflection answers prompts in a detailed and thoughtful way.</td><td>2 Journal reflection somewhat answers prompts in a thoughtful way.</td><td>1 Journal reflection does not attempt to answer prompts.</td></tr></table>	4 Journal reflection answers prompts in a highly detailed and thoughtful way.	3 Journal reflection answers prompts in a detailed and thoughtful way.	2 Journal reflection somewhat answers prompts in a thoughtful way.	1 Journal reflection does not attempt to answer prompts.		
4 Journal reflection answers prompts in a highly detailed and thoughtful way.	3 Journal reflection answers prompts in a detailed and thoughtful way.	2 Journal reflection somewhat answers prompts in a thoughtful way.	1 Journal reflection does not attempt to answer prompts.				
Related Standards/ Competencies:	<p>Seventh Grade</p> <p>Creating</p> <ul style="list-style-type: none">● Anchor Standard 2 - <i>Organize and Develop Artistic Ideas and Work</i><ul style="list-style-type: none">○ <i>TH.CR.2.7a Analyze original ideas and artistic choices to improve, refine, and evolve a devised or scripted work.</i>○ <i>TH.CR.2.7b Contribute ideas and accept and incorporate the ideas of others in preparing or devising theatrical work.</i>● Anchor Standard 3 - <i>Refine & Complete Artistic Work</i><ul style="list-style-type: none">○ <i>TH.CR.3.7a Discuss and identify artistic choices to refine a devised or scripted theatrical work.</i> <p>Responding</p> <ul style="list-style-type: none">● Anchor Standard 7 - <i>Perceive and analyze artistic work.</i><ul style="list-style-type: none">○ <i>TH.RE.7.7c Compare recorded personal and peer reactions to artistic choices in a theatrical work.</i>● Anchor Standard 8 - <i>Interpret intent and meaning in artistic work.</i><ul style="list-style-type: none">○ <i>TH.RE.8.7c Interpret and discuss how personal aesthetics, preferences, and beliefs are used in a theatrical work.</i>						

	<div><div>Eighth Grade</div><div><div>Creating</div><div><div><div>Anchor Standard 3 - Refine & Complete Artistic Work</div><div><div>TH.CR.3.8a Use rehearsal and analysis to refine a devised or scripted theatrical work.</div></div></div></div><div><div>Responding</div><div><div>Anchor Standard 8 - Interpret intent and meaning in artistic work.</div><div><div>TH.RE.8.8c Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.</div></div></div></div></div></div>
	<div><div>Resources:</div><div><div>"I Am" Poem Template</div><div><div>i am template</div><div><div><div>i am: (two special characteristics you have)</div><div></div></div><div><div>i wonder: (something you are curious about)</div><div></div></div><div><div>i hear: (a sound you imagine)</div><div></div></div><div><div>i see: (a sight you imagine)</div><div></div></div><div><div>i want: (something you actually want)</div><div></div></div><div><div>i am: (the first line of the poem repeated)</div><div></div></div><div><div>i pretend: (something you pretend to do)</div><div></div></div><div><div>i feel: (a feeling about something imaginary or real)</div><div></div></div><div><div>i touch: (something you imagine touching)</div><div></div></div><div><div>i worry: (something that really bothers you)</div><div></div></div><div><div>i cry: (something that makes you very sad)</div><div></div></div><div><div>i am: (the first line of the poem created)</div><div></div></div><div><div>i understand: (something you know is true)</div><div></div></div><div><div>i say: (something you believe in)</div><div></div></div><div><div>i dream: (something you actually dream about)</div><div></div></div><div><div>i try: (something you make an effort to do)</div><div></div></div><div><div>i hope: (something you hope for)</div><div></div></div><div><div>i am: (the first line of the poem repeated)</div><div></div></div></div></div></div></div>

 <p>THEATRE</p>	<h2>Script Analysis</h2> <h3>High School Advanced</h3> <p><i>Students will analyze a script and write a monologue</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s) <ul style="list-style-type: none"> I am learning to understand different cultural and historic criteria that can be applied to artistic choices. I am learning to compare and debate how a theatrical work and contemporary issues may impact the audience.
Arts Standard(s):	Artistic Process - Responding Anchor Standard 9 - apply criteria to evaluate artist work <ul style="list-style-type: none"> (TH.RE.9.HS3a) - Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices. (TH.RE.9.HS3c) - Compare and debate the connection between a theatrical work and contemporary issues that may impact an audience.
Essential Question(s):	<i>How do theatre artists comprehend the essence of drama processes and theatre experiences?</i>
Vocabulary:	<p>NCCAS:</p> <p>Scripted Drama-A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters</p> <p>Monologue-a long speech by one actor in a play or movie, or as part of a theatrical or broadcast program</p> <p>Theme-The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas</p> <p>Motivation-Reasons why a character behaves or reacts in a particular way in a scene or play</p> <p>Inner thoughts-The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)</p> <p>Objective-A goal or particular need or want that a character has within a scene or play</p> <p>Believability-Theatrical choices thought to be "true" based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction</p> <p>Character traits-Observable embodied actions that illustrate a character's personality, values, beliefs, and history</p>
Lesson Procedure: (Approx. Duration)	<p>2 Weeks or shorter</p> <p>Before the lesson starts, pick a script the class can read as a class.</p> <ol style="list-style-type: none"> Start with journaling: <ol style="list-style-type: none"> Ask students what it means to give the best performance of their life and what it takes. What would be your process of getting to this best performance. This should lead into a discussion on research.

	<p>2. Students are going to learn how to research information about a character and the world they live in so that they can write a monologue that tells us about who they are portraying based on the information they got from the script and research.</p> <p>3. As students read the script as a class, they are to pick one of the characters from the script to focus on.</p> <p>4. Journal entry: as they are reading students can respond to questions.</p> <ul style="list-style-type: none"> a) What does the author say about your character b) What are your first thoughts about your character c) What would other characters say about your character d) Does the script give you an idea of how they dress, talk, walk, etc. based on the script information? <p>4. Begin researching: (may do in journal) Find information about the location where the character lives, the time period of the play, and country, state, or city they live. What are the styles of the homes for that area? What did people do for fun? Is there anything significant about this location? What was their life like as a child? What guidelines or restrictions did their parents make for them? (Think of your own questions that you could answer about your character.)</p> <p>5. Start putting together your monologue in First Person. Based on the items you found in the script and researched.</p> <p>Remember: you are going beyond the script to develop your character. *Students will need a few days to collect all of their information before they start writing the monologue.</p> <p>6. Once complete, students will perform for one another and respond to each other's performances.</p>
Assessments:	<p>Checking for understanding: Journals</p> <p>End of Lesson: Final student performances. Students can respond to other students' performance in their journals and relate it back to the script they read.</p>
Related Standards/ Competencies:	<p>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</p>
Resources:	