

# Arizona Arts Standards



## Theatre 3-5

Student-Friendly-Language  
Learning Intentions

2022

**Theatre – Grade 3**

<b>Creating - Conceiving and developing new artistic ideas and work.</b>	
<p><b>1</b> <b>Anchor Standard:</b> Cr1 Generate and conceptualize artistic work.  <b>Enduring Understanding:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.  <b>Essential Question:</b> 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)?</p>	
Standard	Student Friendly Language
<b>TH:3.Cr1.a</b> Create roles, <b>imagined worlds</b> and <b>improvised</b> stories in a theatrical work.	a. I am learning to use my imagination to create characters, places, and <b>improvised</b> stories.
<b>TH:3.Cr1.b</b> Visual 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.
<b>TH:3.Cr1.c</b> Collaborate to determine how characters move and speak to support the story and <b>given circumstances</b> in theatrical work.	c. I am learning to make choices about how characters move and speak to tell a character's story.
<p><b>2</b> <b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.  <b>Enduring Understanding:</b> Theatre artists work to discover different ways of communicating meaning.  <b>Essential Question:</b> How, when, and why do theatre artists' choices change?</p>	
<b>TH:3.Cr2.a</b> 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>TH:3.Cr2.b</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.
<p><b>3</b> <b>Anchor Standard:</b> Cr3 Refine and complete artistic work.  <b>Enduring Understanding:</b> Theatre artists refine their work and practice their craft through rehearsal.  <b>Essential Question:</b> How do theatre artists transform and edit their initial ideas?</p>	
<b>TH:3.Cr3.a</b> 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>TH:3.Cr3.b</b> Participate in and contribute to physical and vocal exploration in an <b>improvised</b> or scripted theatrical work.	b. I am learning to explore vocal and movement choices in an <b>improvised</b> or scripted theatrical work.
<b>TH:3.Cr3.c</b> Collaboratively create multiple representations of a single/multiple object(s) in a guided theatrical experience (e.g., <b>process drama</b> , <b>story drama</b> , <b>creative drama</b> ).	c. I am learning to work with classmates to imagine many uses for objects during drama.

**Theatre – Grade 3**

Performing - Realizing artistic ideas and work through interpretation and presentation.	
<p><b>4</b> <b>Anchor Standard:</b> Pr4 Select, analyze, and interpret artistic work for performance.  <b>Enduring Understanding:</b> Theatre artists make strong choices to effectively convey meaning.  <b>Essential Question:</b> Why are strong choices essential to interpreting a drama or theatre piece?</p>	
Standard	Student Friendly Language
<b>TH:3.Pr4.a</b> 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>TH:3.Pr4.b</b> Apply movement and voice in a theatrical work.	b. I am learning to use my body and voice in a theatrical work.
<p><b>5</b> <b>Anchor Standard:</b> Pr5 Develop and refine artistic techniques and work for presentation.  <b>Enduring Understanding:</b> Theatre artists develop personal processes and skills for a performance or design.  <b>Essential Question:</b> How do theatre artists fully prepare a performance or technical design?</p>	
<b>TH:3.Pr5.a</b> Demonstrate the relationship between and among body, voice, and mind in a guided theatrical experience (e.g., <b>process drama</b> , <b>story drama</b> , <b>creative drama</b> ).	a. I am learning to use my body, voice, and imagination together during a drama.
<b>TH:3.Pr5.b</b> Discuss <b>technical elements</b> in a guided theatrical work (e.g., <b>process drama</b> , <b>story drama</b> , <b>creative drama</b> ).	b. I am learning to discuss costumes, props, set, lights, make-up, and/or sound during drama.
<p><b>6</b> <b>Anchor Standard:</b> Pr6 Convey meaning through the presentation of artistic work.  <b>Enduring Understanding:</b> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.  <b>Essential Question:</b> What happens when theatre artists and audiences share a creative experience?</p>	
<b>TH:3.Pr6.a</b> With prompting and support, use voice and sound in <b>dramatic play</b> or a guided theatrical experience (e.g., <b>process drama</b> , <b>story drama</b> , <b>creative drama</b> ).	a. I am learning to use my voice and sound when I pretend during drama.

**Theatre – Grade 3**

**Responding - Understanding and evaluating how the arts convey meaning.**

**7** **Anchor Standard:** Re7 Perceive and analyze artistic work.  
**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.  
**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
<b>TH:3.Re7.a</b> 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:** Re8 Interpret intent and meaning in artistic work.  
**Enduring Understanding:** Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.  
**Essential Question:** How can the same work of art communicate different messages to different people?

<b>TH:3.Re8.a</b> 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>TH:3.Re8.b</b> Express multiple ways to develop a character using props or costumes that reflect cultural perspectives in theatrical work.	b. I am learning to use culturally specific props and costumes to develop a character in a theatrical work.
<b>TH:3.Re8.c</b> Describe connections made between personal emotions and a character’s emotions in theatrical work.	c. I am learning to connect my own feelings to a character’s feelings in a theatrical work.

**9** **Anchor Standard:** Re9 Apply criteria to artistic work.  
**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.  
**Essential Question:** How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

<b>TH:3.Re9.a</b> Explain how to evaluate a theatrical work.	a. I am learning to talk about what makes a good theatrical work.
<b>TH:3.Re9.b</b> Use props and costumes to enhance a theatrical work.	b. I am learning to use props in a theatrical work.
<b>TH:3.Re9.c</b> 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.

**Theatre – Grade 3**

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

**10** **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.  
**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.  
**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
<b>TH:3.Cn10.a</b> Use personal experiences and knowledge to make connections to community and culture in a theatrical work.	a. I am learning to use my experiences to connect a theatrical work to my community and culture.
<b>TH:3.Cn10.b</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, and other school subjects.

**11** **Anchor Standard:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  
**Enduring Understanding:** Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.  
**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?

<b>TH:3.Cn11.a</b> 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>TH:3.Cn11.b</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.



**ARIZONA DEPARTMENT OF**  
**EDUCATION**

**Theatre – Grade 4**

<b>Creating - Conceiving and developing new artistic ideas and work.</b>	
<p><b>1</b> <b>Anchor Standard:</b> Cr1 Generate and conceptualize artistic work.  <b>Enduring Understanding:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.  <b>Essential Question:</b> 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)?</p>	
Standard	Student Friendly Language
<b>TH:4.Cr1.a</b> Articulate the visual details of <b>imagined worlds</b> and <b>improvised</b> stories that support the <b>given circumstances</b> in a theatrical work.	a. I am learning to create characters, imaginary places, and <b>improvise</b> stories to make a play or drama.
<b>TH:4.Cr1.b</b> Invent and design <b>technical elements</b> that support the story and <b>given circumstances</b> 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.
<b>TH:4.Cr1.c</b> Imagine how a character moves and speaks to support the story and <b>given circumstances</b> 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.
<p><b>2</b> <b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.  <b>Enduring Understanding:</b> Theatre artists work to discover different ways of communicating meaning.  <b>Essential Question:</b> How, when, and why do theatre artists' choices change?</p>	
<b>TH:4.Cr2.a</b> Collaborate to devise original ideas for a theatrical work by asking questions about characters and <b>plots</b> .	a. I am learning to research to create my own ideas for a play or drama.
<b>TH:4.Cr2.b</b> Make and discuss group decisions and identify responsibilities required to present a theatrical work to peers.	b. I am learning to compare my ideas with others and make decisions to improve and add to the play or drama.
<p><b>3</b> <b>Anchor Standard:</b> Cr3 Refine and complete artistic work.  <b>Enduring Understanding:</b> Theatre artists refine their work and practice their craft through rehearsal.  <b>Essential Question:</b> How do theatre artists transform and edit their initial ideas?</p>	
<b>TH:4.Cr3.a</b> Discuss and revise an <b>improvised</b> or scripted theatrical work through repetition and collaborative review.	a. I am learning to work with others to review, focus, and adjust ideas when working on a drama assignment.
<b>TH:4.Cr3.b</b> Develop physical and vocal exercise techniques for an <b>improvised</b> or scripted theatrical work.	b. I am learning how to experiment with my body and my voice in an <b>improvised</b> or scripted work.
<b>TH:4.Cr3.c</b> Collaborate on solutions to technical issues that arise in rehearsal for a theatrical work.	c. I am learning to work with others to create many ways to use objects during drama.

**Theatre – Grade 4**

<b>Performing - Realizing artistic ideas and work through interpretation and presentation.</b>	
<p><b>4</b> <b>Anchor Standard:</b> Pr4 Select, analyze, and interpret artistic work for performance.  <b>Enduring Understanding:</b> Theatre artists make strong choices to effectively convey meaning.  <b>Essential Question:</b> Why are strong choices essential to interpreting a drama or theatre piece?</p>	
Standard	Student Friendly Language
<b>TH:4.Pr4.a</b> Modify the <b>dialogue</b> and action to change the story in a theatrical work.	a. I am learning to explain the beginning, middle, and end of a story to create a play or drama.
<b>TH:4.Pr4.b</b> Discuss physical choices to develop a character in a theatrical work.	b. I am learning how to use my body and voice in a play or drama.
<p><b>5</b> <b>Anchor Standard:</b> Pr5 Develop and refine artistic techniques and work for presentation.  <b>Enduring Understanding:</b> Theatre artists develop personal processes and skills for a performance or design.  <b>Essential Question:</b> How do theatre artists fully prepare a performance or technical design?</p>	
<b>TH:4.Pr5.a</b> Participate in a variety of acting exercises and techniques.	a. I am learning to connect my body, voice, and imagination in a teacher guided pretend experience.
<b>TH:4.Pr5.b</b> Propose the use of <b>technical elements</b> in a theatrical work.	b. I am learning how to talk about ideas for lights, costumes, set, sound, and props for a play or drama.
<p><b>6</b> <b>Anchor Standard:</b> Pr6 Convey meaning through the presentation of artistic work.  <b>Enduring Understanding:</b> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.  <b>Essential Question:</b> What happens when theatre artists and audiences share a creative experience?</p>	
<b>TH:4.Pr6.a</b> With prompting and support, use voice and sound in <b>dramatic play</b> or a guided theatrical experience (e.g., <b>process drama</b> , <b>story drama</b> , <b>creative drama</b> ).	a. I am learning how to use my voice and make sounds in a play or drama.

**Theatre – Grade 4**

**Responding - Understanding and evaluating how the arts convey meaning.**

**7** **Anchor Standard:** Re7 Perceive and analyze artistic work.  
**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.  
**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard	Student Friendly Language
<b>TH:4.Re7.a</b> 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:** Re8 Interpret intent and meaning in artistic work.  
**Enduring Understanding:** Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.  
**Essential Question:** How can the same work of art communicate different messages to different people?

<b>TH:4.Re8.a</b> 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>TH:4.Re8.b</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.
<b>TH:4.Re8.c</b> 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:** Re9 Apply criteria to artistic work.  
**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.  
**Essential Question:** How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

<b>TH:4.Re9.a</b> 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>TH:4.Re9.b</b> Explain how <b>technical elements</b> may support a <b>theme</b> or idea in a theatrical work.	b. I am learning to explain how the set, costumes, lights, makeup, or sound can connect to the <b>theme</b> in a theatrical work.
<b>TH:4.Re9.c</b> 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.

**Theatre – Grade 4**

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

10

**Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.

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

**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
<p><b>TH:4.Cn10.a</b> Explain how a theatrical work connects oneself to a community or culture.</p>	<p>a. I am learning to explain how a theatrical work connects me to a group or culture.</p>
<p><b>TH:4.Cn10.b</b> Respond to community and social issues and incorporate other content areas in theatrical work.</p>	<p>b1. I am learning to respond to current events in the world and my community in a theatrical work. b2. I am learning to make theatrical work based on what I know in other subjects.</p>

11

**Anchor Standard:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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

**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><b>TH:4.Cn11.a</b> Investigate cross-cultural approaches to storytelling in theatrical work.</p>	<p>a. I am learning to explore the connection between different groups and cultures when I make stories for a theatrical work</p>
<p><b>TH:4.Cn11.b</b> Compare the <b>theatrical conventions</b> of a given time period with those of the present.</p>	<p>b. I am learning to compare theatre styles of the past and present.</p>



**ARIZONA DEPARTMENT OF  
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## Theatre – Grade 5

Creating - Conceiving and developing new artistic ideas and work.	
<p><b>1</b> <b>Anchor Standard:</b> Cr1 Generate and conceptualize artistic work.  <b>Enduring Understanding:</b> Theatre artists rely on intuition, curiosity, and critical inquiry.  <b>Essential Question:</b> 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)?</p>	
Standard	Student Friendly Language
<b>TH:5.Cr1.a</b> Identify physical qualities that reveal a character's inner traits in the imagined world of a theatrical work.	a. I am learning how to communicate my ideas for imaginary places and <b>improvised stories</b> that support the who, what, where, when, and why of the story.
<b>TH:5.Cr1.b</b> Propose design ideas that support the story and <b>given circumstances</b> in a theatrical work.	b. I am learning to imagine and design sets, costumes, lights, sound, media, make-up, and props that support the who, what, where, when, and why of the theatrical work.
<b>TH:5.Cr1.c</b> Depict how a character's <b>inner thoughts</b> impact the story and <b>given circumstances</b> 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, and why of the story.
<p><b>2</b> <b>Anchor Standard:</b> Cr2 Organize and develop artistic ideas and work.  <b>Enduring Understanding:</b> Theatre artists work to discover different ways of communicating meaning.  <b>Essential Question:</b> How, when, and why do theatre artists' choices change?</p>	
<b>TH:5.Cr2.a</b> Devise original ideas for a theatrical work that reflects collective inquiry about characters and their <b>given circumstances</b> .	a. I am learning to collaborate to create ideas for a play or drama by asking questions about the characters and <b>plot</b> .
<b>TH:5.Cr2.b</b> Participate in defined responsibilities required to present a theatrical work informally 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.
<p><b>3</b> <b>Anchor Standard:</b> Cr3 Refine and complete artistic work.  <b>Enduring Understanding:</b> Theatre artists refine their work and practice their craft through rehearsal.  <b>Essential Question:</b> How do theatre artists transform and edit their initial ideas?</p>	
<b>TH:5.Cr3.a</b> Discuss and revise an <b>improvised</b> or scripted theatrical work through repetition and self-reflection.	a. I am learning how to talk about and improve an <b>improvised</b> or scripted theatrical work through repetition and group review.
<b>TH:5.Cr3.b</b> Create <b>technical elements</b> that occur in rehearsal for a theatrical work. (e.g., lighting, sound, scenery, props, costumes, makeup, media).	b. I am learning to create exercises for my voice and body for a theatrical work.
<b>TH:5.Cr3.c</b> Identify effective physical and vocal traits of characters in an <b>improvised</b> or scripted theatrical work.	c. I am learning to work with others to solve technical problems that we see when we are rehearsing a theatrical work.

**Theatre – Grade 5**

<b>Performing - Realizing artistic ideas and work through interpretation and presentation.</b>	
<p><b>4</b> <b>Anchor Standard:</b> Pr4 Select, analyze, and interpret artistic work for performance.  <b>Enduring Understanding:</b> Theatre artists make strong choices to effectively convey meaning.  <b>Essential Question:</b> Why are strong choices essential to interpreting a drama or theatre piece?</p>	
Standard	Student Friendly Language
<b>TH:5.Pr4.a</b> Describe the essential events in a story or script that make up the dramatic structure in a theatrical work.	a. I am learning to adjust the <b>dialogue</b> and action to change the story in a theatrical work.
<b>TH:5.Pr4.b</b> Experiment with various physical choices to communicate character in a theatrical work.	b. I am learning to talk about movement choices for a character in a theatrical work.
<p><b>5</b> <b>Anchor Standard:</b> Pr5 Develop and refine artistic techniques and work for presentation.  <b>Enduring Understanding:</b> Theatre artists develop personal processes and skills for a performance or design.  <b>Essential Question:</b> How do theatre artists fully prepare a performance or technical design?</p>	
<b>TH:5.Pr5.a</b> Participate in a variety of acting exercises and techniques.	a. I am learning to take part in different acting exercises and routines.
<b>TH:5.Pr5.b</b> Articulate how <b>technical elements</b> are integrated into a theatrical work.	b. I am learning to suggest the use of <b>technical elements</b> in a theatrical work.
<p><b>6</b> <b>Anchor Standard:</b> Pr6 Convey meaning through the presentation of artistic work.  <b>Enduring Understanding:</b> Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.  <b>Essential Question:</b> What happens when theatre artists and audiences share a creative experience?</p>	
<b>TH:5.Pr6.a</b> Use movement and <b>gestures</b> to communicate emotions in a guided theatrical experience (e.g., <b>process drama, story drama, creative drama</b> ).	a. I am learning to use my voice and make sounds in a theatrical work.

## Theatre – Grade 5

### Responding - Understanding and evaluating how the arts convey meaning.

<p><b>Anchor Standard:</b> Re7 Perceive and analyze artistic work.</p> <p><b>7 Enduring Understanding:</b> Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p><b>Essential Question:</b> How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>	
Standard	Student Friendly Language
<p><b>TH:5.Re7.a</b> List ways to develop characters using physical characteristics and design choices that reflect cultural perspectives in theatrical work.</p>	<p>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.</p>
<p><b>Anchor Standard:</b> Re8 Interpret intent and meaning in artistic work.</p> <p><b>8 Enduring Understanding:</b> Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p><b>Essential Question:</b> How can the same work of art communicate different messages to different people?</p>	
<p><b>TH:5.Re8.a</b> Describe how to make choices based on personal experiences in a theatrical work.</p>	<p>a. I am learning to connect my personal experiences to the choices I make in a theatrical work.</p>
<p><b>TH:5.Re8.b</b> Describe how cultural perspectives influence theatrical work.</p>	<p>b. I am learning to describe how a group's shared beliefs influence theatrical work.</p>
<p><b>TH:5.Re8.c</b> Discuss and demonstrate the effects of emotions on posture, <b>gesture</b>, breathing, and vocal intonation in a theatrical work.</p>	<p>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.</p>
<p><b>Anchor Standard:</b> Re9 Apply criteria to artistic work.</p> <p><b>9 Enduring Understanding:</b> Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p><b>Essential Question:</b> How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>	
<p><b>TH:5.Re9.a</b> With specific criteria, evaluate a theatrical work.</p>	<p>a. I am learning to use criteria to help me judge a theatrical work.</p>
<p><b>TH:5.Re9.b</b> Assess how <b>technical elements</b> represent the <b>theme</b> of a theatrical work.</p>	<p>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.).</p>
<p><b>TH:5.Re9.c</b> Recognize how a character's circumstances impact an audience member's perspective in a theatrical work.</p>	<p>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.</p>

**Theatre – Grade 5**

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

**10**

**Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.

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

**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
<b>TH:5.Cn10.a</b> 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>TH:5.Cn10.b</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:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

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

**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?

<b>TH:5.Cn11.a</b> 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>TH:5.Cn11.b</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.



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