

Arizona Arts Standards



Theatre K-2

Student-Friendly-Language
Learning Intentions

2022

Theatre – Kindergarten

Creating - Conceiving and developing new artistic ideas and work.	
<p>1 Anchor Standard: Cr1 Generate and conceptualize artistic work. Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. 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)?</p>	
Standard	Student Friendly Language
<p>TH:K.Cr1.a With prompting and support, transition between imagination and reality to invent and inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama).</p>	<p>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.</p>
<p>TH:K.Cr1.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).</p>	<p>b. I am learning to play pretend with puppets and/or costumes.</p>
<p>2 Anchor Standard: Cr2 Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question: How, when, and why do theatre artists' choices change?</p>	
<p>TH:K.Cr2.a With prompting and support, interact with peers and contribute to a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to pretend with others during drama.</p>
<p>TH:K.Cr2.b With prompting and support, express original ideas in a guided theatrical experience (e.g., creative drama, process drama, story drama).</p>	<p>b. I am learning to share my own creative ideas for drama.</p>
<p>3 Anchor Standard: Cr3 Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question: How do theatre artists transform and edit their initial ideas?</p>	
<p>TH:K.Cr3.a With prompting and support, ask and answer questions in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to ask and answer questions about the drama.</p>
<p>TH:K.Cr3.b Using guided dramatic play, include sounds in a theatrical experience.</p>	<p>b. I am learning to use sound to add to the drama.</p>
<p>TH:K.Cr3.c Identify single objects used in a guided theatrical experience (e.g., sun/circle, bus/rectangle).</p>	<p>c. I am learning to use my imagination to creatively use objects during drama.</p>

Theatre – Kindergarten

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

4

Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Standard	Student Friendly Language
<p>TH:K.Pr4.a With prompting and support, identify characters and setting in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to name the characters and setting in the drama.</p>
<p>TH:K.Pr4.b Use body and voice to communicate character traits and emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>b. I am learning to use my body and voice to show character and/or emotion.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question: How do theatre artists fully prepare a performance or technical design?</p>	
<p>TH:K.Pr5.a With prompting and support, demonstrate physical movement in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to use creative movement to pretend during the drama.</p>
<p>TH:K.Pr5.b With prompting and support, demonstrate the use of various technical elements in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>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).</p>
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question: What happens when theatre artists and audiences share a creative experience?</p>	
<p>TH:K.Pr6.a With prompting and support, perform in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a1. I am learning to perform a part in a drama experience. a2. I am learning to share my drama work with others.</p>

Theatre – Kindergarten

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

TH:K.Re7.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:** 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?

TH:K.Re8.a With prompting and support, identify setting in **dramatic play**, a guided theatrical experience (e.g., **process drama**, **story drama**, **creative drama**).

- a. I am learning to name the where of the drama.

TH:K.Re8.b With prompting and support, name and describe settings in **dramatic** 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.

TH:K.Re8.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:** 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?

TH:K.Re9.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.

TH:K.Re9.b Use imagination to transform objects.

- b. I am learning to use my imagination to pretend objects are something different.

TH:K.Re9.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.

Theatre – Kindergarten

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>TH:K.Cn10.a With prompting and support, retell a personal experience in a guided theatrical experience (e.g., process drama, creative drama, story drama).</p>	<p>a. I am learning to talk about myself in drama.</p>
<p>TH:K.Cn10.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).</p>	<p>b. I am learning to use my skills and experiences during drama.</p>

<p>11</p> <p>Anchor Standard: Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>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>	
<p>TH:K.Cn11.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).</p>	<p>a. I am learning to find ways stories are different.</p>
<p>TH:K.Cn11.b With prompting and support, tell a short story in dramatic in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>b. I am learning how to tell a short story.</p>



ARIZONA DEPARTMENT OF
EDUCATION

Theatre – Grade 1

Creating - Conceiving and developing new artistic ideas and work.

- 1** **Anchor Standard:** Cr1 Generate and conceptualize artistic work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
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
TH:1.Cr1.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.
TH:1.Cr1.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.
TH:1.Cr1.c Identify ways in which gestures and movement create or retell a story in guided theatrical experiences (e.g., process drama, story drama, creative drama).	c. I am learning to use movement and gesture to tell a story.
<p>2 Anchor Standard: Cr2 Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question: How, when, and why do theatre artists' choices change?</p>	
TH:1.Cr2.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.
TH:1.Cr2.b Participate in group decision making to create a theatrical work (e.g., process drama, story drama, creative drama).	b. I am learning to share my own creative ideas during drama.
<p>3 Anchor Standard: Cr3 Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question: How do theatre artists transform and edit their initial ideas?</p>	
TH:1.Cr3.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.
TH:1.Cr3.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.
TH:1.Cr3.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.

Theatre – Grade 1

Performing - Realizing artistic ideas and work through interpretation and presentation.	
<p>4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?</p>	
Standard	Student Friendly Language
<p>TH:1.Pr4.a Describe a character's actions and dialogue in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to represent what a character says (dialogue) and does in a drama.</p>
<p>TH:1.Pr4.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).</p>	<p>b. I am learning to use my body (gestures), face, and voice to show character traits and emotions in drama.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question: How do theatre artists fully prepare a performance or technical design?</p>	
<p>TH:1.Pr5.a With prompting and support, demonstrate physical movement in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to use creative movement to pretend during the drama.</p>
<p>TH:1.Pr5.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).</p>	<p>b. I am learning to select & use technical elements (sets, lights, props, costumes, make-up, and/or sound) to add to the drama.</p>
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question: What happens when theatre artists and audiences share a creative experience?</p>	
<p>TH:1.Pr6.a With prompting and support, perform in dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a1. I am learning to perform during dramatic play or drama. a2. I am learning to share my drama work with others.</p>

Theatre – Grade 1

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
TH:1.Re7.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: 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?</p>	
TH:1.Re8.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.
TH:1.Re8.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 , or creative drama).	b. I am learning to describe with details where the drama takes place.
TH:1.Re8.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: 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?</p>	
TH:1.Re9.a Build on 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.
TH:1.Re9.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.
TH:1.Re9.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.

Theatre – Grade 1

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>TH:1.Cn10.a With prompting and support identify between characters and oneself in dramatic play or a guided theatrical experience (e.g., process drama, creative drama, story drama).</p>	<p>a. I am learning to talk about what is different between the characters and myself in the drama.</p>
<p>TH:1.Cn10.b Select from different art forms and content areas to apply in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>b. I am learning to use my knowledge in other areas in the drama.</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>TH:1.Cn11.a Identify similarities and differences in stories from one's own community in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to talk about how a story is alike or different from stories in my community.</p>
<p>TH:1.Cn11.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).</p>	<p>b. I am learning to work together to create a short scene using a story.</p>



**ARIZONA DEPARTMENT OF
EDUCATION**

Theatre – Grade 2

Creating - Conceiving and developing new artistic ideas and work.

- 1** **Anchor Standard:** Cr1 Generate and conceptualize artistic work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
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
TH:2.Cr1.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.
TH:2.Cr1.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.
TH:2.Cr1.c Identify ways in which voice and sounds create or retell a story in guided theatrical experiences (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:** Cr2 Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.
Essential Question: How, when, and why do theatre artists' choices change?

TH:2.Cr2.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.
TH:2.Cr2.b Contribute ideas and make decisions as a group to advance a story 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:** Cr3 Refine and complete artistic work.
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.
Essential Question: How do theatre artists transform and edit their initial ideas?

TH:2.Cr3.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.
TH:2.Cr3.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.
TH:2.Cr3.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.

Theatre – Grade 2

Performing - Realizing artistic ideas and work through interpretation and presentation.	
<p>4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?</p>	
Standard	Student Friendly Language
<p>TH:2.Pr4.a Interpret story elements in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to act out story elements (who, where, & what) during drama.</p>
<p>TH:2.Pr4.b Alter voice and body to expand and articulate nuances of a character in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>b. I am learning to change my voice and body to show details about a character during drama.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question: How do theatre artists fully prepare a performance or technical design?</p>	
<p>TH:2.Pr5.a Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.</p>	<p>a. I am learning exercises to strengthen my actor tools (body, voice, and imagination) for performance.</p>
<p>TH:2.Pr5.b Identify the basic technical elements that can be used in a theatrical work.</p>	<p>b. I am learning to name technical elements (set, costumes/make-up, lights, sound, prop) that can be used in theatrical work.</p>
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question: What happens when theatre artists and audiences share a creative experience?</p>	
<p>TH:2.Pr6.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).</p>	<p>a. I am learning to use sounds and my voice during dramatic play or drama.</p>

Theatre – Grade 2

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
<p>TH:2.Re7.a Identify when artistic choices are made in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning when to make choices in the drama.</p>
<p>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?</p>	
<p>TH:2.Re8.a Demonstrate personal experiences in a theatrical work (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to show my personal experiences in the drama.</p>
<p>TH:2.Re8.b With prompting and support, name and describe details in multiple settings in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, or creative drama.)</p>	<p>b. I am learning to describe in detail multiple places where the drama takes place.</p>
<p>TH:2.Re8.c Use text and draw pictures to describe others’ emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>c. I am learning to use pictures or written words to describe others’ feelings during the drama.</p>
<p>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?</p>	
<p>TH:2.Re9.a Collaborate on a scene in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to work together to create a scene during drama.</p>
<p>TH:2.Re9.b Use a prop or costume in a guided theatrical experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.</p>	<p>b. I am learning to use a prop or costume during drama.</p>
<p>TH:2.Re9.c Describe how characters respond to challenges in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>c. I am learning to talk about how characters face problems in the drama.</p>

Theatre – Grade 2

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>TH:2.Cn10.a Relate character experiences to personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to talk about ways characters' experiences compare to my own during drama.</p>
<p>TH:2.Cn10.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).</p>	<p>b. I am learning to use my skills and knowledge during drama.</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>TH:2.Cn11.a Identify similarities and differences in stories from multiple cultures in a guided theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>a. I am learning to talk about how stories from different cultures are the same or different.</p>
<p>TH:2.Cn11.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).</p>	<p>b. I am learning to work together to create a short scene using true written information.</p>



**ARIZONA DEPARTMENT OF
 EDUCATION**