

<p>Discipline: Theatre Artistic Process: Creating</p> <p>Anchor Standard: Generate and conceptualize artistic ideas and work.</p> <p>Process Component: Envision/Conceptualize</p> <p>Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>						
PreK	K	1	2	3	4	5
TH:Cr1.1.PK.	TH:Cr1.1.K.	TH:Cr1.1.1.	TH:Cr1.1.2.	TH:Cr1.1.3.	TH:Cr1.1.4.	TH:Cr.1.1.5.
<p>a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</p>	<p>a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.</p>	<p>a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.</p>
<p>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.</p>	<p>b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.</p>	<p>b. Propose design ideas that support the story and given circumstances in a drama/theatre work.</p>

		c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work
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6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cr1.1.6	TH:Cr.1.1.7.	TH:Cr1.1.8.	TH:Cr1.1.I.	TH:Cr1.1.II.	TH:Cr1.1.III.
a. Identify possible solutions to staging challenges in a drama/theatre work.	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions , and technologies to create the visual composition of a drama/ theatre work.
b. Identify solutions to design challenges in a drama/theatre work.	b. Explain and present solutions to design challenges in a drama/ theatre work.	b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Understand and apply technology to design solutions for a drama/theatre work.	b. Create a complete design for a drama/theatre work that incorporates all elements of technology.

c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.
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<p>Discipline: Theatre Artistic Process: Creating</p> <p>Anchor Standard: Organize and develop artistic ideas and work.</p> <p>Process Component: Develop</p> <p>Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.</p> <p>Essential Question: How, when, and why do theatre artists' choices change?</p>						
PreK	K	1	2	3	4	5
TH:Cr2.1.PK.	TH:Cr2.1.K.	TH:Cr2.1.1.	TH:Cr2.1.2.	TH:Cr2.1.3.	TH:Cr2.1.4.	TH:Cr2.1.5.
a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for a drama/theatre work.	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots .	a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances .
b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).	b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

<p>Discipline: Theatre Artistic Process: Creating Anchor Standard: Organize and develop artistic ideas and work. Process Component: Develop Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question: How, when, and why do theatre artists' choices change?</p>					
	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cr2.1.6.	TH:Cr2.1.7.	TH:Cr2.1.8.	TH:Cr2.1.I.	TH:Cr2.1.II.	TH:Cr2.1.III.
a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.
b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Discipline: Theatre **Artistic Process:** Creating
Anchor Standard: Refine and complete artistic work.
Process Component: Rehearse
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?

PreK	K	1	2	3	4	5
TH:Cr3.1.PK.	TH:Cr3.1.K.	TH:Cr3.1.1.	TH:Cr3.1.2.	TH:Cr3.1.3.	TH:Cr3.1.4.	TH:Cr3.1.5.
a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.
		b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.

		c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.	c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
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<p>Discipline: Theatre Artistic Process: Creating</p> <p>Process Component: Rehearse</p> <p>Anchor Standard: Refine and complete artistic work.</p> <p>Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Essential Question: How do theatre artists transform and edit their initial ideas?</p>					
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cr3.1.6.	TH:Cr3.1.7.	TH:Cr3.1.8.	TH:Cr3.1.I.	TH:Cr3.1.II.	TH:Cr3.1.III.
a. Articulate and examine choices to refine a devised or scripted drama/theatre work.	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions .	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions .
b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	b. Synthesize ideas from research, script analysis , and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

<p>c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.</p>	<p>c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.</p>	<p>c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.</p>	<p>c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.</p>	<p>c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.</p>	<p>c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.</p>
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