

Discipline: Theatre

Artistic Process: Connecting

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

Process Component: Empathize

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?

PreK	K	1	2	3	4	5
TH:Cn10.1.PK.	TH:Cn10.1.K.	TH:Cn10.1.1.	TH:Cn10.1.2.	TH:Cn10.1.3.	TH:Cn10.1.4.	TH:Cn10.1.5.
a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.	a. Explain how drama/theatre connects oneself to a community or culture.

<p>Discipline: Theatre Artistic Process: Connecting</p> <p>Process Component: Empathize</p> <p>Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>					
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cn10.1.6.	TH:Cn10.1.7.	TH:Cn10.1.8.	TH:Cn10.1.I.	TH:Cn10.1.II.	TH:Cn10.1.III.
a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	a. Examine a community issue through multiple perspectives in a drama/theatre work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Discipline: Theatre

Artistic Process: Connecting

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

Process Components: Interrelate

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?

PreK	K	1	2	3	4	5
TH:Cn11.1.PK.	TH:Cn11.1.K.	TH:Cn11.1.1.	TH:Cn11.1.2.	TH:Cn11.1.3.	TH:Cn11.1.4.	TH:Cn11.1.5.
a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify connections to community, social issues and other content areas in drama/theatre work.	a. Respond to community and social issues and incorporate other content areas in drama/theatre work.	a. Investigate historical, global and social issues expressed in drama/theatre work.

<p>Discipline: Theatre</p> <p>Artistic Process: Connecting</p> <p>Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Process Component: Interrelate</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they challenge the way the world may be understood.</p> <p>Essential Question: What happens when theatre artists allow an understanding of themselves, theatre, and the world to inform perceptions about the purpose of their work?</p>					
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cn11.1.6.	TH:Cn11.1.7.	TH:Cn11.1.8.	TH:Cn11.1.I.	TH:Cn11.1.II.	TH:Cn11.1.III.
a. Identify universal themes or common social issues and express them through a drama/theatre work.	a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

<p>Discipline: Theatre</p> <p>Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Process Component: Research</p> <p>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p> <p>Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>						
PreK	K	1	2	3	4	5
TH:Cn11.2.PK.	TH:Cn11.2.K.	TH:Cn11.2.-1.	TH:Cn11.2.2.	TH:Cn11.2.3.	TH:Cn11.2.4.	TH:Cn11.2.5.
a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Explore how stories are adapted from literature to drama/theatre work.	a. Investigate cross-cultural approaches to storytelling in drama/theatre work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.
b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres , or drama/theatre conventions .	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify historical sources that explain drama/theatre terminology and conventions .

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6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cn11.2.6.	TH:Cn11.2.7.	TH:Cn11.2.8.	TH:Cn11.2.I.	TH:Cn11.2.II.	TH:Cn11.2.III.
a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.
b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.