

Discipline: Theatre		Artistic Process: Creating	
<p>Anchor Standard 1: 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: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>			
Kindergarten TH:Cr1.1.K.	1 st TH:Cr1.1.1.	2 nd TH:Cr1.1.2.	3 rd TH:Cr1.1.3.
<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>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>a. Propose potential choices characters could make in 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>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).</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>b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>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).</p>	<p>a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</p> <p>b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.</p> <p>c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</p>

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<p>Anchor Standard 2: 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>			
Kindergarten TH:Cr2.1.K.	1 st TH:Cr21.1.	2 nd TH:Cr2.1.2.	3 rd TH:Cr2.1.3.
<p>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).</p> <p>b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).</p>	<p>a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>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).</p>	<p>a. Participate in methods of investigation to devise original ideas for a drama/theatre work.</p> <p>b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.</p>

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<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Process Component: Rehearse</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>			
Kindergarten TH:Cr3.1.K.	1 st TH:Cr3.1.1.	2 nd TH:Cr3.1.2.	3 rd TH:Cr3.1.3.
<p>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).</p>	<p>a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.</p> <p>b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.</p> <p>c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.</p> <p>Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?</p>			
Kindergarten TH:Pr4.1.K.	1 st TH:Pr4.1.1.	2 nd TH:Pr4.1.2.	3 rd TH:Pr4.1.3.
<p>a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Apply the elements of dramatic structure to a story and create a drama/theatre work.</p> <p>b. Investigate how movement and voice are incorporated into drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 5: Develop and refine artistic technique and work for presentation.</p> <p>Process Component: Prepare</p> <p>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>Essential Question: What can I do to fully prepare a performance or technical design?</p>			
Kindergarten TH:Pr5.1.K.	1 st TH:Pr5.1.1.	2 nd TH:Pr5.1.2.	3 rd TH:Pr5.1.3.
<p>a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p> <p>b. Identify the basic technical elements that can be used in drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Performing	
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Process Component: Share, Present</p> <p>Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Essential Question: What happens when theatre artists and audiences share a creative experience?</p>			
Kindergarten TH:Pr6.1.K.	1 st TH:Pr6.1.1.	2 nd TH:Pr6.1.2.	3 rd TH:Pr6.1.3.
With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	Practice drama/theatre work and share reflections individually and in small groups.

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Process Component: Reflect</p> <p>Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>			
Kindergarten TH:Re7.1.K.	1 st TH:Re7.1.1.	2 nd TH:Re7.1.2.	3 rd TH:Re7.1.3.
With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	Understand why artistic choices are made in a drama/theatre work.

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Essential Question: How can the same work of art communicate different messages to different people?</p>			
Kindergarten TH:Re8.1.K.	1 st TH:Re8.1.1.	2 nd TH:Re8.1.2.	3 rd TH:Re8.1.3.
<p>a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).</p> <p>c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Consider multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.</p> <p>c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.</p>

Discipline: Theatre		Artistic Process: Responding	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?</p>			
Kindergarten TH:Re9.1.K.	1 st TH:Re9.1.1.	2 nd TH:Re9.1.2.	3 rd TH:Re9.1.3.
<p>a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.</p> <p>c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Understand how and why groups evaluate drama/theatre work.</p> <p>b. Consider and analyze technical elements from multiple drama/theatre works.</p> <p>c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.</p>

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component: Empathize</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>			
Kindergarten TH:Cn10.1.K.	1 st TH:Cn10.1.1.	2 nd TH:Cn10.1.2.	3 rd TH:Cn10.1.3.
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).	Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

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<p>Anchor Standard 11: 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 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>			
Kindergarten TH:Cn11.1.K.	1st TH:Cn11.1.1.	2nd TH:Cn11.1.2.	3rd TH:Cn11.1.3.
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).	Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	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).	Identify connections to community, social issues and other content areas in drama/theatre work.

Discipline: Theatre		Artistic Process: Connecting	
<p>Anchor Standard 11: 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>			
Kindergarten TH:Cn11.2.K.	1 st TH:Cn11.2.-1.	2 nd TH:Cn11.2.2.	3 rd TH:Cn11.2.3.
<p>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).</p> <p>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).</p>	<p>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).</p> <p>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).</p>	<p>a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>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).</p>	<p>a. Explore how stories are adapted from literature to drama/theatre work.</p> <p>b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.</p>