

KINDERGARTEN			
Artistic Process	2012	Artistic Process	2020
Creating (CE)	<p>1CE Demonstrate observation and listening skills in a theatrical context.</p> <p>2CE Listen to stories, myths and fairy tales from various time periods and cultures and describe the storyline.</p> <p>3CE Identify the characters, place and time in stories.</p> <p>4CE Predict endings of a stories or theatre performances.</p> <p>5CE Listen to and follow directions in both classroom and theatrical settings.</p> <p>6CE Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.</p>	Creating (CR)	<p>K.1CR Demonstrate observations and listening skills in a theatrical context.</p> <p>K.2CR Imitate the characters in stories and fairy tales.</p>
Producing Performing (PR)	<p>1PR Imitate movements, voices and feelings of people, animals and objects through dramatic play.</p> <p>2PR Perform group pantomimes and improvisations to retell stories.</p> <p>3PR Create an imaginary character using costumes and props.</p> <p>4PR Imagine and create a physical environment for stories (e.g., arrange classroom furniture, suggest lighting or sound effects to suggest mood, choose characters' clothing).</p> <p>5PR Engage in drama and theatre experiences to explore concepts from other academic areas.</p> <p>6PR Work cooperatively to dramatize a story.</p>	Performing (PE)	<p>K.1PE Imitate movements, voices and feelings of people, animals and objects through dramatic play.</p> <p>K.2PE Work cooperatively to create imaginary characters using costumes and props to dramatize a story.</p> <p>K.3PE Imagine and create a physical environment for stories (e.g., arrange classroom furniture, suggest lighting or sound effects to suggest mood, choose characters' clothing).</p>
Responding Reflecting (RE)	<p>1RE Share thoughts, emotions and ideas in response to a dramatic or theatrical experience</p> <p>2RE Distinguish between the real and imagined worlds when experiencing stories, myths and fairytales.</p> <p>3RE Describe a character's feelings in stories and make comparisons to people and events in their own lives.</p> <p>4RE Describe what a playwright does.</p> <p>5RE Articulate the strengths and weaknesses of self and peers following performances.</p> <p>6RE Demonstrate confidence and pride in individual and collaborative dramatic play.</p>	Responding (RE)	<p>K.1RE Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.</p> <p>K.2RE Describe what a playwright does.</p> <p>K.3RE Distinguish between the real and imagined worlds when experiencing stories, myths and fairy tales.</p> <p>K.4RE List and demonstrate factors that make a performer effective (posture, voice, facial expression).</p> <p>K.5RE Demonstrate ways an audience can show respect when watching a theatrical performance.</p>
		Connecting (CO)	<p>K.1CO Share thoughts, emotions and ideas in response to a dramatic or theatrical experience.</p> <p>K.2CO 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>K.3CO Engage in drama experiences to explore concepts from other academic areas.</p>

Grade 1			
Artistic Process	2012	Artistic Process	2020
Creating (CE)	<p>1CE Retell the beginning, middle and ending of stories in proper sequence.</p> <p>2CE Identify the characters, time, place and major events in stories.</p> <p>3CE Use vivid language to describe the setting of real or imaginary locations.</p> <p>4CE Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.</p> <p>5CE Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g. live theatre, film, television, film and media).</p> <p>6CE Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media.)</p>	Creating (CR)	<p>1.1CR Retell the beginning, middle and ending of stories in proper sequence.</p> <p>1.2CR Imitate the characters using your body and voice in stories, myths and fairy tales.</p>
Producing Performing (PR)	<p>1PR Retell or dramatize stories, myths and fairy tales from various time periods and cultures.</p> <p>2PR Create, write and tell stories based on personal experience.</p> <p>3PR Demonstrate various movements, voices and feelings by performing a variety of familiar roles.</p> <p>4PR Dramatize and improvise familiar stories from classroom literature or life experiences with a plot and beginning, middle and end.</p> <p>5PR Arrange classroom objects to represent a suitable environment for dramatic and theatrical activities (e.g., arrange classroom furniture into a theatre space, use resources to add lighting or sound to create mood, and choose characters' clothing).</p> <p>6PR Work cooperatively to present a tableau, improvisation or pantomime.</p>	Performing (PE)	<p>1.1PE Work cooperatively to retell or dramatize stories and fairy tales from various time periods and cultures.</p> <p>1.2PE With prompting and support, create and tell stories based on personal experience.</p> <p>1.3PE With prompting and support, demonstrate various movements, voices and feelings by performing a variety of familiar roles.</p>
Responding Reflecting (RE)	<p>1RE Explain personal and collective emotional responses to dramatic and theatrical works or experiences.</p> <p>2RE Recognize that there are a variety of points of view and interpretations of stories.</p> <p>3RE Compare and contrast the elements (e.g., plot, character, setting) of various stories and dramatic texts.</p> <p>4RE Describe the consequences of a character's decisions and actions in a story or play.</p> <p>5RE Describe characters in stories and tell how they are similar to or different from themselves.</p> <p>6RE Use feedback to improve their dramatic works.</p> <p>7RE Demonstrate confidence and self-direction when engaging in dramatic play.</p>	Responding (RE)	<p>1.1RE Use appropriate theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.</p> <p>1.2RE React to personal and peer character actions and choices following a guided drama experience.</p> <p>1.3RE Compare and contrast the elements (e.g., plot, character, setting) of various stories and dramatic works.</p> <p>1.4RE Respectfully evaluate a peer's performance based on factors (posture, voice, expression) that make a performer effective.</p> <p>1.5RE Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (e.g. live theatre, film, television, and media).</p>
		Connecting (CO)	<p>1.1CO Explain personal and collective emotional responses to dramatic and theatrical works or experiences.</p> <p>1.2CO 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>1.3CO Engage in drama and theatre experiences to explore concepts from other academic areas.</p>

Grade 2			
Artistic Process	2012	Artistic Process	2020
Creating (CE)	<p>1CE Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.</p> <p>2CE Identify the theme of stories or dramatic and theatrical works.</p> <p>3CE Compare the same stories across cultures.</p> <p>4CE Identify the arts that are used to create a theatrical performance.</p> <p>5CE Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.</p> <p>6CE Listen to and follow directions from instructor and peers in both classroom and theatrical settings.</p> <p>7CE Demonstrate appropriate audience behavior when engaging in dramatic experiences.</p>	Creating (CR)	<p>2.1CR Identify the plot and summarize the story.</p> <p>2.2CR Create the movement and expressive voice of a character in stories, myths and fairy tales from various time periods and cultures.</p>
Producing Performing (PR)	<p>1PR Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling).</p> <p>2PR Explore and demonstrate various design components of a scene (e.g., draw a picture from the stories, create live sound effects and identify clothing items appropriate to the character).</p> <p>3PR Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict.</p> <p>4PR Engage in physical warm-ups to develop relaxation and build coordination and flexibility.</p> <p>5PR Describe and model effective social and group skills when participating in dramatic play with partners.</p>	Performing (PE)	<p>2.1PE Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling).</p> <p>2.2PE Explore and demonstrate various design components of a scene (e.g., draw a picture from the stories, create live sound effects and identify clothing items appropriate to the character).</p> <p>2.3PE Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict.</p>
Responding Reflecting (RE)	<p>1RE Identify factors that influence personal opinions about a dramatic or theatrical work or experience.</p> <p>2RE Explain choices made in creating settings for classroom performances (e.g. lighting sound, clothing and mood).</p> <p>3RE Recognize and demonstrate acceptable audience behavior when participating in a drama experience.</p> <p>4RE Restate opinions of others about a dramatic or theatrical work or experience.</p> <p>5RE View a performance and distinguish among the roles of playwright, actor, director and designer and their artistic choices.</p> <p>6RE Discuss and critique personal performance and participation in a theatrical activity, using established criteria.</p>	Responding (RE)	<p>2.1RE Use appropriate theatrical vocabulary (e.g., plot, setting) after attending a theatrical performance.</p> <p>2.2RE Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>2.3RE Compare and contrast the elements (e.g., plot, character, theme, and setting) of various narratives.</p> <p>2.4RE Discuss and critique one's own performance in a theatrical activity based on factors (posture, voice, expression) that make a performer effective.</p> <p>2.5RE Recognize and demonstrate acceptable audience behavior when participating in a drama experience.</p>
		Connecting (CO)	<p>2.1CO Describe characters in dramatic and theatrical experiences and make comparisons to people and events.</p> <p>2.2CO Compare the same story across cultures while recognizing that there are a variety of points of view.</p> <p>2.3CO Identify the arts that are used to create a theatrical performance.</p> <p>2.4CO Use processes of theatre to integrate information from other academic content areas.</p>

Grade 3			
Artistic Process	2012	Artistic Process	2019
Creating (CE)	<p>1CE Identify the plot and retell the sequence of events in a story, play or theatre experience.</p> <p>2CE Identify character types and relationships between characters including thoughts, feelings and information about them.</p> <p>3CE Explain how the cultural and physical setting of a dramatic and theatrical work affects characterization.</p> <p>4CE Differentiate dialogue from action in a specific piece of literature.</p> <p>5CE Discuss the playwright's intent in a script.</p> <p>6CE Recognize and describe the roles of writers in live theatre, film, video and other media forms of the day.</p>	Creating (CR)	<p>3.1CR Express a character's thoughts and feelings in writing.</p> <p>3.2CR Create the movement and expressive voice of a character to explain and solve problems.</p>
Producing Performing (PR)	<p>1PR Create the movement and expressive voice of a character to explain and solve problems encountered by the character.</p> <p>2PR Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas.</p> <p>3PR Use various design components to create an appropriate and striking environment for a scene or story.</p> <p>4PR Direct peers in performing a task in a dramatic situation.</p> <p>5PR Express a character's thoughts and feelings in writing.</p> <p>6PR Use problem-solving and communication skills to dramatize a story or current event.</p> <p>7PR Use elements and processes of theatre to integrate information from other academic content areas.</p>	Performing (PE)	<p>3.1PE Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas.</p> <p>3.2PE Use various design components to create an environment for a scene or story.</p> <p>3.3PE Work collaboratively to perform a dramatic task or action.</p>
Responding Reflecting (RE)	<p>1RE Describe the visual, aural and kinetic elements present in stories and plays from various cultures.</p> <p>2RE Identify universal characters and themes in stories and plays from various time periods and cultures.</p> <p>3RE Compare and contrast the elements (e.g., plot, character, theme, and setting) of various narratives.</p> <p>4RE Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.</p> <p>5RE Develop personal criteria to use for discussion, performance and evaluation of one's own theatrical experiences.</p>	Responding (RE)	<p>3.1RE Describe the visual, aural and kinetic elements present in stories and plays using appropriate theatrical vocabulary.</p> <p>3.2RE Discuss how a playwright creates conflict by selecting action choices for specific characters.</p> <p>3.3RE Explain choices made in creating settings for classroom performances (e.g. lighting, sound, clothing and mood).</p> <p>3.4RE Describe ways your posture, voice, and facial expression reveal the emotion of your character.</p> <p>3.5RE Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.</p>

Grade 3			
Artistic Process	2012	Artistic Process	2019
		Connecting (CO)	<p>3.1CO Recognize and describe the roles of writers in live theatre and other media arts.</p> <p>3.2CO Identify factors that influence personal opinions about a dramatic or theatrical work or experience.</p> <p>3.3CO Explain how the cultural and physical setting of a dramatic and theatrical work affects characterization.</p> <p>3.4CO Use the elements of theatre in combination with art elements from at least one other art form.</p> <p>3.5CO Use problem-solving and communication skills to interpret a story.</p> <p>3.6CO Use elements and processes of theatre to integrate information from other academic content areas.</p>

Grade 4			
Artistic Process	2012	Artistic Process	2019
Creating (CE)	<p>1CE Connect events in a story to sustain a storyline and achieve resolution.</p> <p>2CE Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout the history of Ohio.</p> <p>3CE Explain how certain characters reflect time periods and cultures.</p> <p>4CE Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience.</p> <p>5CE Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.</p> <p>6CE Identify where dramatic and theatrical activities occur in the school or community.</p>	Creating (CR)	<p>4.1CR Use Vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting).</p> <p>4.2CR Within a dramatic theme, create improvised movement and voice of a character to convey the character's decisions and motivations.</p>
Producing Performing (PR)	<p>1PR Create the movement and voice of a character to convey the character's decisions, actions and motivation.</p> <p>2PR Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.</p> <p>3PR Create a variety of improvisations based on a dramatic theme.</p> <p>4PR Direct peers in performing a dramatic task or action in two different ways.</p> <p>5PR Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting).</p> <p>6PR Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history</p> <p>7PR Use the elements of theatre in combination with art elements from at least one other art form.</p>	Performing (PE)	<p>4.1PE Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.</p> <p>4.2PE Use various design components used in different productions of the same work.</p> <p>4.3PE Direct peers in performing a dramatic task or action.</p>
Responding Reflecting (RE)	<p>1RE Explain how manipulation of dramatic and theatrical elements brings about changes in performances</p> <p>2RE Apply creative and critical reasoning processes to make personal connections to the drama material they encounter.</p> <p>3RE Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience.</p> <p>4RE Justify personal opinions about a play or theatre experience.</p> <p>5RE Establish criteria to critique the portrayal of a character based on voice, gesture, facial expression and movement.</p>	Responding (RE)	<p>4.1RE Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.</p> <p>4.2RE Analyze how a playwright uses conflict to communicate an idea or theme.</p> <p>4.3RE Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience through the integration of plot, character, theme and setting.</p> <p>4.4RE Implement and assess strategies that develop character by adjusting posture, gesture, breath, and vocal intonation.</p> <p>4.5RE Identify methods used by actors, directors, and designers to make connections with an audience in a theater with a thrust or arena stage.</p>

Grade 4			
Artistic Process	2012	Artistic Process	2019
		Connecting (CO)	<p>4.1CO Recognize and describe the roles of designers in live theatre and other media arts.</p> <p>4.2CO Describe how theatrical performances can elicit thought and feeling from an audience individually and collectively.</p> <p>4.3CO Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout the history of Ohio (revising group suggests mentioning characters in Ohio).</p> <p>4.4CO Use the elements of theatre in combination with art elements from at least two other art forms.</p> <p>4.5CO Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history.</p> <p>4.6CO Use elements and processes of theatre to integrate information from other academic content areas.</p>

Grade 5			
Artistic Process	2012	Artistic Process	2019
Creating (CE)	<p>1CE Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions.</p> <p>2CE Research and explain where, when and how dramatic or theatrical activities occurred in a specific time period.</p> <p>3CE Discuss contributions to theatre made by a playwright or screenwriter.</p> <p>4CE Discuss how a written adaptation of a story varies among media, including theatre, film, video and other arts media.</p> <p>5CE Differentiate among the unique characteristics of live theatre, film, video and new media forms.</p>	Creating (CR)	<p>5.1CR Write a scripted scene that includes stage direction prompts and provides exposition, and dialogue.</p> <p>5.2CR Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, scripted and improvised.</p>
Producing Performing (PR)	<p>1PR Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, scripted and improvised.</p> <p>2PR Analyze and represent various design components used in a theatrical event.</p> <p>3PR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue.</p> <p>4PR Work cooperatively in different roles or jobs within a dramatic and theatrical experience.</p> <p>5PR Combine at least three art forms to create a theatrical experience.</p>	Performing (PE)	<p>5.1PE Work cooperatively in different roles or jobs within a dramatic and theatrical experience.</p> <p>5.2PE Analyze and incorporate various design components used in a theatrical event (consider splitting into 2 standards).</p> <p>5.3PE Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.</p>
Responding Reflecting (RE)	<p>1RE Examine and discuss the aesthetic qualities in dramatic and theatrical works.</p> <p>2RE Describe how traditional and new media arts (e.g., film, video, digital technologies) influence dramatic production and audience response.</p> <p>3RE Identify factors that contribute to diverse opinions about a play or theatre experience.</p> <p>4RE Explain personal reasons for valuing the study and involvement in dramatic and theatrical and performance.</p> <p>5RE Create criteria and use it to evaluate ideas and artistic choices made for dramatic and theatrical performances.</p>	Responding (RE)	<p>5.1RE Examine, and use appropriate theatrical vocabulary and terminology, to discuss how manipulation of theatrical elements affects the interpretation of theatrical works.</p> <p>5.2RE Evaluate the ways two playwrights shape plays on the same topic differently.</p> <p>5.3RE Develop criteria and use them to evaluate ideas and artistic choices made for dramatic and theatrical performances.</p> <p>5.4RE Identify and critique the elements that impede a performer's effectiveness.</p> <p>5.5RE Identify methods used by actors, directors, and designers to make connections with an audience in a non-traditional performance space.</p>
		Connecting (CO)	<p>5.1CO Identify methods used by actors, directors, and designers to make connections with an audience in a non-traditional performance space.</p> <p>5.2CO Brainstorm what modes of presentation (e.g. film, television, live theatre, improv, vlog) most effectively elicit thoughts and feelings from a contemporary audience.</p> <p>5.3CO Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions.</p> <p>5.4CO Combine at least three art forms to create a theatrical experience.</p> <p>5.5CO Use problem-solving and cooperative skills to dramatize a current event.</p> <p>5.6CO Use elements and processes of theatre to integrate information from other academic content areas.</p>

Grade 6			
Artistic Process	2012	Artistic Process	2019
Creating (CE)	<p>1CE Consider and discuss how the characters, events and theme of a story contribute to its meaning and storyline.</p> <p>2CE Differentiate between character types and explain the relationship among characters.</p> <p>3CE Discuss how history and culture affect the production style and performance of plays.</p> <p>4CE Use dramatic and theatrical vocabulary accurately when discussing and creating dramatic works.</p> <p>5CE Compare and contrast the creative processes of other art forms (e.g., dance, music, visual and media arts) to those of drama and theatre.</p> <p>6CE Examine and describe the roles, skills and responsibilities of scenic, lighting, technology and sound designers and backstage crew.</p>	Creating (CR)	<p>6.1CR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view and dialogue.</p> <p>6.2CR Examine the basic principles and elements of various theatrical genres.</p> <p>6.3CR Identify motivations of characters in a theatrical work and use those motivations to make choices (gesture, reaction) to events that are both scripted and improvised.</p> <p>6.4CR Choose designs from a defined range and justify those choices.</p> <p>6.5CR Use theatrical vocabulary accurately when creating dramatic works.</p> <p>6.6CR Engage in ensemble building activities to build character, emotion, mood and tone.</p>
Producing Performing (PR)	<p>1PR Create and perform improvisations and scripted scenes based on personal experience, imagination or heritage.</p> <p>2PR Construct a scripted or improvised scene with developed characters that uses a plot curve.</p> <p>3PR Construct and produce the technical components for a script, using art or electronic media to present design ideas.</p> <p>4PR Compose and perform an informal production influenced by a contemporary or cultural issue.</p> <p>5PR Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.</p>	Performing (PE)	<p>6.1PE Create and perform improvisations and scripted scenes based on personal experience and imagination.</p> <p>6.2PE Adapt a drama/theatre work and present it informally for an audience.</p> <p>6.3PE Examine and demonstrate how theatrical artists conceptualize and convey an idea or message.</p>
Responding Reflecting (RE)	<p>1RE Express and compare personal reactions to comedy, tragedy and other dramatic forms.</p> <p>2RE Describe, analyze and evaluate the artistic choices in a dramatic production using specified criteria.</p> <p>3RE Explain how changes in a production concept (such as time period or modernization) would alter the presentation of a work.</p> <p>4RE Critique the effectiveness and quality of an actor's interpretation of a role.</p> <p>5RE Justify a personal interpretation to a theatre performance with reference to the dramatic elements.</p> <p>6RE Establish criteria and use it to evaluate personal progress and determine the quality of their dramatic works.</p> <p>7RE Discuss the role and value of drama and theatre to the school and larger community.</p>	Responding (RE)	<p>6.1RE Express and compare personal reactions to various theatrical elements using appropriate theatrical vocabulary and terminology.</p> <p>6.2RE Outline a play to analyze its plot structure.</p> <p>6.3RE Determine the effectiveness of a specific artistic choice in communicating a theatrical work.</p> <p>6.4RE Establish criteria to critique one's portrayal of a character based on voice, gesture, facial expression and movement.</p> <p>6.5RE Describe ways an audience can respond differently to plays that are performed in various physical settings (arena, proscenium, thrust, outdoors).</p>

Grade 6			
Artistic Process	2012	Artistic Process	2019
		Connecting (CO)	<p>6.1CO Identify professional tools and skills for a working theatre artist.</p> <p>6.2CO Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</p> <p>6.3CO Explain personal reasons for valuing the study and involvement in dramatic and theatrical performance.</p> <p>6.4CO Explain how the actions and motivations of characters in a drama/theatre work impact perspective of a community or culture.</p> <p>6.5CO Describe how traditional and contemporary media arts influence dramatic production and audience response.</p> <p>6.6CO Identify universal themes or common social issues and express them through a drama/theatre work.</p> <p>6.7CO Use dramatic and theatrical skills to demonstrate concepts or ideas from other academic areas.</p>

Grade 7			
Artistic Process	2012	Artistic Process	2019
Creating (CE)	<p>1CE Consider and discuss the consequences of a character's actions in a theatrical production.</p> <p>2CE Compare and contrast the basic principles and elements of various theatrical styles (e.g., comedy, drama, tragedy and farce).</p> <p>3CE Demonstrate the ways in which cultural traditions and perspectives are reflected in the content of live theatre, film, video and electronic media.</p> <p>4CE Use a variety of dramatic and theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre.</p> <p>5CE Research the roles and responsibilities of performing and technical artists in drama, theatre, film, video and media.</p>	Creating (CR)	<p>7.1CR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue.</p> <p>7.2CR Investigate the principles and elements of dramatic and theatrical works from specific time periods and communicate how these aspects work together.</p> <p>7.3CR Develop a physical and vocal character in improvised scenes and throughout a rehearsal process.</p> <p>7.4CR Research and develop design based on the world of the play and communicate those design choices.</p> <p>7.5CR Apply theatrical vocabulary accurately when constructing and communicating meaning from informal and formal theatre performances.</p> <p>7.6CR Engage in ensemble building activities to develop character goals and tactics.</p>
Producing Performing (PR)	<p>1PR Construct a scripted or improvised scene that uses a plot curve with developed characters and vivid dialogue.</p> <p>2PR Explore and dramatize the principles of composition to create a stage environment by blocking the scripted action and stage positions of the characters.</p> <p>3PR Collaborate with peers to dramatize a contemporary social issue and its impact on society.</p> <p>4PR Examine and demonstrate how theatrical artists (e.g., actors, directors, playwrights) conceptualize and convey an idea or message.</p> <p>5PR Direct a group to change the production style of a dramatic and theatrical work from a past time period to the present.</p>	Performing (PE)	<p>7.1PE Construct a scripted or improvised scene that uses narrative structure.</p> <p>7.2PE Participate in rehearsals for a drama/theatre work that will be shared with an audience.</p> <p>7.3PE Construct and produce the technical components for a script using art or media to present design ideas.</p>
Responding Reflecting (RE)	<p>1RE Compare and contrast their opinions about actual performances with that of others referencing various sources (e.g., print and electronic media).</p> <p>2RE Analyze and explain the setting, interactions of characters and conflicts in a dramatic work.</p> <p>3RE Determine the effectiveness of a given art form in communicating an idea or concept.</p> <p>4RE Research and report on the contribution of the playwright or screenwriter for a specific dramatic work.</p> <p>5RE Create criteria and apply it to the review of a theatrical performance (e.g., class, school, community or professional performance).</p> <p>6RE Use constructive feedback to refine and improve their acting, improvisational or playwriting skills.</p> <p>7RE Discuss the role and value of drama and theatre in their lives and the lives of others.</p>	Responding (RE)	<p>7.1RE Use theatrical vocabulary to compare and contrast personal opinions about a theatrical work with those of a professional critic.</p> <p>7.2RE Explain how the interactions of characters and conflicts in a dramatic work illustrate the playwright's style.</p> <p>7.3RE Explain how production elements work together to affect an audience.</p> <p>7.4RE Critique a personal rehearsal or performance on the basis of technique, vocal quality, facial expression, and/or gestures.</p> <p>7.5RE Demonstrate adjustments actors and directors may need to make when performing in various physical settings.</p>

Grade 7			
Artistic Process	2012	Artistic Process	2019
		Connecting (CO)	<p>7.1CO Examine personal reasons for connecting to various careers in theatre.</p> <p>7.2CO Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.</p> <p>7.3CO Develop a persuasive stance about why the arts are important in schools.</p> <p>7.4CO Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.</p> <p>7.5CO Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work.</p> <p>7.6CO Incorporate music, dance, art, and/or media in a drama/theatre work with a particular cultural, global, or historic context.</p> <p>7.7CO Identify and describe the dramatic arts from various periods of theatre history (e.g., Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary).</p>

Grade 8			
Artistic Process	2012	Artistic Process	2019
Creating (CE)	<p>1CE Analyze and discuss the conflicts and emotions of the characters in a selected dramatic work.</p> <p>2CE Investigate the elements, principles and creative process of dramatic and theatrical works from specific time periods and tell how these aspects work together.</p> <p>3CE Compare and contrast styles of performance in terms of which one is most appropriate to a selected story (e. g. satire, comedy, pantomime, tragedy).</p> <p>4CE Use highly descriptive dramatic and theatrical vocabulary, including elements and principles, when discussing and creating dramatic works.</p> <p>5CE Recognize the responsibilities and collaborative nature among actors, director, stage manager, production staff, audience, playwright and marketing staff.</p> <p>6CE Research and summarize the dramatic and theatrical knowledge, skills and motivation needed to pursue a career in the theatre arts.</p>	Creating (CR)	<p>8.1CR Write two or more scenes that include stage direction prompts and provides exposition, consistent point of view and dialogue.</p> <p>8.2CR Apply genres of performance in terms of which is most appropriate to a selected story.</p> <p>8.3CR Refine a scripted or unscripted character's voice and movement in response to outside feedback in collaboration with other theatre artists.</p> <p>8.4CR Examine a given text and create design choices based on content and context of the script, time period and themes of the text.</p> <p>8.5CR Adopt theatrical vocabulary including elements and principles when creating theatrical works.</p> <p>8.6CR Engage in ensemble building activities to enhance performance elements while rehearsing a scene or one-act play.</p>
Producing Performing (PR)	<p>1PR Develop various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution.</p> <p>2PR Incorporate new media and elements of theatre (e.g., setting, lighting, sound, properties, costume design and makeup) to create an appropriate environment for a scene.</p> <p>3PR Construct an alternate ending for a scripted or improvised dramatic piece that engages audiences.</p> <p>4PR Integrate dance, visual art or music into a dramatic or theatrical piece to convey an idea, concept or story.</p> <p>5PR Adapt the production styles of a dramatic or theatrical work from one cultural perspective to another.</p>	Performing (PE)	<p>8.1PE Develop various scripted or improvised characters using appropriate voice, posture, movement, or language to reveal a conflict and develop a resolution.</p> <p>8.2PE Perform a rehearsed drama/theatre work for an audience.</p> <p>8.3PE Identify and safely apply the appropriate technology to a selected area of technical emphasis.</p>
Responding Reflecting (RE)	<p>1RE Compare and contrast personal opinions about a dramatic or theatrical work with those of a professional critic.</p> <p>2RE Compare and contrast how a playwright and screenwriter's work convey the same or similar ideas and concepts.</p> <p>3RE Justify how a playwright's choice of form, style and historical period affects the expression of a theme or topic.</p> <p>4RE Explain how scenery, costumes and lighting effects work together to affect an audience.</p> <p>5RE Critique a personal rehearsal or performance on the basis of technique, voice quality, facial expression and gestures.</p> <p>6RE Recognize and discuss the function of drama and theatre in society and the roles and responsibilities of different theatre professionals.</p>	Responding (RE)	<p>8.1RE Use theatrical vocabulary to evaluate the opinions of several professional critics about one theatrical work.</p> <p>8.2RE Determine a playwright's style by describing two or more of his or her works.</p> <p>8.3RE Explain how different artistic choices could alter the presentation of a theatrical work.</p> <p>8.4RE Use constructive feedback from self and peers to refine and improve one's portrayal of a character.</p> <p>8.5RE Identify ways actors and designers adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.</p>

Grade 8			
Artistic Process	2012	Artistic Process	2019
		Connecting (CO)	<p>8.1CO Explore a specific career opportunity in theatre and define the impact in the professional process.</p> <p>8.2CO Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.</p> <p>8.3CO Investigate opportunities for further arts involvement and instruction in the community.</p> <p>8.4CO Examine a community issue through multiple perspectives in a drama/theatre work.</p> <p>8.5CO Integrate other academic disciplines into a dramatic presentation.</p> <p>8.6CO Use different theatrical forms to examine contemporary social, cultural, or global issues.</p> <p>8.7CO Investigate the elements, principles and creative process of theatrical works from specific time periods and tell how these aspects work together.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2019
Creating (CE)		Creating (CR)	
Level I	<p>1CE Explain how theatrical artists create meaning to convey a playwright's intent.</p> <p>2CE Compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.</p> <p>3CE Examine and explain the impact of cultural, social, political and technological influences on key theatrical figures, works and trends in various cultures.</p> <p>4CE Distinguish between the roles of actor and director and discuss how they relate to each other in a theatrical production.</p> <p>5CE Recognize and identify the standards and different aspects of performance used to critique and assess theatrical works.</p>	HS Proficient (HSP)	<p>HSP.1CR Identify the elements of a plot structure and write using those elements.</p> <p>HSP.2CR Explain how theatrical artists create meaning to convey a playwright's intent.</p> <p>HSP.3CR Present contrasting motivations and reactions of characters in similar situations.</p> <p>HSP.4CR Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.</p> <p>HSP.5CR Research the historical background of a script as a basis for interpretation and presentation.</p> <p>HSP.6CR Collaborate with a small group to create a written scene and produce for class.</p>
Level II	<p>1CE Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.</p> <p>2CE Research the historical background of a script as a basis for interpretation and presentation.</p> <p>3CE Identify and describe the significant dramatic arts from various periods of theatre history (e.g., Origin, Greek and Roman, Medieval, Renaissance, Restoration, 17th century to the contemporary).</p> <p>4CE Compare and contrast the works of two playwrights from two distinct historic periods.</p> <p>5CE Research and report on career opportunities in all aspects of theatre and drama.</p>	HS Accomplished (HSAC)	<p>HSAC.1CR Identify the elements of a plot structure and write using those elements.</p> <p>HSAC.2CR Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.</p> <p>HSAC.3CR Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles.</p> <p>HSAC.4CR Examine a given text and create design choices based on content and context of the script, time period and themes of the text when provided with a budget specific performance space.</p> <p>HSAC.5CR Compare and contrast the works of two playwrights from two distinct historic periods.</p> <p>HSAC.6CR Devise a piece of theatre surrounding a topic of interest as an ensemble, where each member has an equal role.</p>
Level III	<p>1CE Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.</p> <p>2CE Analyze a dramatic and theatrical work in the context of its time period and culture.</p> <p>3CE Defend a playwright's body of work and place in theatrical history.</p> <p>4CE Compare and contrast motivations and reactions of characters confronting similar situations.</p> <p>5CE Investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.</p>	HS Advanced (HSAD)	<p>HSAD.1CR Individually write a multi-act play.</p> <p>HSAD.2CR Defend a playwright's body of work and place in theatrical history.</p> <p>HSAD.3CR Select, cast, block, direct, and design an original or published play for performance.</p> <p>HSAD.4CR Plan, create and execute a single design for a published or original play.</p> <p>HSAD.5CR Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history.</p> <p>HSAD.6CR Devise a piece of theatre surrounding a topic of interest as an ensemble, where each member has an equal role.</p>
Level IV	<p>1CE Examine and explain the use of various theatrical styles to achieve an intended purpose and meaning.</p> <p>2CE Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue.</p> <p>3CE Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre history.</p> <p>4CE Analyze dramatic and theatrical texts on the basis of the physical, social and psychological dimensions of the characters.</p> <p>5CE Articulate how the skills learned and used in drama and theatre courses help prepare a student for college- and career- readiness.</p>		

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2019
	Producing/Performing (PR)		Performing (PE)
Level I	<p>1PR Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.</p> <p>2PR Use technical elements safely to focus attention, establish mood, locale and time and to support the plot.</p> <p>3PR Write and act out a dramatic or tragic scene.</p> <p>4PR Generate a plan for technical production including the safe operation of tools and production equipment.</p> <p>5PR Demonstrate improvisation and explain how it benefits character, scene and script development.</p> <p>6PR Apply accurate terminology in dramatic and theatrical activities.</p> <p>7PR Integrate other art forms into a dramatic presentation.</p>	HS Proficient (HSP)	<p>HSP.1PE Manipulate vocal qualities, posture, movement and language to express variety in characters in improvisation and dramatic situations.</p> <p>HSP.2PE Demonstrate the collaborative skills necessary for producing a scene with a unified vision.</p> <p>HSP.3PE Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.</p>
Level II	<p>1PR Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.</p> <p>2PR Demonstrate the collaborative skills necessary for producing a scene with an ensemble.</p> <p>3PR Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound costumes and make-up.</p> <p>4PR Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.</p> <p>5PR Integrate other arts forms and academic disciplines in a dramatic or theatrical activity.</p>	HS Accomplished (HSAC)	<p>HSAC.1PE Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.</p> <p>HSAC.2PE Pre-block and direct peers in a scene, applying the principles of composition to create an effective stage picture.</p> <p>HSAC.3PE Apply technical knowledge and skills to collaborate and safely create functional scenery, properties, lighting, sound, costumes and make-up.</p>
Level III	<p>1PR Sustain convincing multidimensional characters, while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio.</p> <p>2PR Identify and safely apply the appropriate technology to a selected area of technical emphasis.</p> <p>3PR Create specific technical designs and select, cast, block and direct a scene for performance.</p> <p>4PR Write a play, screenplay or radio play.</p> <p>5PR Calculate the cost (e.g. props, scenery, costumes and royalties) of mounting a dramatic and theatrical production.</p> <p>6PR Use accurate terminology in dramatic and theatrical activities.</p> <p>7PR Use skills learned in other academic disciplines to produce a dramatic and theatrical piece.</p>	HS Advanced (HSAD)	<p>HSAD.1PE Sustain convincing multidimensional characters, while developing contrasting pieces and monologues for presentations, auditions, and inclusion in a portfolio.</p> <p>HSAD.2PE Integrate the essential skills to support and execute a dramatic or theatrical production including budgeting, production, and direction.</p> <p>HSAD.3PE Work safely and independently to implement designs in all technical aspects of theatrical production.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2019
Level IV	<p>1PR Analyze and execute the use of various styles to achieve an intended purpose and meaning in a dramatic work.</p> <p>2PR Collaborate with others to develop a unified design for a production.</p> <p>3PR Work safely and independently to implement designs in all technical aspects of theatrical production.</p> <p>4PR Select, cast, block and direct an original or published play for performance.</p> <p>5PR Integrate the essential skills from other academic disciplines to support and execute a dramatic or theatrical production.</p>		
Responding/Reflecting (RE)		Responding (RE)	
Level I	<p>1RE Explain how a performance style communicates a message or story narrative.</p> <p>2RE Evaluate variations of universal themes and characters across different time periods and cultures and explain how they were used in selected dramatic works.</p> <p>3RE Distinguish and describe various genres such as comedy, tragedy and fantasy when engaging in dramatic work and performance.</p> <p>4RE Discuss the importance of drama and theatre in a community and provide examples.</p> <p>5RE Create and use criteria developed during theatrical study to state, discuss and defend opinions about the quality of personal or peer performances.</p> <p>6RE Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.</p>	HS Proficient (HSP)	<p>HSP.1RE Use self-evaluation strategies and audience response to improve artistic works and experiences, with appropriate theatrical vocabulary.</p> <p>HSP.2RE Justify how a playwright's choice of genre, style, and historical period affects the expression of theme or topic.</p> <p>HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.</p> <p>HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p>HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.</p>
Level II	<p>1RE Defend the use of a specific style, form or period to express an intended message.</p> <p>2RE Evaluate the resources used to mount a specific production to enhance the playwright's intent.</p> <p>3RE Compare and contrast traditional and nontraditional interpretations of a dramatic and theatrical work.</p> <p>4RE Describe how drama and theatre can affect social change, both globally and locally.</p> <p>5RE Use self-evaluation strategies and audience response to improve artistic works and experiences.</p> <p>6RE Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress.</p>	HS Accomplished (HSAC)	<p>HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.</p> <p>HSAC.2RE Evaluate the resources directors use to enhance the playwright's intent of a particular production.</p> <p>HSAC.3RE Compare and contrast personal and professional criticism of a specific theatrical performance.</p> <p>HSAC.4RE Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p>HSAC.5RE After reading a play, compare and contrast factors that actors and designers would consider adapting staging for different physical settings and contemporary social influences.</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2019
Level III	<p>1RE Evaluate one playwright's presentation of universal themes across different works.</p> <p>2RE Explain theatre as a synthesis of all the arts.</p> <p>3RE Assess how drama and theatre provide a social voice.</p> <p>4RE Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (e.g., music, visual art and dance).</p> <p>5RE Compare and contrast personal and professional criticism of a specific dramatic performance.</p> <p>6RE Justify personal artistic choices made throughout the artistic process and after self-evaluation.</p> <p>7RE Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress and then present the portfolio to peers.</p>	HS Advanced (HSAD)	<p>HSAD.1RE Use theatrical vocabulary to write a play review of a theatrical performance that evaluates a variety of theatrical elements.</p> <p>HSAD.2RE Evaluate one playwright's presentation of universal themes across different works.</p> <p>HSAD.3RE Defend the effectiveness of a design concept that is applied across several different productions.</p> <p>HSAD.4RE Revise and re-perform personal artistic choices based on self-evaluation.</p> <p>HSAD.5RE Apply understanding of influences that affect audience reactions and adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.</p>
Level IV	<p>1RE Evaluate variations of universal themes across different dramatic works.</p> <p>2RE Evaluate a production's faithfulness to the playwright's intent and the time period and culture.</p> <p>3RE Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic and theatrical productions.</p> <p>4RE Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.</p> <p>5RE Evaluate a specific production using both personal and group-developed criteria.</p> <p>6RE Revise and add to an existing portfolio and resumé advancing the development of effective audition and presentation skills.</p> <p>7RE Participate in portfolio review (for drama or theatre) involving self, instructor and peers to identify strengths and weaknesses in their works.</p>		
		Connecting (CO)	
		HS Proficient (HSP)	<p>HSP.1CO Research and report on all aspects of career opportunities in theatre and drama; Investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.</p> <p>HSP.2CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.</p> <p>HSP.3CO Describe how drama and theatre can affect social change, both globally and locally.</p> <p>HSP.4CO Discuss the importance of drama and theatre in a community and provide examples.</p> <p>HSP.5CO Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.</p> <p>HSP.6CO Integrate other art forms into a dramatic presentation.</p> <p>HSP.7CO Explore how cultural and global belief systems affect creative choices in a drama/theatre work.</p> <p>HSP.8CO Compare and contrast an historically accurate production and a production of the same work in modern times (historical productions of various eras or periods).</p>

HIGH SCHOOL			
Artistic Process and Proficiency	2012	Artistic Process and Proficiency	2019
		HS Accomplished (HSAC)	<p>HSAC.1CO Articulate how the skills learned and used in drama and theatre courses help prepare a student for college- and career- readiness.</p> <p>HSAC.2CO Assemble a personal drama or theatre portfolio with a resume to include completed works and works-in-progress and then present the portfolio to peers.</p> <p>HSAC.3CO Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.</p> <p>HSAC.4CO Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.</p> <p>HSAC.5CO Examine and explain the impact of social, political and technological trends on key theatrical figures and works in various eras and cultures.</p> <p>HSAC.6CO Integrate other arts forms and academic disciplines in a theatrical experience.</p> <p>HSAC.7CO Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural theatrical work.</p> <p>HSAC.8CO Analyze a theatrical work in the context of its time period and culture.</p>
		HS Advanced (HSAD)	<p>HSAD.1CO Plot a career path of several working professionals. Compare and contrast obstacles to success.</p> <p>HSAD.2CO Revise an existing portfolio and participate in portfolio review (for drama or theatre) involving self, instructor and peers to identify strengths and weaknesses in their work.</p> <p>HSAD.3CO Hypothesize about audience interpretation and response to a specific dramatic or theatrical work being produced in a specific locale.</p> <p>HSAD.4CO Explore opportunities for arts advocacy in the community in cooperation with students in the other arts disciplines (e.g., music, visual art and dance).</p> <p>HSAD.5CO Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic and theatrical productions.</p> <p>HSAD.6CO Use drama and theatre heritage and art forms to communicate a philosophical, ethical or social issue.</p> <p>HSAD.7CO Develop a theatrical work that explores global and cultural belief systems.</p> <p>HSAD.8CO Analyze the stylistic and literary elements of multiple works of a particular playwright in context of their time period and culture.</p>