<table>
<thead>
<tr>
<th>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</th>
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<td>Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.</td>
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**Essential Question(s):** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

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<td>TH:Cr1.1.III.</td>
<td>CREATION</td>
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**CREATING**

- 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).
- 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).
- 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).
- d. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- e. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).
- f. Create roles, imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- g. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- h. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
- i. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
- j. Identify possible solutions to staging challenges in a drama/theatre work.
- k. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
- l. Think of and articulate the given circumstances in a drama/theatre work.
- m. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).
- n. Propose design ideas that support the story and given circumstances in a drama/theatre work.
- o. Propose design ideas that support the story and given circumstances in a drama/theatre work.
- p. Propose design ideas that support the story and given circumstances in a drama/theatre work.
- q. Envision/Conceptualize

**Beginnings**

- a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. Create roles, imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- c. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
- d. Identify possible solutions to staging challenges in a drama/theatre work.
- e. Identify solutions to design challenges in a performance space in a drama/theatre work.
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- l. Think of and articulate the given circumstances in a drama/theatre work.
- m. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).
- n. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- o. Propose design ideas that support the story and given circumstances in a drama/theatre work.
- p. Propose design ideas that support the story and given circumstances in a drama/theatre work.
- q. Identify potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).
- r. Create roles, imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- s. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- t. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
- u. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.
- v. Identify possible solutions to staging challenges in a drama/theatre work.
- w. Identify possible solutions to staging challenges in a drama/theatre work.
- x. Identify possible solutions to staging challenges in a drama/theatre work.
- y. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- z. Propose design ideas that support the story and given circumstances in a drama/theatre work.
- a. Identify solutions to design challenges in a performance space in a drama/theatre work.
- b. Create roles, imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
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**National Core Arts Standards**

**CREATING**

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**Anchor Standard 2: Organize and develop artistic ideas and work.**

**Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

**Essential Question(s):** How, when, and why do theatre artists’ choices change?

**Develop Core Competencies:**

- 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).
- b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**Create Core Competencies:**

- 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).
- b. With prompting and support, participate in group decision-making in a guided drama experience (e.g., process drama, story drama, creative drama).
- a. Contribute ideas to the development of a sequential plot 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).

**Deep Core Competencies:**

- a. Participate in methods of investigation to devise original ideas for a drama/theatre work.
- b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.
- a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.
- b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.
- a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
- b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.
- a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
- b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

**Apply Core Competencies:**

- 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.
- b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
- 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.
- b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
- a. Explore a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to 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.
### Anchor Standard 3: Refine and complete artistic work.

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question(s):** How do theatre artists transform and edit their initial ideas?

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<td>Recovery</td>
<td>a. With prompting and support, ask and answer questions in story drama, process drama or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. With prompting and support, ask and answer questions in story drama, process drama or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Contribute to the adaptation of the plot in a guided drama experience (e.g., guided drama, story drama, creative drama).</td>
<td>a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., guided drama, story drama, creative drama).</td>
<td>a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work.</td>
<td>a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.</td>
<td>a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.</td>
<td>a. Articulate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.</td>
<td>a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.</td>
<td>a. Practice and revise a devised drama/theatre work using theatrical staging conventions.</td>
<td>a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</td>
<td>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.</td>
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<td>b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.</td>
<td>b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.</td>
<td>b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.</td>
<td>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</td>
<td>b. Develop effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.</td>
<td>b. Refine effective physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</td>
<td>b. Explore physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.</td>
<td>b. Use research and script analysis to refine physical, vocal, and physiological choices in support of performance that is believable, authentic, and relevant in a drama/theatre work.</td>
<td>b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.</td>
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<td>c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.</td>
<td>c. Collaborate on solutions to design and technical problems that arise in rehearsal for a devised or scripted drama/theatre work.</td>
<td>c. Create innovative solutions to design and technical problems that arise in rehearsal for a devised or scripted drama/theatre work.</td>
<td>c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.</td>
<td>c. Implement and refine a planned technical design using simple technology during the rehearsal process for a devised or scripted drama/theatre work.</td>
<td>c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.</td>
<td>c. Re-imagine and refine 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.</td>
<td>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.</td>
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<td><strong>a.</strong> With prompting and support, identify characters and setting in dramatic play or guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td><strong>a.</strong> With prompting and support, identify characters and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td><strong>a.</strong> Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td><strong>a.</strong> Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td><strong>a.</strong> Apply the elements of dramatic structure to a story and create a drama/theatre work.</td>
<td><strong>a.</strong> Modify the dialogue and action to change the story in a drama/theatre work.</td>
<td><strong>a.</strong> Describe the underlying thoughts and emotions that make up the dramatic structure in a drama/theatre work.</td>
<td><strong>a.</strong> Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.</td>
<td><strong>a.</strong> Consider various staging choices to enhance the story in a drama/theatre work.</td>
<td><strong>a.</strong> Explore different pacing to better communicate the story in a drama/theatre work.</td>
<td><strong>a.</strong> Examine how character relationships assist in telling the story of a drama/theatre work.</td>
<td><strong>a.</strong> Discover how unique choices shape believable and sustainable drama/theatre work.</td>
<td><strong>a.</strong> Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.</td>
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</tbody>
</table>
| **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). | **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). | **b.** Investigate how movement and voice are incorporated into drama/theatre work. | **b.** Make physical choices to develop a character in a drama/theatre work. | **b.** Use physical choices to create meaning in a drama/theatre work. | **b.** Experiment with various physical choices to communicate character in a drama/theatre work. | **b.** Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. | **b.** Use various character objectives in a drama/theatre work. | **b.** Shape character choices using given circumstances in a drama/theatre work. | **b.** Shape character choices using given circumstances in a drama/theatre work. | **b.** Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | **b.** Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. | **b.** Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.
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<tbody>
<tr>
<td>a.</td>
<td>With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</td>
<td>a. You have the skills and knowledge to prepare a drama/theatre production.</td>
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<td>b.</td>
<td>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).</td>
<td>b. Use researched technical elements to create a design that communicates the concept of a drama/theatre production.</td>
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### Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

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<td>a.</td>
<td>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).</td>
<td>a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
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<tr>
<td>a.</td>
<td>You have the skills and knowledge to prepare a drama/theatre production.</td>
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<td>b.</td>
<td>Use researched technical elements to create a design that communicates the concept of a drama/theatre production.</td>
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<th>K TH:Re7.1.K.</th>
<th>1 TH:Re7.1.1.</th>
<th>2 TH:Re7.1.2.</th>
<th>3 TH:Re7.1.3.</th>
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<th>5 TH:Re7.1.5.</th>
<th>6 TH:Re7.1.6.</th>
<th>7 TH:Re7.1.7.</th>
<th>8 TH:Re7.1.8.</th>
<th>HS Proficient TH: Re7.1.I.</th>
<th>HS Accomplished TH: Re7.1.II.</th>
<th>HS Advanced TH: Re7.1.III.</th>
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<tbody>
<tr>
<td>a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. 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).</td>
<td>a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Understand why artistic choices are made in a drama/theatre work through participation and observation.</td>
<td>a. Identify artistic choices made in a drama/theatre work through participation and observation.</td>
<td>a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.</td>
<td>a. Describe and record personal and peer reactions to artistic choices in a drama/theatre work.</td>
<td>a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.</td>
<td>a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.</td>
<td>a. Respond to what is seen, felt, and heard in a drama/theatre work.</td>
<td>a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.</td>
<td>a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.</td>
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</tr>
</tbody>
</table>
### Anchor Standard 8: Interpret intent and meaning in artistic work.

<table>
<thead>
<tr>
<th>Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</th>
</tr>
</thead>
</table>

**Essential Question(s):** How can the same work of art communicate different messages to different people?

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

#### PreK

- ** HS Proficient: With prompting and support, explore preferences in artistic performance (e.g., dramatic play, guided drama experience).**
- ** HS Accomplished: With prompting and support, identify preferences in a guided drama experience.**

#### K

- ** HS Proficient: Identify and support preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).**
- ** HS Accomplished: Identify multiple causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).**

#### 1

- ** HS Proficient: Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).**
- ** HS Accomplished: Identify causes and consequences of character actions in a guided drama experience.**

#### 2

- ** HS Proficient: Compare characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.**
- ** HS Accomplished: Compare characters based on cultural perspectives when participating in or observing a drama/theatre work.**

#### 3

- ** HS Proficient: Describe how cultural perspectives can influence the evaluation of a drama/theatre work.**
- ** HS Accomplished: Analyze how cultural perspectives influence the evaluation of a drama/theatre work.**

#### 4

- ** HS Proficient: Explain responses to characters based on cultural perspectives when participating in or observing a drama/theatre work.**
- ** HS Accomplished: Identify cultural perspectives that may influence the evaluation of a drama/theatre work.**

#### 5

- ** HS Proficient: Identify and compare cultural perspectives when participating in or observing a drama/theatre work.**
- ** HS Accomplished: Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.**

#### 6

- ** HS Proficient: Apply new understandings of cultural contexts to shape personal responses to drama/theatre work.**
- ** HS Accomplished: Debate and distinguish multiple aesthetics, preferences, and beliefs.**

#### 7

- ** HS Proficient: Debate and distinguish multiple aesthetics, preferences, and beliefs.**
- ** HS Accomplished: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.**

#### 8

- ** HS Proficient: Apply personal aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.**
- ** HS Accomplished: Justify personal aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.**

#### II

- ** HS Proficient: Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.**
- ** HS Accomplished: Recognize and share artistic choices developed from personal experiences in multiple drama/theatre works.**

#### III

- ** HS Proficient: Develop detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.**
- ** HS Accomplished: Use detailed supporting evidence and appropriate criteria to review personal work and interpret the work of others when participating in or observing a drama/theatre work.**
### Anchor Standard 9: Apply criteria to evaluate artistic work.

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**Essential Question(s):** How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

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<th>PreK</th>
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</thead>
<tbody>
<tr>
<td>a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>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).</td>
<td>a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Propose a plan to evaluate drama/theatre work.</td>
<td>a. Develop and implement a plan to evaluate drama/theatre work.</td>
<td>a. Use supporting evidence and criteria to evaluate drama/theatre work.</td>
<td>a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.</td>
<td>a. Respond to a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.</td>
<td>a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines.</td>
<td>a. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.</td>
<td>a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.</td>
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<tr>
<td>b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>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.</td>
<td>b. Consider how technical elements may support a theme or idea in a drama/theatre work.</td>
<td>b. Assess how technical elements represent the theme of a drama/theatre work.</td>
<td>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</td>
<td>b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.</td>
<td>b. Consider the aesthetics of the production elements in a drama/theatre work.</td>
<td>b. Consider the aesthetics of the production elements in a drama/theatre work.</td>
<td>b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.</td>
<td>b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.</td>
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<tr>
<td>c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>c. Observe how a character’s choices impact an audience’s perspective in a drama/theatre work.</td>
<td>c. Recognize how a character’s circumstances impact an audience’s perspective in a drama/theatre work.</td>
<td>c. Identify a specific audience or purpose for a drama/theatre work.</td>
<td>c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.</td>
<td>c. Assess the impact of a drama/theatre work on a specific audience.</td>
<td>c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.</td>
<td>c. Verify how a drama/theatre work communicates for a specific purpose and audience.</td>
<td>c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.</td>
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**Evaluative Criteria:**

- **Evaluate with prompting:**
  - a. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).
  - 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.
  - c. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

- **Evaluate with support:**
  - a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).
  - b. Propose a plan to evaluate drama/theatre work.
  - c. Develop and implement a plan to evaluate drama/theatre work.

- **Evaluate independently:**
  - a. Propose a plan to evaluate drama/theatre work.
  - b. Develop and implement a plan to evaluate drama/theatre work.
  - c. Use supporting evidence and criteria to evaluate drama/theatre work.

- **Evaluate with prompting and support:**
  - a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).
  - b. Propose a plan to evaluate drama/theatre work.
  - c. Develop and implement a plan to evaluate drama/theatre work.

- **Evaluate independently:**
  - a. Evaluate with prompting.
  - b. Evaluate with support.
  - c. Evaluate independently.
### THEATRE

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

**Essential Question(s):** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

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<td>a. With prompting and support, identify similarities between a story and personal experience in a guided drama experience (e.g., process drama, guided drama, creative drama).</td>
<td>a. With prompting and support, identify similarities between character and self-story in a guided drama experience (e.g., process drama, guided drama, creative drama).</td>
<td>a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, guided drama, creative drama).</td>
<td>a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.</td>
<td>a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.</td>
<td>a. Explain how drama/theatre connects oneself to a community or culture.</td>
<td>a. Incorporate perspectives of art, community, and personal beliefs to impact perspectives of a community or culture.</td>
<td>a. Examine a community issue through multiple perspectives in a drama/theatre work.</td>
<td>a. Investigate drama perspectives and personal beliefs on behalf of NCCAS.</td>
<td>All rights reserved.</td>
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</table>
| **Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

**Essential Question(s):** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

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<tr>
<td>TH-CN11.2.1.K.</td>
<td>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).</td>
<td>a. Analyze commonalities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
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<td>TH-CN11.2.2.</td>
<td>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).</td>
<td>a. Explore how stories are adapted from literature to drama/theatre work.</td>
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<td>TH-CN11.2.8.</td>
<td>a. Identify similarities and differences in stories from one another in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<td>a. Analyze commonalities and differences in stories from different cultures in preparation for a drama/theatre work.</td>
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<td>TH-CN11.2.12.</td>
<td>a. Analyze and compare two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.</td>
<td>a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work.</td>
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<td>TH-CN11.2.1.</td>
<td>a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.</td>
<td>a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work.</td>
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<td>TH-CN11.2.10.</td>
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<td>TH-CN11.2.11.</td>
<td>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.</td>
<td>a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.</td>
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