

**Pre-Kindergarten**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.PK Performance Indicators:*   1. With prompting and support, transition between imagination and reality in **dramatic play**. 2. With prompting and support, use **non-representational materials** to create props, puppets and costume pieces for **dramatic play**. 3. With prompting and support, use **gestures** to tell a story in **dramatic play**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.PK Performance Indicators:*   1. With prompting and support, contribute through **gestures** and words to **dramatic play**. 2. With prompting and support, express original ideas in **dramatic play**. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.PK Performance Indicators:*   1. With prompting and support, answer questions in **dramatic play**. 2. With prompting and support, participate in using sounds and movements in **dramatic play**. 3. With prompting and support, use a single object in multiple representations in **dramatic play**. | | |

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.PK Performance Indicators:*   1. With prompting and support, identify characters and **setting** in **dramatic play** or a **guided drama experience**. 2. With prompting and support, use body and **voice** to communicate emotions in a **guided drama experience**. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.PK Performance Indicators:*   1. With prompting and support, use imagination in **dramatic play**. 2. With prompting and support, explore and experiment with various **technical elements** in **dramatic play**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.PK Performance Indicators:*   1. With prompting and support, engage in **dramatic play**. | | |

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| Artistic Process and Anchor Standard: PERFORMING | |
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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.PK Performance Indicators:*   1. With prompting and support, recall an emotional response in **dramatic play**. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.PK Performance Indicators:*   1. With prompting and support, identify preferences in **dramatic play.** 2. Use pictures to make connections between oneself and a character. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.PK Performance Indicators:*   1. With prompting and support, evaluate **dramatic play**. 2. With prompting and support, select props and costumes for use in **dramatic play**. 3. With prompting and support, discuss the experiences of characters in dramatic play. | | |

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| Artistic Process and Anchor Standard: RESPONDING | |
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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.PK Performance Indicators:*   1. With prompting and support, identify similarities between a story and personal experience in **dramatic play**. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.PK Performance Indicators:*   1. With prompting and support, apply skills and knowledge acquired elsewhere to **dramatic play**. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical process is understood? |
| *TH:Cn11.2.PK Performance Indicators:*   1. With prompting and support, identify stories that are similar to one another in **dramatic play**. 2. With prompting and support, tell a short story in **dramatic play**. | | |

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| Artistic Process and Anchor Standard: CONNECTING | |
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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.K Performance Indicators:*   1. With prompting and support, invent and inhabit an **imaginary elsewhere** in **dramatic play**. 2. With prompting and support, use **non-representational materials** to create props, puppets, and costume pieces for **dramatic play**. 3. With prompting and support, use **gestures** to tell a story in **dramatic play**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.K Performance Indicators:*   1. With prompting and support, interact with peers and contribute to **dramatic play**. 2. With prompting and support, express original ideas in **dramatic play**. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.K Performance Indicators:*   1. With prompting and support, ask and answer questions in **dramatic play**. 2. With prompting and support, participate in using sounds and movements in **dramatic play**. 3. With prompting and support, use a single object in multiple representations in **dramatic play**. | | |

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| Artistic Process and Anchor Standard: CREATING | |
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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.K Performance Indicators:*   1. With prompting and support, identify characters and **setting** in **dramatic play** or a **guided drama experience**. 2. With prompting and support, use body and **voice** to communicate emotions in a **guided drama experience**. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.K Performance Indicators:*   1. With prompting and support, use sound and movement in **dramatic play**. 2. With prompting and support, explore and experiment with various **technical elements** in **dramatic play**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.K Performance Indicators:*   1. With prompting and support, communicate mood in **dramatic play**. | | |

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.K Performance Indicators:*   1. With prompting and support, express an emotional response to characters in **dramatic play**. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.K Performance Indicators:*   1. With prompting and support, identify preferences in **dramatic play**. 2. Use pictures to make connections between oneself and a character. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspective affected by analysis and synthesis? |
| *TH:RE9.1.K Performance Indicators:*   1. With prompting and support, evaluate **dramatic play**. 2. With prompting and support, select props and costumes for use in **dramatic play**. 3. With prompting and support, discuss the experiences of characters in **dramatic play**. | | |

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.K Performance Indicators:*   1. With prompting and support, identify similarities between characters and oneself in **dramatic play**. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.K Performance Indicators:*   1. With prompting and support, apply skills and knowledge acquired elsewhere to **dramatic play**. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical process is understood? |
| *TH:Cn11.2.K Performance Indicators:*   1. With prompting and support, identify stories that are different from one another in **dramatic play**. 2. With prompting and support, tell a short story in **dramatic play**. | | |

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| Artistic Process and Anchor Standard: CONNECTING | |
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**First Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.1 Performance Indicators:*   1. Propose potential choices characters could make in a **guided drama experience.** 2. Collaborate with peers to conceptualize costumes and props in a **guided drama experience**. 3. Identify ways in which **gestures** and movement may be used to create or retell a story in a **guided drama experience**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.1 Performance Indicators:*   1. Contribute to the development of a sequential **plot** in a **guided drama experience**. 2. With prompting and support, participate in group decision making in a **guided drama experience**. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.1 Performance Indicators:*   1. Contribute to the adaptation of the **plot** in a **guided drama experience**. 2. Identify similarities and differences in sounds and movements in a **guided drama experience.** 3. Collaborate to imagine multiple representations of a single object in a guided drama experience. | | |

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4..1.1 Performance Indicators:*   1. Describe a story’s character actions and **dialogue** in a **guided drama experience**. 2. Use body, face, **gestures**, and **voice** to communicate **character traits** and emotions in a **guided drama experience**. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.1 Performance Indicators:*  a. With prompting and support, identify and use **voice** and **gesture** in a **guided drama**  **experience**.  b. With prompting and support, identify **technical elements** that can be used in a **guided**  **drama experience**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.1 Performance Indicators:*   1. With prompting and support, communicate emotions in a **guided drama experience**. | | |

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| Artistic Process and Anchor Standard: PERFORMING | |
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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.1 Performance Indicators:*   1. Recognize when artistic choices are made in a **guided drama experience**. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.1 Performance Indicators:*   1. Explain preferences and emotions in a **guided drama experience**. 2. Explain how personal emotions and choices relate to characters. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.1 Performance Indicators:*   1. Build on others’ ideas in a **guided drama experience**. 2. Identify props and costumes that belong in a **guided drama experience**. 3. Compare and contrast the experiences of characters in a **guided drama experience**. | | |

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.1 Performance Indicators:*   1. Identify character emotions in a **guided drama experience** and relate them to personal experience. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.1 Performance Indicators:*   1. Apply skills and knowledge from different art forms and content areas in a **guided drama experience**. | | |
| RESEARCH | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.1 Performance Indicators:*  a. Identify similarities and differences in stories from one’s own community in a **guided**  **drama experience**.   1. Collaborate on the creation of a short scene based on a fictional literary source in a **guided drama experience**. | | |

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**Second Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.2 Performance Indicators:*   1. Propose potential new details to **plot** and story in a **guided drama experience**. 2. Collaborate with peers to conceptualize scenery in a **guided drama experience**. 3. Identify ways in which **voice** and sounds may be used to create or retell a story in a **guided drama experience**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.2 Performance Indicators:*   1. Collaborate with peers to **devise** meaningful **dialogue**. 2. Contribute ideas and make decisions as a group to advance a story. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.2 Performance Indicators:*   1. Contribute to the adaptation of **dialogue**. 2. Use and adapt sounds and movements in a **guided drama experience**. 3. Independently generate multiple representations of a single object. | | |

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to interpreting a drama or theater work? |
| *TH:Pr4.1.2 Performance Indicators:*   1. Interpret **story elements** in a **guided drama experience**. 2. Alter **voice** and body to expand and articulate nuances of a character in a **guided drama experience**. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.2 Performance Indicators:*   1. Demonstrate the relationship between body, **voice**, and mind in a guided drama experiences. 2. Explore **technical elements** in a **guided drama experience**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.2 Performance Indicators:*   1. Contribute to group **guided drama experiences** and informally share with peers. | | |

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.2 Performance Indicators:*   1. After a **guided drama experience**, recall why artistic choices were made. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.2 Performance Indicators:*   1. Consider multiple personal experiences when participating in or observing a **guided drama experience**. 2. Suggest similarities between the emotions of real people and those of characters in a story. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.2 Performance Indicators:*   1. Collaborate on a scene in a **guided drama experience**. 2. Use a prop or costume to enhance a **guided drama experience**. 3. Describe how characters respond to challenges in a **guided drama experience**. | | |

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.2 Performance Indicators:*   1. Relate character experiences to personal experiences in a **guided drama experience**. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.2 Performance Indicators:*   1. Determine appropriate skills and knowledge from different art forms and content areas to apply in a **guided drama experience**. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.2 Performance Indicators:*   1. Identify similarities and differences in stories from multiple cultures in a **guided drama experience**. 2. Collaborate on the creation of a short scene based on a non-fiction literary source in a **guided drama experience**. | | |

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**Third Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is the foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.3 Performance Indicators:*   1. Create roles, **imagined worlds**, and **improvised** stories. 2. Imagine and articulate ideas for costumes, props and sets. 3. Collaborate to determine how characters might move and speak to support the story and **given circumstances**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.3 Performance Indicators:*   1. Participate in methods of investigation to **devise theatrical experiences**. 2. Compare ideas with peers and make selections that will enhance and deepen group drama or theater work. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.3 Performance Indicators:*   1. Collaborate with peers to revise, refine, and adapt ideas to fit **given circumstances**. 2. Participate and contribute to **physical** and **vocal** exploration in an **improvised** or **scripted drama** or theater work. 3. Refine object transformation to support an **improvised** or **scripted drama** or theater work. | | |

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**Third Grade**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.3 Performance Indicators:*   1. Apply the elements of **dramatic structure** to a story and create a drama or theater work. 2. Investigate how movement and **voice** are incorporated into **theatrical experiences**. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.3 Performance Indicators:*   1. Participate in a variety of **physical, vocal**, and cognitive exercises that can be used in a group setting. 2. Identify the basic **technical elements** of theater. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.3 Performance Indicators:*   1. Share reflections on a **theatrical experience**. | | |

**Third Grade**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**Third Grade**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.3 Performance Indicators:*   1. Explain why artistic choices are made. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.3 Performance Indicators:*   1. Explain how personal preferences and emotions affect an observer. 2. Examine how connections are made between oneself and the emotions of a character. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.3 Performance Indicators:*   1. Understand how and why a drama or theater work is evaluated. 2. Consider and analyze **technical elements** in **theatrical experiences**. 3. Evaluate and analyze problems and situationsfrom an **audience perspective**. | | |

**Third Grade**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**Third Grade**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.3 Performance Indicators:*   1. Use personal experiences and knowledge to make connections to community and culture. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.3 Performance Indicators:*   1. Identify connections to community, social issues and other content areas in a drama or theater work. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.3 Performance Indicators:*  a. Explore how stories are adapted from literature to drama or theater work.   1. Examine how artists have historically presented the same stories using different art forms, **genres**, or **theatrical conventions**. | | |

**Third Grade**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**Fourth Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is the foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.4 Performance Indicators:*   1. Articulate the visual details of **imagined worlds**, and **improvised** stories that support **given circumstances**. 2. Visualize and **design technical elements** that support the story and **given circumstances**. 3. Imagine how a character might move to support the story and **given circumstances**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.4 Performance Indicators:*   1. Collaborate to **devise** original ideas for a drama or theater work by asking questions about characters and **plots**. 2. Make and discuss group decisions and identify responsibilities required to present a drama or theater work to peers. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.4 Performance Indicators:*   1. Revise and an **improvised** or **scripted drama** or theater work through repetition and collaborative review. 2. Develop **physical** and **vocal** exercise techniques for an **improvised** or **scripted drama** or theater work. 3. Collaborate on solutions for **design and technical problems**. | | |

**Fourth Grade**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**Fourth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling.. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.4 Performance Indicators:*   1. Modify the **dialogue** and action to change a story in a drama or theater work. 2. Make **physical** and **vocal choices** to create a character. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.4 Performance Indicators:*   1. Practice acting exercises that can be used in a group setting. 2. Articulate how **technical elements** in theater. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.4 Performance Indicators:*   1. Performa small-group drama or theater work for peers. | | |

**Fourth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**Fourth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection.. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.4 Performance Indicators:*   1. Use participation and observation to identify artistic choices. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.4 Performance Indicators:*   1. Compare and contrast multiple personal experiences, when participating in or observing a drama or theater work. 2. Identify and discuss physical changes connected to the emotions of a character. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.4 Performance Indicators:*   1. Propose a plan to evaluate a drama or theater work. 2. Investigate how **technical elements** may support a **theme** or idea in a drama or theater work. 3. Observe how character choices affect **audience perspective**. | | |

**Fourth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**Fourth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.4 Performance Indicators:*   1. Identify the ways drama or theater work reflects a community or culture. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.4 Performance Indicators:*   1. Respond to community and social issues and incorporate other content areas in a drama or theater work. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.4 Performance Indicators:*  a. Investigate cross-cultural approaches to **storytelling**.   1. Identify historical sources that explain theater terminology and **theatrical conventions**. | | |

**Fourth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**Fifth Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is the foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.5 Performance Indicators:*   1. Identify physical qualities that might reveal a character’s inner traits in an **imagined world**. 2. Propose **design** ideas that support a story and **given circumstances**. 3. Identify how the inner thoughts of a character affect the story and **given circumstances**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.5 Performance Indicators:*   1. **Devise** original ideas that reflect collective inquiry about characters and their **given circumstances**. 2. Participate in defined responsibilities required to present a drama or theater work informally to an audience. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.5 Performance Indicators:*   1. Revise an **improvised** or **scripted drama** or theater work through repetition and self-review. 2. Use **physical** and **vocal** exploration for character development. 3. Create innovative solutions for **design and technical** problems. | | |

**Fifth Grade**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**Fifth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.5 Performance Indicators:*   1. Describe the underlying thoughts and emotions that create **dialogue** and action in a **theatrical experience**. 2. Use **physical and vocal choices** to develop a character. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.5 Performance Indicators:*   1. Apply acting exercises to enhance collaborative **theatrical experiences**. 2. Demonstrate the use of **technical elements** in theater. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.5 Performance Indicators:*   1. Perform drama or theater work informally for an audience. | | |

**Fifth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**Fifth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection.. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.5 Performance Indicators:*   1. Explain personal reactions to artistic choices. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.5 Performance Indicators:*   1. Connect personal experiences to theater as a participant or observer.   b. Investigate the effects of emotions on posture, **gesture**, breathing, and vocal  intonation. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.5 Performance Indicators:*   1. Develop and implement a plan to evaluate a drama or theater work. 2. Assess how **technical elements** represent the **theme** of a drama or theater work. 3. Recognize how character circumstances affect **audience perspective**. | | |

**Fifth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**Fifth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.5 Performance Indicators:*   1. Explain how drama or theater connects oneself to a community or culture. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.5 Performance Indicators:*   1. Investigate historical, global, and social issues expressed in a drama or theater work. | | |
| RESEARCH | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.5 Performance Indicators:*  a. Analyze similarities and differences between stories set in different cultures.   1. Compare the **theatrical conventions** of a given time period with those of the present. | | |

**Fifth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**Sixth Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.6 Performance Indicators:*   1. Identify possible solutions to **staging** challenges. 2. Identify solutions to **design** challenges in a drama or theater work. 3. Explore the relationship between **scripted** or **improvised** characters and their **given circumstances**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.6 Performance Indicators:*   1. Use critical analysis to improve, refine, and evolve original ideas and artistic choices. 2. Collaborate to **devise** a drama or theater work. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.6 Performance Indicators:*   1. Articulate and examine choices to refine a **devised** or **scripted drama** or theater work. 2. Identify effective **physical** and **vocal** traits of characters. 3. Explore a planned **technical design** during the rehearsal process. | | |

**Sixth Grade**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**Sixth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.6 Performance Indicators:*   1. Identify the essential events in a story or **script** that comprise the **dramatic structure**. 2. Experiment with various **physical** and **vocal** choices to communicate character. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.6 Performance Indicators:*   1. Articulate how acting exercises and **acting techniques** can be used to improve **theatrical experiences**. 2. Propose the integration of **technical elements** in **theatrical experiences**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.6 Performance Indicators:*   1. **Devise** a **theatrical experience** and present it informally for an audience. | | |

**Sixth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**Sixth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.6 Performance Indicators:*   1. Describe and record personal reactions to artistic choices. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.6 Performance Indicators:*   1. Identify the relationship between artistic choices and personal experience. 2. Identify personal **aesthetics** through participation in or observation of a drama or theater work. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.6 Performance Indicators:*   1. Use supporting evidence and criteria to evaluate a drama or theater work. 2. Consider **technical elements** used to assess **aesthetic** choices. 3. Identify a specific audience or purpose for a drama or theater work. | | |

**Sixth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**Sixth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.6 Performance Indicators:*   1. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a community or culture. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.6 Performance Indicators:*   1. Identify universal **themes** or common social issues and express them through a drama or theater work. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.6 Performance Indicators:*   1. Analyze two different versions of a drama or theater work to determine differences and similarities. 2. Investigate time period and place to better understand performance and **design** choices. | | |

**Sixth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**Seventh Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.7 Performance Indicators:*   1. Investigate multiple perspectives and solutions to **staging** challenges. 2. Explain and present solutions to **design** challenges in a drama or theater work. 3. Envision and describe the **inner thoughts** and **objectives** of a character. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.7 Performance Indicators:*   1. Examine and justify original ideas and artistic choices based on critical analysis, historical, and cultural context. 2. Inhabit a role and respect the roles of others in preparing or **devising** a **drama** or theater work. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.7 Performance Indicators:*   1. Demonstrate **focus** and concentration in the rehearsal process. 2. Develop effective **physical** and **vocal** traits of characters. 3. Consider multiple planned **technical design elements** during the rehearsal process. | | |

**Seventh Grade**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**Seventh Grade**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.7 Performance Indicators:*   1. Consider various **staging** choices to enhance the story. 2. Use various character **objectives** in a drama or theater work. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.7 Performance Indicators:*   1. Participate in a variety of acting exercises and **acting techniques** that can be applied in a rehearsal. 2. Choose a variety of **technical elements** that can be applied to a **theatrical design**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.7 Performance Indicators:*   1. Participate in rehearsals for a drama or theater work that will be shared with an audience. | | |

**Seventh Grade**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**Seventh Grade**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.7 Performance Indicators:*   1. Compare recorded personal and peer reactions to artistic choices. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.7 Performance Indicators:*   1. Explain how artists make choices based on personal experience. 2. Evaluate how personal **aesthetics** can be used to discuss a **theatrical experience**. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.7 Performance Indicators:*   1. Explain preferences, using supporting evidence and criteria to evaluate a drama or theater work. 2. Explore the **aesthetics** of the **technical elements**. 3. Identify how the intended purpose of a drama or theater work targets a specific audience. | | |

**Seventh Grade**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**Seventh Grade**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.7 Performance Indicators:*   1. Incorporate multiple perspectives and diverse community ideas in a drama or theater work. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.7 Performance Indicators:*   1. Incorporate music, dance, art, and media to strengthen the meaning and **conflict** in a drama or theater work with a particular cultural, global, or historical context. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.7 Performance Indicators:*   1. Research and discuss how a playwright might have intended a drama or theater work to be produced. 2. Examine artifacts from a time period and place to better understand performance and **design** choices. | | |

**Seventh Grade**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**Eighth Grade**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.8 Performance Indicators:*   1. Imagine and explore multiple perspectives and solutions to **staging** problems. 2. Explore and collaborate to **design** solutions for a drama or theater work. 3. Develop a **scripted** or **improvised** character by articulating their **inner thoughts**, **objectives**, and **motivations**. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.8 Performance Indicators:*   1. Articulate and apply critical analysis, background knowledge, **research**, and historical and cultural context to the development of original ideas. 2. Share leadership and responsibilities to develop collaborative goals when preparing or **devising** a **drama** or theater work. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.8 Performance Indicators:*   1. Use repetition and analysis to revise **devised** or **scripted** **drama** or theater work. 2. Refine effective **physical**, **vocal**, and physiological traits of characters. 3. Implement and refine a planned **technical design**, using simple technology during the rehearsal process. | | |

**Eighth Grade**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**Eighth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.8 Performance Indicators:*   1. Explore different **pacing** to better communicate a story. 2. Use various character **objectives** and **tactics** to overcome an obstacle. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.8 Performance Indicators:*   1. Practice a variety of **acting techniques** to increase skills in a rehearsal. 2. Use a variety of **technical elements** to create a **design** for a theater performance. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.8 Performance Indicators:*   1. Perform a rehearsed drama or theater work for an audience. | | |

**Eighth Grade**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**Eighth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection.. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.8 Performance Indicators:*   1. Apply criteria to the evaluation of artistic choices. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.8 Performance Indicators:*  a. Recognize and share artistic choices when participating in or observing a drama or  theater work.   1. Apply personal **aesthetics** to evaluate a drama or theater work. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.8 Performance Indicators:*   1. Respond to a drama or theater work by using supporting evidence, personal **aesthetics**, and artistic criteria. 2. Articulate the **aesthetics** of **technical elements** in a drama or theater work. 3. Assess the effect of a drama or theater work on a specific audience. | | |

**Eighth Grade**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**Eighth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.8 Performance Indicators:*   1. Examine a community issue through a **theatrical experience**. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.8 Performance Indicators:*   1. Use different forms of drama or theater work to examine contemporary social, cultural, or global issues. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical process is understood? |
| *TH:Cn11.2.8 Performance Indicators:*  a. Research the **story elements** of a **staged** drama or theater work and compare them to  another production of the same work.   1. Identify and use artifacts from a time period and place to develop performance and **design** choices. | | |

**Eighth Grade**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Proficient**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.H1 Performance Indicators:*   1. Apply basic research to construct ideas about the **visual composition** of a drama or theater work. 2. Explore the effect of technology on **design choices**. 3. Use **script analysis** to generate ideas about a character who is **believable** and **authentic** in a drama or theater work. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.H2 Performance Indicators:*   1. Explore the function of history and culture in the development of a **dramatic concept** through a critical analysis of original ideas. 2. Investigate the collaborative nature of the actor, director, playwright, and designers and explain how their roles can be interdependent. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr2.1.H3 Performance Indicators:*   1. Use **theatrical conventions** to revise a **devised** or **scripted** drama or theater work. 2. Use physical and vocal choices to develop a performance that is **believable,** authentic, and relevant. 3. Refine **technical design** choices to support the story of a **devised** or **scripted drama** or theater work. | | |

**High School - Proficient**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Proficient**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | Theater artists make strong choices to effectively convey meaning. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.HS1 Performance Indicators:*   1. Examine how character relationships affect telling the story. 2. Shape character choices by using **given circumstances** in a drama or theater work. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.HS1 Performance Indicators:*   1. Apply various **acting techniques** to expand skills in a rehearsal. 2. Use **research** to enhance a **technical design**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.HS1 Performance Indicators:*   1. Perform a **scripted** drama or theater work for a specific audience. | | |

**High School - Proficient**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Proficient**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection.. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.HS1 Performance Indicators:*   1. Respond to what is seen, felt, and heard in a drama or theater work to develop criteria for artistic choices. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.HS1 Performance Indicators:*   1. Analyze the influence of personal experiences in theatrical work. 2. Justify personal **aesthetics** through **theatrical experience**. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.HS1 Performance Indicators:*   1. Examine a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. 2. Critique the **aesthetics** of **technical elements** in a drama or theater work. 3. Consider the purpose of a drama or theater work in order to deepen understanding. | | |

**High School - Proficient**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Proficient**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.HS1 Performance Indicators:*   1. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater work. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.HS1 Performance Indicators:*   1. Explore how cultural, global, and historic belief systems affect creative choices in a drama or theater work. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.HS1 Performance Indicators:*   1. Research how theater artists apply creative processes to tell stories. 2. Use basic **theater research methods** to better understand the social and cultural background of a drama or theater work. | | |

**High School - Proficient**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Accomplished**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.HS2 Performance Indicators:*  Investigate historical and cultural conventions and their effect on the **visual composition** of a drama or theater work.   1. Understand and apply technology to **design** solutions for a drama or theater work. 2. Use personal experiences and knowledge to develop a character who is **believable** and authentic. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.HS2 Performance Indicators:*   1. Refine a **dramatic concept** to demonstrate a critical understanding of historical and cultural influences applied to a drama or theater work. 2. Cooperate as a creative team to make interpretive choices. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.HS2 Performance Indicators:*   1. Analyze the **dramatic concept** and **technical design elements** of a **devised** or **scripted** **drama** or theater work. 2. Use **research** and **script analysis** to revise **physical** and **vocal** choices to enhance the **believability** and relevance of a drama or theater work. 3. Revise **technical design** choices during the rehearsal process to enhance the story and emotional impact of a **devised** or **scripted** work. | | |

**High School - Accomplished**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Accomplished**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater piece? |
| *TH:Pr4.1.HS2 Performance Indicators:*   1. Discover how unique choices shape **believable** and sustainable **theatrical experiences**. 2. Use **theatrical research** to determine choices that influence character. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.HS2 Performance Indicators:*   1. Refine a range of **acting skills** to build a **believable** and sustainable performance. 2. Apply **research** of **technical elements** to create a **design** that communicates a theatrical concept. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.HS2 Performance Indicators:*   1. Present a drama or theater work, using creative processes that shape the production for a specific audience. | | |

**High School - Accomplished**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Accomplished**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection.. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.HS2 Performance Indicators:*   1. Explain how multiple interpretations of a drama or theater work can influence future artistic choices. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.HS2 Performance Indicators:*   1. Provide evidence to support an interpretation of artistic choices. 2. Debate and distinguish multiple **aesthetics** through **theatrical experience**. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.HS2 Performance Indicators:*   1. Analyze and assess a drama or theater work by connecting it to art forms, history, culture, and other disciplines, using supporting evidence and criteria. 2. Draw on personal **aesthetics** and **technical elements** to construct meaning in a drama or theater work. 3. Assess how a drama or theater work communicates purpose to a specific audience. | | |

**High School - Accomplished**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Accomplished**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.HS2 Performance Indicators:*   1. Choose and interpret a drama or theater work to reflect or question personal beliefs. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.HS2 Performance Indicators:*   1. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.HS2 Performance Indicators:*   1. Use **theater research** to formulate creative choices for a **devised** or **scripted drama** or theater work. 2. Explore how personal beliefs and biases influence the interpretation of a drama or theater work. | | |

**High School - Accomplished**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Advanced**

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| Artistic Process and Anchor Standard: CREATING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **ENVISION** | Generate and conceptualize artistic ideas and work. | Creativity is a foundation of theatrical practice. | What happens when theater artists use their imaginations and/or learned theater skills while engaged in creative exploration? |
| *TH:Cr1.1.HS3 Performance Indicators:*   1. Synthesize knowledge from a variety of dramatic forms, **theatrical conventions**, and technologies to create the **visual composition** of a drama or theater work.. 2. Create a complete **design** for a drama or theater work that incorporates **technical elements**. 3. Integrate cultural and historical contexts with personal experiences to create a character that is **believable** and authentic. | | |
| **DEVELOP** | Organize and develop artistic ideas and work. | Theater artists work to discover different ways of communicating meaning. | What are the challenges to making artistic choices? |
| *TH:Cr2.1.HS3 Performance Indicators:*   1. Develop and synthesize original ideas in a drama or theater work, utilizing critical analysis, historical and cultural context, research, and global theater traditions. 2. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a **devised** or **scripted drama** or theater work. | | |
| **REHEARSE** | Refine and complete artistic work. | Theater artists refine their work and practice their craft through rehearsal and active participation. | How do theater artists transform and edit their initial ideas? |
| *TH:Cr3.1.HS3 Performance Indicators:*   1. Refine the **style**, **genre**, form, and **theatrical conventions** of a **devised** or **scripted** work. 2. Synthesize **research**, **script analysis**, and context to create a performance that is **believable**, authentic, and relevant. 3. Apply technical proficiency to support the story and emotional effect of a **devised** or **scripted drama** or theater work. | | |

**High School - Advanced**

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| Artistic Process and Anchor Standard: CREATING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Advanced**

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| Artistic Process and Anchor Standard: PERFORMING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **SELECT** | Select, analyze, and interpret artistic work for presentation. | The essence of theater is storytelling. | Why are strong choices essential to producing a drama or theater work? |
| *TH:Pr4.1.HS3 Performance Indicators:*   1. Apply reliable **theatrical research** of directors’ styles to form unique choices for a **directorial concept**. 2. Apply a variety of researched **acting techniques** as an approach to character choices. | | |
| **PREPARE** | Develop and refine artistic techniques and work for presentation. | Theater artists develop personal processes and skills for a performance or design. | What can I do to fully prepare a performance or technical design? |
| *TH:Pr5.1.HS3 Performance Indicators:*   1. Use and justify a collection of acting exercises from reliable resources to prepare a **believable** and sustainable performance. 2. Explain and justify the **technical design** used to communicates a **theatrical concept**. | | |
| **SHARE** | Convey meaning through the presentation of artistic work. | Theater artists share and present stories, ideas and envisioned worlds to explore the human experience. | What happens when theater artists and audiences share a creative experience? |
| *TH:Pr6.1.HS3 Performance Indicators:*   1. Demonstrate a critical awareness of the relationship between the production and its audience. | | |

**High School - Advanced**

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| Artistic Process and Anchor Standard: PERFORMING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Advanced**

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| Artistic Process and Anchor Standard: RESPONDING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **REFLECT** | Perceive and analyze artistic work. | Understanding of theatrical experiences is deepened through reflection.. | How does theater stimulate artists and audiences? |
| *TH:Re7.1.HS2 Performance Indicators:*   1. Use historical and cultural context to structure and justify personal responses to a drama or theater work. | | |
| **INTERPRET** | Interpret meaning in artistic work. | Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics. | How can the same work of art communicate different messages to different people? |
| *TH:Re8.1.HS2 Performance Indicators:*   1. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others. 2. Gather evidence and explain **aesthetics** to create a context for **critical research** that informs artistic decisions. | | |
| **EVALUATE** | Apply criteria to evaluate artistic work. | Theater artists apply criteria to investigate, explore, and assess drama and theater work. | How are theater artist processes and the audience perspectives affected by analysis and synthesis? |
| *TH:RE9.1.HS2 Performance Indicators:*   1. **Research** and synthesize cultural and historical information related to a drama or theater work to support or evaluate artistic choices. 2. Analyze and evaluate the **aesthetic** interpretation of multiple renditions of a drama or theater work. 3. Debate the connection between a drama or theater work and contemporary issues that may affect audiences. | | |

**High School - Advanced**

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| Artistic Process and Anchor Standard: RESPONDING | |
| Instructional Ideas | Suggestions / Resources |
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**High School Advanced**

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| Artistic Process and Anchor Standard: CONNECTING | | | | |
| **Process Component** |  | **Concept** | **Enduring**  **Understandings** | **Essential Questions** |
| **RELATE** | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | Theater artists allow awareness of relationships between self and others to influence and inform their work. | What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| *TH:Cn10.1.HS3 Performance Indicators:*   1. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives. | | |
| **INTERRELATE** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists deliberately interrelate their creative process with the world around them. | What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? |
| *TH:Cn11.1.HS3 Performance Indicators:*   1. Develop a drama or theater work that identifies and questions cultural, global, and historical belief systems. | | |
| **RESEARCH** | Investigate ways artistic work is influenced by the societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future. | Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work. | In what ways can research into histories, theories, literature and performances affect how theatrical processes are understood? |
| *TH:Cn11.2.HS3 Performance Indicators:*   1. Use an informed understanding to justify the creative choices made in a **devised** or **scripted drama** or theater work. 2. Present and support an opinion about the social, cultural, and historical understandings of a drama or theater work, based on **critical research**. | | |

**High School - Advanced**

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| Artistic Process and Anchor Standard: CONNECTING | |
| Instructional Ideas | Suggestions / Resources |
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