

**Grade-by-Grade Fine Arts Content Standards
Theatre**

1.0 Perceiving and Responding: Aesthetic Education – The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Listen to and perform nursery rhymes and finger plays</p> <p>b. Explore themes and ideas about people and events through improvisational play</p> <p>c. Explore roles and behaviors associated with different professions</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Explore expressive qualities in dance, music, theatre, and visual arts</p>	<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Listen to and perform nursery rhymes and finger plays</p> <p>b. Tell stories based on imagination and real life that use traditional storytelling elements</p> <p>c. Explore roles and behaviors associated with different professions</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Explore selected elements in dance, music, theatre, and visual arts</p>	<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Listen to, read, and compare stories and dramas from a variety of cultures</p> <p>b. Identify storytelling elements common to a variety of cultures</p> <p>c. Identify roles and behaviors associated with characters in children’s literature</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Combine elements of dance, music, theatre, and visual arts to enhance dramatic activities</p>	<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Identify themes by listening to and reading stories and dramas from a variety of cultures</p> <p>b. Compare two versions of the same story by identifying similarities and differences in emphasis</p> <p>c. Identify and describe roles and behaviors associated with characters in children’s literature</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Combine elements of dance, music, theatre, and visual arts to enhance storytelling</p>	<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Identify characteristics of melodrama and farce</p> <p>b. Identify themes and issues addressed in dramatic texts</p> <p>c. Explore roles and behaviors associated with different theatrical professions</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Create multiple versions of a familiar story by interpreting the story in dance, in music, and in visual art forms</p> <p>b. Identify ways in which scenery and costumes communicate character, time, and place in productions and improvised scenes</p>

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Listen to and imitate sounds in the environment</p> <p>b. Sing and move to a variety of traditional children’s songs</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Explore recreating natural and human-made sounds using the voice</p> <p>b. Sing simple songs with attention to narrative and emotional content</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Identify theatre conventions and dramatic forms from a variety of cultures</p> <p>b. Identify differences in characters, settings, and action in stories from a variety of cultures</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Identify ways that theatre reflects the values of a given society</p> <p>b. Compare multiple versions of the same story that depict a variety of cultural perspectives</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Identify ways in which theatre communicates feelings and ideas and reflects human experience by comparing dramatic texts from a variety of cultures</p> <p>b. Identify how oral storytelling traditions reflect the beliefs and values of a given culture</p> <p>c. Identify conventions of the oral storytelling traditions in given cultures or historical periods</p>

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Retell familiar stories and create accompaniment using natural and human made sounds</p>	<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Retell familiar stories and create accompaniment using natural and human made sounds</p>	<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Perform short stories incorporating the use of simple props</p> <p>b. Identify audience behaviors appropriate for formal and informal theatrical presentations</p>	<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Identify universal character types across cultures and historical periods</p> <p>b. Describe audience behaviors appropriate to a variety of theatrical settings</p> <p>c. Identify characteristics of selected theatrical styles from a variety of cultures</p>	<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Compare the depiction of characters and situations in plays and stories with similar themes from different cultures</p> <p>b. Demonstrate audience behaviors appropriate to a variety of theatrical settings</p> <p>c. Describe innovations in theatrical presentation techniques from different historical periods</p> <p>3. Develop knowledge of dramatic texts by reading, performing, and attending selected plays</p> <p>a. Identify ways in which playwrights use personal experience and imagination as creative resources for writing</p> <p>b. Construct alternative endings and solutions for problems posed in plays</p>	

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3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Pantomime characters from books or rhymes</p> <p>b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities</p> <p>c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p> <p>d. Improvise roles and behaviors associated with a variety of animals and professions</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Pantomime familiar short stories</p> <p>b. Select and use sound effects, costumes, and properties to enhance the quality of dramatic activities</p> <p>c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements to create characters</p> <p>d. Improvise roles and behaviors associated with a variety of animals and professions</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Improvise stories based on themes drawn from life, mythology, or literature</p> <p>b. Create stories that have themes similar to familiar stories</p> <p>c. Compare differences in movement and characterization in dramatizations presented by several individuals</p> <p>d. Identify differences in dramatizations presented by several individuals</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Develop stories and environments using mime, pantomime, and combinations of narration and dramatic action</p> <p>b. Select and use sound effects, costumes, and properties to enhance the quality of dramatic activities</p> <p>c. Use selected movements and vocal qualities to create characters</p> <p>d. Describe differences in dramatizations presented by several individuals</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Use dramatic narrative conventions to improvise a scene from a book, short story, or folktale</p> <p>b. Use dramatic narrative conventions to adapt a scene from a book, short story, or folktale</p> <p>c. Create improvisational scenes using given ideas to develop characters, settings, conflicts, and resolutions</p> <p>d. Compare differences in dramatizations presented by several individuals</p>	

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3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Recognize that a play has characters, dialogue, scenery, and tells a story</p> <p>b. Observe and identify what characters do in a variety of settings</p> <p>c. Imitate the actions of observed characters and objects</p>	<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Identify the characters, dialogue, and scenery of a play</p> <p>b. Identify feelings that characters express in a variety of settings</p> <p>c. Create a variety of characters that exhibit contrasting emotions</p>	<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Describe clearly the relationships between or among observed characters and the environments they occupy in observed visual images</p> <p>b.</p> <p>c. Create and perform narrative stories or dramatic scenes that interpret characters and actions observed in visual images</p>	<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Select and use visual, aural, oral, and kinesthetic elements to enhance the communication of ideas and emotions in dramatic activities</p> <p>b.</p> <p>c. Create and perform skits that combine unrelated works and characters through collaboration with a partner</p> <p>d. Collaborate with peers to select interrelated characters, environments, and situations for dramatic activities.</p>	<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Use appropriate posture and movement to enact improvised characters</p> <p>b. Use collaborative theatre processes to create, perform, and revise scenes that include exposition, conflict, climax, and resolution and are based on imagination and personal experience</p> <p>c. Identify objects and props that might be used to enhance original scenes</p> <p>d. Use objects and props to enhance original scenes based on imagination and personal experience</p>

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4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Observe and respond to theatrical experiences</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Observe, describe, and respond to theatrical experiences</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Describe classroom productions using vocabulary of the theatre</p> <p>b. View dramatic activities and articulate personal preferences and emotional responses to observed performances</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Observe selected theatrical works and use theatre vocabulary to describe them</p> <p>b. Describe ways classroom performances might be strengthened through interpretation, movement, and the use of voice, body, and space</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Discuss characteristics of effective theatrical performances using vocabulary of the theatre</p> <p>b. Generate and select artistic choices to support individual and ensemble performances</p> <p>c. Identify artistic choices observed in exemplary theatrical performances</p>
<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Identify and discuss characters in stories</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Describe and discuss characters in stories</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Identify the beginning, middle, and end in stories</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Describe the plots and settings of a variety of stories</p> <p>b. Describe the moods and feelings in a variety of stories</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Read dramatic texts and articulate accurately the narrative sequence</p> <p>b. Identify and describe the world of the play in a variety of dramatic texts</p>

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1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Identify characteristics of melodrama and farce</p> <p>b. Identify theme and issues addressed in dramatic texts</p> <p>c. Explore roles and behaviors associated with different theatrical professions</p>	<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Compare characteristics of melodrama and farce</p> <p>b. Identify universal themes and issues addressed in dramatic texts</p> <p>c. Describe how conflict is depicted in dramatic texts and improvised scenes</p>	<p>1. Describe ways that theatre depicts universal themes and stories</p> <p>a. Describe characteristics of melodrama, farce, and tragedy</p> <p>b. Describe universal themes and issues addressed in dramatic texts</p> <p>c. Identify elements that typify traditional narrative structure</p> <p>d. Identify four thematic sources of conflict used in dramatic texts or improvised scenes</p>	<p>1. Describe characteristics of dramatic forms</p> <p>a. Describe the characteristics of melodrama, farce, tragedy, and comedy</p> <p>b. Compare universal themes and issues addressed in two or more dramatic works</p> <p>c. Analyze sources of conflict in improvisations and dramatic works</p>	<p>1. Describe characteristics of dramatic forms</p> <p>a. Analyze the characteristics of melodrama, farce, tragedy, and comedy</p> <p>b. Compare the rendering of universal themes by analyzing dramatic form in a variety of dramatic works</p> <p>c. Explain ways in which cause and effect are used to develop characters and plot in realistic dramatic works</p>	<p>1. Describe characteristics of dramatic forms</p> <p>a. Compare the characteristics of melodrama, farce, tragedy, comedy, and mixed forms to describe similarities and differences</p> <p>b. Interpret themes and issues addressed in dramatic works to compare them to personal experiences or historical events</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Create multiple versions of a familiar story by interpreting the story in dance, in music, and in visual art forms</p> <p>b. Identify ways in which scenery and costumes communicate character, time, and place in productions and improvised scenes</p>	<p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Compare elements and processes common to theatre, dance, music, and visual arts</p> <p>b. Describe ways in which scenery, costumes, and sound communicate character, time, and place in productions and improvised scenes</p>	<p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p> <p>a. Describe ways in which other art forms contribute to theatrical efforts, effects, and structures</p> <p>b. Analyze ways in which scenery, costumes, sound, and lighting communicate character, time, place, and mood in productions and improvised scenes</p> <p>c. Read, perform, and attend performances of works by selected playwrights in order to describe cultural and historical context of representative plays</p>	<p>2. Describe ways that the manipulation of theatrical elements influences aesthetic response</p> <p>a. Compare the communication of ideas and themes in theatre, dance, music, and visual arts</p> <p>b. Describe ways in which scenery, costumes, lighting, and sound might be used in theatrical productions to communicate meaning</p> <p>c. Identify a variety of representative playwrights and their works from various cultures and historical periods by reading and attending selected plays</p> <p>d. Identify ways in which dramatic forms, characters, settings, and action are communicated in theatre, film, video, television, and radio</p>	<p>2. Describe ways that the manipulation of theatrical elements influences aesthetic response</p> <p>a. Describe the visual, aural, or kinesthetic elements of a theatrical production using vocabulary from dance, music, and visual arts</p> <p>b. Explain ways in which scenery, costumes, lighting, and sound communicate mood, setting, meaning, and theme in productions</p> <p>c. Compare the work of selected representative playwrights from a variety of cultures and historical periods by reading, performing, and attending selected plays</p> <p>d. Describe techniques and conventions used in the presentation of characters, settings, and action in film, video, television, and radio</p>	<p>2. Describe ways that the manipulation of theatrical elements influences aesthetic response</p> <p>a. Apply vocabulary from dance, music, and visual arts, to discuss the visual, aural, or kinesthetic elements of a theatrical production</p> <p>b. Analyze ways in which scenery, costumes, lighting, and sound are manipulated to communicate mood, setting, meaning, and theme in productions</p> <p>c. Analyze the work of representative playwrights from a variety of cultures and historical periods by reading, performing, and attending selected plays</p> <p>d. Interpret the application of techniques and conventions used in the presentation of characters, settings, and action in film, video, television, and radio</p>

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Identify ways in which theatre communicates feelings and ideas, and reflects human experience by comparing dramatic texts from a variety of cultures</p> <p>b. Identify how oral storytelling traditions reflect the beliefs and values of a given culture</p> <p>c. Identify conventions of oral storytelling traditions in given cultures or historical periods</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Describe ways in which theatre communicates feelings and ideas, and reflects personal experience by comparing dramatic texts from a variety of cultures</p> <p>b. Describe how oral storytelling traditions reflect the beliefs and values of a given culture</p> <p>c. Describe conventions of oral storytelling traditions in given cultures or historical periods</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>a. Describe ways in which theatre communicates feelings, ideas, and history and reflects personal experience by comparing dramatic texts from a variety of cultures and historical periods</p> <p>b. Compare how oral storytelling traditions reflect the beliefs and values of a given culture</p> <p>c. Compare conventions of oral storytelling traditions in given cultures and historical periods</p>	<p>1. Identify and describe different characteristics of dramatic texts, spaces, audiences, and performers used for theatre in different cultures and historical periods</p> <p>a. Identify and define character-types, scenarios, and themes in plays from a variety of cultures, historical periods, and social contexts</p> <p>b. Identify theatrical conventions characteristic of given cultures and historical periods</p> <p>c. Describe characters, settings, and dramatic action using information drawn from dramatic texts and performances to support inferences and conclusions</p>	<p>1. Identify and describe different characteristics of dramatic texts, spaces, audiences, and performers used for theatre in different cultures and historical periods</p> <p>a. Identify shared attributes of characters, scenarios, and themes in plays from a variety of cultures, historical periods, and social contexts</p> <p>b. Describe theatrical conventions characteristic of given cultures and historical periods</p> <p>c. Analyze characters, settings, and dramatic action using information drawn from dramatic texts and performances to support inferences and conclusions</p>	<p>1. Identify and describe different characteristics of dramatic texts, spaces, audiences, and performers used for theatre in different cultures and historical periods</p> <p>a. Describe and compare shared attributes of characters, scenarios, and themes in plays from a variety of cultures, historical periods, and social contexts</p> <p>b. Compare theatrical conventions characteristic of a variety of cultures and historical periods to contemporary practices</p> <p>c. Interpret characters, settings, and dramatic actions using information drawn from dramatic texts and performances to support inferences and conclusions</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Express a broad range of human responses to a variety of stimuli</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p>	<p>1. Express a broad range of human responses to a variety of stimuli</p> <p>d. Read, perform, and attend performances of works by selected playwrights in order to describe the cultural and historical context of representative works</p>	<p>1. Identify and describe different characteristics of dramatic texts, spaces, audiences, and performers used for theatre in different cultures and historical periods</p> <p>d. Identify a variety of representative playwrights and their works from various cultures and historical periods by reading and attending selected plays</p> <p>e. Describe characteristics of early theatre spaces – the amphitheatre and the proscenium</p>	<p>1. Identify and describe different characteristics of dramatic texts, spaces, audiences, and performers used for theatre in different cultures and historical periods</p> <p>d. Compare the work of selected representative playwrights from a variety of cultures and historical periods by reading, performing, and attending selected plays</p> <p>e. Describe the characteristics of theatre spaces – the arena and thrust</p>	<p>1. Identify and describe different characteristics of dramatic texts, spaces, audiences, and performers used for theatre in different cultures and historical periods</p> <p>d. Analyze the work of representative playwrights from a variety of cultures and historical periods by reading, performing, and attending selected plays</p> <p>e. Describe four traditional audience/performer configurations in theatre and identify conventions of architecture and performance</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Compare the depiction of characters and situations in plays and stories with similar themes from different cultures</p> <p>b. Demonstrate audience behaviors appropriate to a variety of theatrical settings</p> <p>c. Describe innovations in theatrical presentation techniques from different historical periods</p>	<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Compare the presentation of characters in plays from a variety of cultures and across historical periods</p> <p>b. Demonstrate audience behaviors appropriate to a variety of theatrical settings</p> <p>c. Describe theatrical conventions in dramatic texts from a variety of cultures and historical periods</p>	<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p>a. Compare conventions related to narrative structure of dramatic texts and traditional storytelling to identify similarities and differences</p> <p>b. Demonstrate audience behaviors appropriate to a variety of theatrical settings</p> <p>c. Describe innovations in theatre technology and presentation techniques from different historical periods</p>	<p>2. Demonstrate knowledge of relationships between past and present theatre activities</p> <p>a. Describe the functions of traditional jobs in theatre: actor; playwright; producer; director; lighting, costume, and set designers; and dramaturg</p> <p>b. Compare theatrical conventions used in narrative and non-narrative dramatic works</p>	<p>2. Demonstrate knowledge of relationships between past and present theatre activities</p> <p>a. Explain the interrelated nature of the traditional jobs found in the theatre (actor; playwright; producer; director; lighting, costume, and set designers; and dramaturg)</p> <p>b. Compare theatrical conventions used in representational and presentational performances</p> <p>c. Determine production needs by identifying theatrical conventions in dramatic texts</p>	<p>2. Demonstrate knowledge of relationships between past and present theatre activities</p> <p>a. Describe each of the traditional jobs found in the theatre (actor; playwright; producer; director; lighting, costume, and set designers; and dramaturg) and how they evolved over time</p> <p>b. Compare historically-based productions of given texts with contemporary interpretations to identify conventions and innovations</p> <p>c. Determine production needs of dramatic texts by identifying the cultural and historical context</p>

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<p>3. Develop knowledge of dramatic texts by reading, performing, and attending selected plays</p> <p>a. Identify ways in which playwrights use personal experience and imagination as creative resources for writing</p> <p>b. Construct alternative endings and solutions for problems posed in plays</p>	<p>3. Develop knowledge of dramatic texts by reading, performing, and attending selected plays</p> <p>a. Identify ways in which playwrights use personal experience, imagination, and history as creative resources for writing</p> <p>b. Interpret dramatic texts by reading aloud with attention to the expressive qualities appropriate to the texts</p>	<p>3. Develop knowledge of dramatic texts by reading, performing, and attending selected plays</p> <p>a. Describe ways in which playwrights use personal experience, imagination, history, literature, and heritage as creative resources for writing</p> <p>b. Interpret the form and content of dramatic texts expressively by using readers' theatre techniques</p>	<p>3. Develop knowledge of dramatic texts by reading, performing, and attending selected plays</p> <p>a. Analyze texts to determine ways in which playwrights use personal experience, imagination, history, literature, and heritage as creative resources for writing</p> <p>b. Describe the form, content, and stylistic devices of dramatic texts from differing cultures and historical periods</p>	<p>3. Develop knowledge of dramatic texts by reading, performing, and attending selected plays</p> <p>a. Compare ways in which playwrights use personal experience, imagination, history, literature, and heritage as creative resources for writing</p> <p>b. Analyze the form, content, and stylistic devices of dramatic texts from differing cultures and historical periods</p>	<p>3. Develop knowledge of dramatic texts by reading, performing, and attending selected plays</p> <p>a. Describe the historical and social contexts that circumscribe the life and work of playwrights from a variety of periods and cultures</p> <p>b. Compare the form, content, and stylistic devices of dramatic texts from differing cultures and historical periods</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Use dramatic narrative conventions to write and perform monologues or scenes based on personal experiences that express conflict</p> <p>b. Use dramatic narrative conventions to adapt a scene from a book, short story, or folktale</p> <p>c. Create improvisational scenes using given ideas to develop characters, settings, conflicts, and resolutions</p> <p>d. Compare differences in dramatizations presented by several individuals</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Identify dramatic narrative conventions and use them to write and perform monologues based on personal experiences</p> <p>b. Describe dramatic narrative conventions that give structure and form to improvised scenes from books, short stories, or folktales</p> <p>c. Identify formal elements of performance to use in creating improvisational scenes based on original or given ideas that illustrate character, setting, and action</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p>a. Create a text for performance using elements of narration and dialogue to retell folktales and short stories</p> <p>b. Apply dramatic narrative conventions that give structure and form to improvised scenes from books, short stories, or folktales</p> <p>c. Manipulate formal elements of performance, including time and space, to create improvisational scenes based on original or given ideas</p>	<p>1. Apply a variety of dramatic structures to theatrical presentations</p> <p>a. Apply dramatic narrative conventions to perform improvised or written scenes based on personal experiences that involve conflict</p> <p>b. Identify and use dramatic narrative conventions to adapt scenes from folktales and short stories</p> <p>c. Use formal elements of performance to improvise scenes from original or given ideas that feature characters in comic or dramatic conflicts</p> <p>d. Write and perform monologues based on personal experiences that incorporate successfully storytelling conventions such as beginning, middle, end, and conflict</p>	<p>1. Apply a variety of dramatic structures to theatrical presentations</p> <p>a. Identify and use dramatic narrative conventions to improvise, write, and perform monologues or scenes based on real or imagined situations</p> <p>b. Identify and use dramatic narrative conventions to adapt scenes from prose and other forms of literature</p> <p>c. Use formal elements of performance to create improvisational scenes from original ideas that feature believable characters, settings, conflicts, and resolutions</p> <p>d. Use the principle of cause and effect to create improvised or written narrative scenes</p>	<p>1. Apply a variety of dramatic structures to theatrical presentations</p> <p>a. Manipulate dramatic narrative conventions to write and perform monologues or scenes that are based on personal experiences or historical events</p> <p>b. Manipulate dramatic narrative conventions to create dramatic texts based on original ideas</p> <p>c. Use formal elements of performance to create improvisational scenes using original ideas that illustrate characters, settings, conflicts, resolutions, and a specific dramatic form</p>

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3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Use appropriate posture and movement to enact improvised characters</p> <p>b. Use collaborative theatre processes to create, perform, and revise scenes, that include exposition, conflict, climax, and resolution and are based on imagination and personal experience</p> <p>c. Identify objects and props that might be used to enhance original scenes</p> <p>d. Design objects and props to enhance original scenes based on imagination and personal experience</p>	<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Use appropriate posture, movement, expression, and vocal skills to enact improvised characters</p> <p>b. Use collaborative theatre processes to create, perform, and revise scenes that include exposition, conflict, climax, and resolution and are based on imagination, personal experience, history, and heritage</p> <p>c. Describe ways in which objects and props can be used to enhance original scenes</p> <p>d. Design objects and props to enhance original scenes based on imagination, personal experience, history, and heritage</p>	<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p>a. Use appropriate posture, movement, expression, and vocal skills to improvise characters drawn from selected sources</p> <p>b. Use collaborative theatre processes to create, perform, and revise scenes based on selected sources</p> <p>c. Describe ways in which objects and props might solve dramatic problems and create multiple uses for them that demonstrate fluency, originality, flexibility, and elaboration</p> <p>d. Design objects and props to solve dramatic problems and create multiple uses for them that demonstrate fluency, originality, flexibility, and elaboration</p>	<p>2. Develop performance and production skills required for theatrical performance</p> <p>a. Use appropriate posture, movement, expression, and vocal skills to enact characters drawn from a variety of sources</p> <p>b. Use collaborative theatre processes to create, perform, and revise scenes based on universal themes drawn from a variety of sources</p> <p>c. Describe how objects/ props are used as symbols and signs to suggest character and establish time (period), place, and mood</p> <p>d. Design props, costumes, and environments that communicate character and establish time period, place, and mood</p>	<p>2. Develop performance and production skills required for theatrical performance</p> <p>a. Use appropriate behaviors, vocal skills, posture, and movement to enact characters drawn from dramatic literature</p> <p>b. Use given theatre genres and styles and collaborative theatre processes to create, perform, and revise scenes</p> <p>c. Explain ways in which props, costumes, or settings might communicate a theatrical character's social status, behavior, and personality</p> <p>d. Design props, costumes, and environments that communicate a theatrical character's social status, behavior, and personality</p>	<p>2. Develop performance and production skills required for theatrical performance</p> <p>a. Use appropriate behaviors, vocal skills, posture, and movement to enact characters drawn from the dramatic literature of a variety of cultures and historical periods</p> <p>b. Select a theatre genre and style and use collaborative theatre processes to create, perform, and revise short plays</p> <p>c. Analyze and describe representational and presentational environments that communicate the intent of dramatic works</p> <p>d. Design and construct representational and presentational environments that communicate the intent of dramatic works</p>

**Grade-by-Grade Fine Arts Content Standards
Theatre**

4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Discuss characteristics of effective theatrical performances using vocabulary of the theatre</p> <p>b. Generate and select from a variety of artistic choices for use in individual and ensemble performances</p> <p>c. Identify artistic choices observed in exemplary theatrical performances</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Identify criteria used to assess theatrical performances</p> <p>b. Articulate and justify artistic choices in individual and ensemble performance</p> <p>c. Describe artistic choices observed in exemplary theatrical performances</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Assess personal performance using given or self-generated criteria</p> <p>b. Explain how artistic choices communicate meaning in individual and ensemble performances</p> <p>c. Analyze how artistic choices observed in exemplary theatrical performances convey meaning</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Use given criteria to assess personal theatrical performances and the performances of others</p> <p>b. Interpret the effects of artistic choices observed in formal and informal theatrical performances</p> <p>c. Describe formal and informal theatrical productions using appropriate vocabulary from theatre to demonstrate knowledge of the principles, and practices of the theatre</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Formulate and use criteria to assess personal theatrical performances and the performances of others</p> <p>b. Analyze the effects of artistic choices observed in formal and informal theatrical performances</p> <p>c. Analyze formal and informal theatrical productions using appropriate vocabulary from theatre to demonstrate knowledge of the principles and practices of the theatre</p>	<p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p>a. Use given and self-generated criteria to assess personal theatrical performances and the performances of others</p> <p>b. Use given and self-generated criteria to interpret and evaluate artistic choices observed in theatrical performances</p> <p>c. Write critical reviews of theatrical productions using appropriate vocabulary from theatre and other art forms to demonstrate knowledge of the principles and practices of the theatre</p>

**Grade-by-Grade Fine Arts Content Standards
Theatre**

4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Read dramatic texts and articulate accurately the narrative sequence</p> <p>b. Identify and describe the world of the play in a variety of dramatic texts</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Analyze dramatic texts to identify theatrical conventions that might influence performance</p> <p>b. Articulate personal responses to dramatic forms and offer a supporting rationale</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Analyze dramatic texts to identify dramatic action</p> <p>b. Articulate personal responses to dramatic forms and dramatic action and provide supporting rationales</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Analyze dramatic texts to identify form and style</p> <p>b. Examine the presentation of characters, settings, and action in theatre, film, and television</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Identify theatrical conventions used in dramatic texts to suggest performance values</p> <p>b. Compare the presentation of characters, settings, and action in theatre, film, and television</p> <p>c. Compare interpretations of dramatic texts to illuminate their form, content, and meaning</p>	<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <p>a. Analyze dramatic texts to identify theatrical conventions that might influence performance</p> <p>b. Compare the presentation of characters, settings, and action in theatre, film, and television by analyzing the techniques and conventions used to communicate meaning</p>