

The following three power standards are composed from combined theatre standards 1, 2, 4, 5, 6, 7, 8.

Theatre Power Standard 1 (Creating): Script Writing, Improvisation, Research and Interpretation

Theatre Power Standard 2 (Performing): Acting, Directing, Applying research,

Theatre Power Standard 3 (Responding): Connecting, Analyzing, Criticism and Meaning, History and Cultural Context

Grade	Content (KNOW)	Skills (DO)	Power Standard 1 Create Standard 1 and 5	Power Standard 2 Perform Standard 2 and 4	Power Standard 3 Respond Standard 6, 7 and 8	Assessment
PK	<p>Body awareness, concepts of movement, sensory awareness,</p> <p>Character awareness in a story.</p>	<p>Identify characters.</p> <p>Role play and pantomime by interacting with appropriate movement and sound while a story is being told.</p> <p>Activate use of imagination</p>	<p>Utilize imagination and describe characters and how the characters behave in a story.</p> <p>Express through dramatic activities awareness of home and school life.</p>	<p>Communicate story progression with locomotor and nonlocomotor movement</p> <p>Interpret characters and their relationships through physical action. (e.g., in pairs, sculpt one another in action poses. “Come alive”, using both body and voice to complete the action.</p>	<p>Forecast meaning of movement and behavior through pictures/visual aides.</p> <p>Identify connections between character and story.</p> <p>Articulate personal preferences about a dramatic performance.</p>	<p>Teacher Observation</p> <p>Pictures and visual aides</p> <p>Checklist</p>
K	<p>Emotional and kinesthetic awareness.</p> <p>Story sequence</p> <p>Aesthetic sense</p> <p>Self-control</p>	<p>Recognize, mirror and create emotions described in stories and dramatic play</p> <p>Sustain focus in the imaginary world of the activity, sharing or performance.</p> <p>Use the body and face to react to imaginary conditions.</p>	<p>Pantomime a single activity (e.g., walking a dog, swimming, putting on a jacket, opening imaginary presents)</p> <p>Collaborate to create a story (e.g., Sitting in a circle, teacher leading, students, proceeding clockwise, will tell a story), each child adding on and relating to what was previously said.</p> <p>Identify all the characters in a familiar story (Goldilocks, Little Red Riding Hood, etc); imagine he/she is one of the characters, and move and behave as that character</p>	<p>Re-enact a folk tale (Tortoise and the Hare, a Coyote Story, etc.).</p> <p>Discover sounds and/or words for characters from a given story. (e.g., read a story with a variety of characters. Name the characters and tell a little about each. Suggest and perform sounds and/or words that each character might say, and move around the room as the character.)</p> <p>Demonstrate an emotion without</p>	<p>Demonstrate connections among the arts. (e.g. Using a piece of music as motivation, become a specific animal.</p> <p>Draw how you feel as you listen to the music, and create vocal sounds that will complement the music.)</p> <p>In pairs, create a dance to express a given emotion.</p> <p>Identify and discuss the elements of classroom dramatization. (e.g., Discuss the meaning of a dramatized fable.)</p>	<p>Teacher observation</p> <p>Checklist</p> <p>Videos</p>

2	Role Play	Students will	Demonstrate what it	Plan and prepare	Create short scenes,	Teacher
	Interpersonal skills	<p>identify all the of characters in a familiar story , imagine he/she is one of the characters and move and behave as that character.</p> <p>Understand how physical environment and the elements impact behavior.</p> <p>View and discuss live theatre performances</p> <p>Collaborate with others to create theatre</p>	<p>would feel/look like to be in various environmental situations (e.g., cold, hot, windy, snowy, haunted house). Practice this individually, collaborate to create a moving tableau in a small group.</p> <p>Research, in pairs or small groups, a given topic (e.g. Thanksgiving). Share this information with class through a dramatic presentation.</p> <p>Create improvisations based on a classroom curriculum.</p>	<p>classroom improvisations and dramatizations:</p> <p>Plan and rehearse a two-person pantomime scene. (E.g., using two sticks to create an action scene such as a baseball game).</p> <p>In groups of five or six plan and rehearse a scene from a story you have read or listened to. Perform the scene for the class.</p> <p>Discuss how to stage a familiar story.</p>	<p>which demonstrate specific classroom curriculum.</p> <p>Analyze classroom dramas. (e.g., Review and make constructive suggestions after watching classmates perform an improvisation.</p> <p>Identify various reasons for attending the theater; (e.g., after viewing an upper grade level performance, students describe their observations. Ie. costumes, a part they enjoyed, what was their least favorite part, scenery, etc.)</p> <p>Discuss whether they would like to attend another performance and why.</p>	<p>observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Videos</p>
3	<p>Improvisation</p> <p>Role and Cultural Significance of Theatre.</p> <p>Critical Assessment of</p>	Use acquired information and research to inform character development.	Collaborate to select interrelated characters, environments and situations by breaking into smaller groups, dramatizing a familiar	Create a character based on movement. (e.g., Demonstrate an emotion by walking across the room.	<p>Demonstrate connections among the arts.</p> <p>Choreograph a story.</p>	<p>Teacher observation</p> <p>Checklists</p> <p>Rubrics</p>

	Theatre	<p>Apply learned physical and vocal skills to create a variety of characters, both real and imaginary, from improvisations, stories and plays.</p> <p>Apply learning from other disciplines and art forms to extend understanding of theatre.</p>	<p>folk tale and performing for the larger group.</p> <p>Create a scene based on a given time, place, day. Tape-record the dialogue for listening and refining.</p> <p>Portray a series of characters or create improvisations based on classroom curriculum (e.g., authors read, explorers studied, topics discussed).</p>	<p>Based on that movement, create a character who would feel and walk this way.</p> <p>Demonstrate six different emotions and states of being (e.g., happy, sad, angry, hot, cold), first using only facial expression and body language, then only voice, then combining facial expression, body language, and voice.</p> <p>Plan and prepare classroom improvisations and dramatizations</p> <ul style="list-style-type: none"> •In groups of four or five, plan and rehearse an improvisation in a given environment 	<p>In pairs, create a dance to express a given emotion. Then create dialog to express the same emotion.</p> <p>Using a piece of music as motivation, become a specific animal. Draw how you feel as you listen to the music, and create sounds that will complement the music. Then compare your drawing to your movement.</p> <p>Select appropriate music for a play.</p> <p>Explain similarities between personal needs and character needs. (E.g., In a drama journal, generate a list of similarities and differences between the student and a familiar story character.)</p> <p>Identify and compare the various cultural reasons for creating drama and attending the theater.</p>	<p>Performance</p> <p>Videos</p>
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					Choose two or more archetypal stories from different cultural traditions. Discuss the similarities and differences between them. After viewing a play or film about another period or culture, discuss what you enjoyed about the piece.	
4	Character relationships Careers in Theatre Theatre Terminology	Recognize and create a variety of characters from improvisations, stories and plays. Use the body in a variety of ways to express choices of character and emotion. Through reflection and analysis, evaluate and critique their work and the work of their peers in a productive and respectful way.	Collaborate to demonstrate a physical environment in which the story is effected by the setting. (e.g., a video arcade, walking across hot coals, journey through a blizzard, visit to a haunted house, etc.). Discuss observations, and record them in a drama journal. Collaborate to create interrelated situations in a pantomimed scene (e.g., bouncing a ball, swimming, typing, etc). Discover related ideas	Demonstrate use of body positions to create relationships among characters. Demonstrate ability to change character through movement and sound. Create and perform short plays based on stories read in class and historical events. Plan and prepare classroom improvisations and dramatizations	Connect the arts to other curricular disciplines. (e.g. Write and perform short plays based on curriculum areas such as social studies, math or science). 6.4.3 Identify careers available in the theater. •Keep a drama journal to record observations, ideas and theatre-related information (example: jobs available in the theatre.)	Teacher observation Checklists Rubrics Journals Video's Performances Quizzes and Tests. Multi-media devices Learning contracts

		Identify, understand and apply the vocabulary and basic elements of dramatic structure.	in stories from different cultures and apply them to dramatic activities (e.g., heroes from Greek, Egyptian, Native American cultures). Using a variety of media and technology, discover similar or related ideas in stories from different cultures. (e.g., video, internet, magazines, books)	•In groups of four or five, plan and rehearse an improvisation with a given conflict (bus tension, lunchroom competition). •In groups of three and four, use a prop to improvise a scene (broom, wicker basket, chalk, etc.; pulling previously unseen props from a paper bag.	•Discuss jobs that are available in the theatre. Analyze drama using appropriate terminology. •After viewing a school performance discuss what was enjoyed most and why; compare to other performances. •Using appropriate theatrical vocabulary, discuss classroom improvisations. Use proper vocabulary when discussing stories. ie. theme, plot, conflict, climax, resolution. Identify and compare portrayal of cultures in the drama. •Create improvisations using objects (selected by the student or teacher) which reflect cultural heritage. •Discuss the moral and social implications of a story you have just read.		
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5	<p>Use of Observation to create character</p> <p>Character Analysis</p> <p>Script Analysis of linear vs. episodic play structures</p>	<p>Apply an understanding of linear play structure, basic character elements and given circumstances to scripted work.</p> <p>Create and write vivid, well-rounded characters drawn from or inspired by a variety of resource materials.</p> <p>Recognize how associated art forms can enhance theatre production.</p>	<p>Demonstrate emotions based on a conflict (e.g., entering a principal's office to be disciplined, coming late for dinner).</p> <p>Collaborate to create an improvisation starting with a tableau and then adding dialog in an environment where the setting affects the scene (e.g., on a lifeboat, stuck in the desert, in-school suspension).</p>	<p>Invent and use everyday observations to create characters and situations:</p> <p>Demonstrate character variation based on change of emotion and states of being such as happy, sad, angry, hot, cold). (e.g., first using only facial expression and body, language, then only voice, then combining facial expression, body language, and voice.</p> <p>Justify characterization through analysis of dramatic text. (E.g., Create a movement for a character you have selected from a script, and explain why the character moves in the way he/she does.)</p> <p>Collaborate on scripting, casting, blocking, directing</p>	<p>Compare presentation of characters, environments and actions in the various arts.</p> <p>Compare a musical production, a dramatic production, and a visual art exhibition.</p> <p>Using a variety of media, create a mural incorporating all arts disciplines as they relate to daily life.</p> <p>Plan a short production to explain or enrich classroom curriculum, using two or more art forms. (a song and dance illustrating a moment in the American Revolution.)</p> <p>Describe and analyze the effect of publicity on audience response to dramatic performances. (e.g., After attending a theatre performance discuss individual response to publicity and how it affected the theatre</p>	<p>Teacher observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Journals</p> <p>Video's</p> <p>Performances</p> <p>Quizzes and Tests.</p> <p>Multi-media devices</p> <p>Learning contracts</p> <p>Original monologues and scenes.</p> <p>Peer evaluations</p> <p>Recordings</p>

				<p>and performing a scene based on a myth.</p>	<p>experience).</p> <p>Use articulated criteria to analyze and evaluate effectiveness of performances.</p> <ul style="list-style-type: none"> •Read a short play. In a drama journal, record personal interpretation of the play. After seeing a production of that play, compare recorded interpretation to what was seen on the stage. •Write a review of an in-class performance using constructive criticism and observation skills. •Review a play using theatre vocabulary. <p>Describe and compare universal characters.</p> <ul style="list-style-type: none"> •Choose two or more archetypal stories from different cultural traditions. Discuss the similarities and differences between them. Create 	
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					<p>improvisations based on stories.</p> <ul style="list-style-type: none"> •Using an object from home that relates to your family's heritage, write and perform a monologue, in which the student becomes the object. 	
6	<p>Text, subtext and context</p> <p>Subtle variation of emotion with context</p>	<p>Determine emotional dynamic based on a conflict</p>	<p>Improvise a sequence of action within a historical context</p> <p>Create and perform a play in the style of a period or culture other than their own</p>	<p>Invent and use everyday observations to create characters and situations</p> <p>Collaborate on scripting, casting, blocking, directing and performing a scene based on relevant moral lesson</p>	<p>Compare presentation of characters, environments and actions in the various arts</p> <p>Identify the criteria of effective performance</p> <p>Evaluate and compare universal characters</p> <p>Consider and relate how culture effects scene content</p>	<p>Teacher observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Journals</p> <p>Video's</p> <p>Performances</p> <p>Quizzes and Tests.</p> <p>Multi-media devices</p> <p>Learning contracts</p>
7	<p>Emotional recall and personal relevance to social values</p> <p>View points based on culture, experience and context</p>	<p>Recall personal experience and relate to dramatic scenario</p> <p>Utilized internet to design and</p>	<p>Analyze a social issue and develop a two-character scene with the characters expressing opposite viewpoints on a</p>	<p>Analyze dramatic text by listing main and immediate objectives, actions and</p>	<p>Describe how principles, values and subject matter of arts disciplines taught in school are interrelated</p>	<p>Teacher observation</p> <p>Checklists</p> <p>Rubrics</p>

		embellish scene	relevant issue Use the internet to determine costumes, setting or speech patterns that are historically correct for a given play.	obstacles of a given character from a play, a novel, a movie, etc Analyze characterization based on personal experience Create and direct a short improvisation where two characters have opposing objectives	Describe how principles and subject matter of arts disciplines taught in school are interrelated Analyze the effectiveness of a dramatic performance Explain the role of theater in personal life	Journals Video's Performances Quizzes and Tests. Multi-media devices Learning contracts Original monologues and scenes. Peer evaluations Recordings
8	Dramatic research application Script composition Production processes	Construct a linear one act play based on perspective Apply research to dramatic performance Construction of the play based on the writer's perspective Character study within the	Use a graphic organizer to trace the skeletal progression of events for an original script and monologues Prepare scripts using linear playwriting format. Perform a monologue from the perspective of a newspaper article or	Analyze, rehearse and perform a short two-character scene or monologue Within a production team direct an extended collaborative one-act production and maintain a production book containing blocking notations,	Storyboard ways in which arts and other disciplines are interrelated within the production Apply criteria to evaluate and analyze the effectiveness of an original peer dramatic performance Explain how culture effects	Checklists Rubrics Journals Video's Performances

		context of a dramatic performance	write a scene based on an historical event for live theater or video presentation.	character motivations, and script analysis	content and design of performance, and visa versa, how theater reflects culture	
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