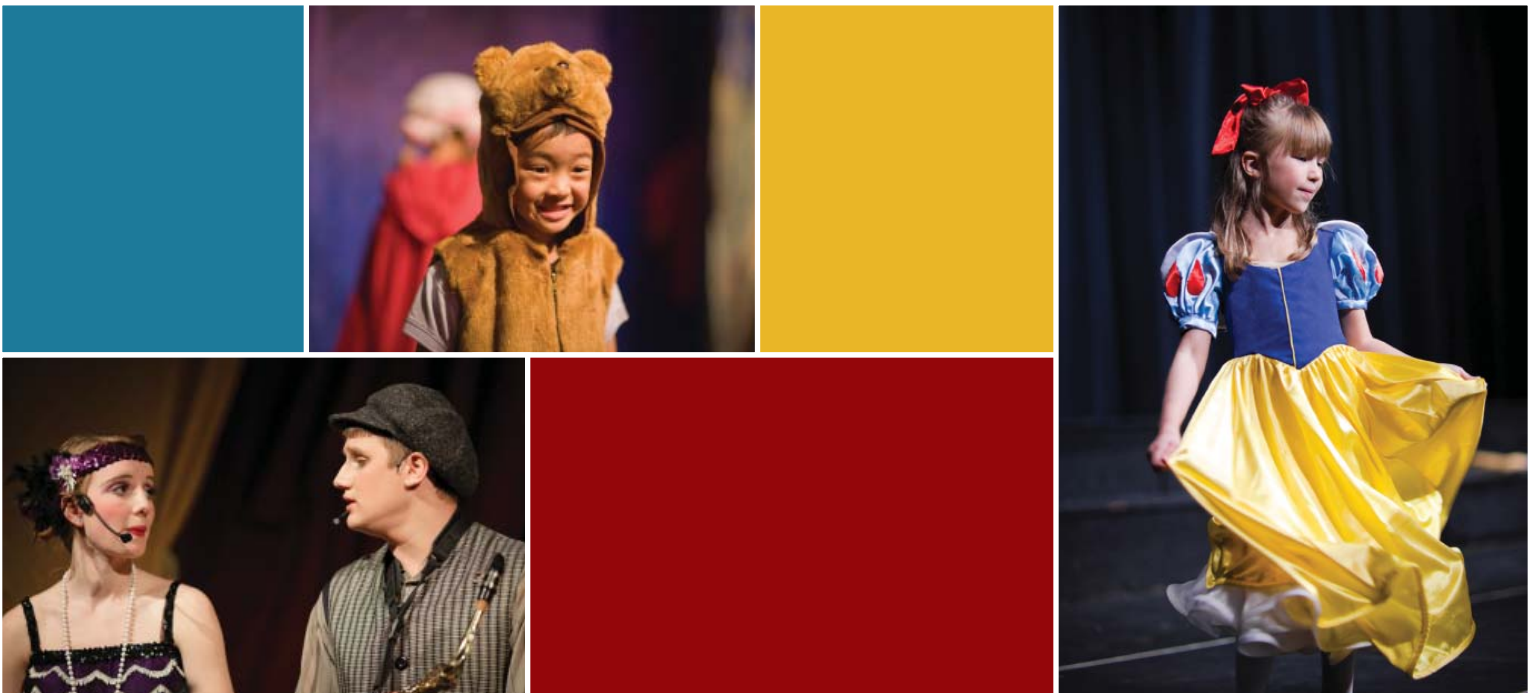


Second Grade

Drama & Theatre Arts



Colorado Academic Standards Drama and Theatre Arts

"The stage is not merely the meeting place of all the arts, but is also the return of art to life." --Oscar Wilde

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"Too often, we glimpse the outlines of a scene and fail to notice the details that fill it in, making it truly interesting and unique." --Eric Booth

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Theatre Arts are Important to Life and Learning

Theatre arts are a universal force in the everyday life of people around the world. This force connects each new generation to those who have gone before. Students need theatre arts to make these connections and to express the otherwise inexpressible. Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life – about actions and consequences, customs and beliefs, and others and themselves.

Theatre arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy, including innovations in technology, while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Theatre honors imagination and creativity, and students who engage in theatre benefit from learning these skills and many others that prepare them for the 21st century. Additionally, as they work at increasing their understanding of the challenges presented by theatre arts, they prepare to make their own contributions to the nation's storehouse of culture. The theatre process also is important for a student's individual growth. A strong and clear sense of the theatre process, which takes the creative theatrical act from inception to completion, teaches the importance of follow-through and responsibility.

Theatre arts have both intrinsic and instrumental value. That is, they have worth in and of themselves and also can be used to achieve a multitude of purposes such as to present issues and ideas, to teach or persuade, to entertain, to design, to plan, and to beautify. Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions, and visual works of art, they learn how to express themselves and how to communicate with others. Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value." The modes of thinking and methods of theatre arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. Attributes necessary to the arts such as self-discipline, collaboration, and perseverance transfer to the rest of life.

The more students live up to these high expectations, the more empowered our citizenry becomes. Indeed, helping students meet these standards is among the best possible investment in the future of not only our children, but also our country and civilization.

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

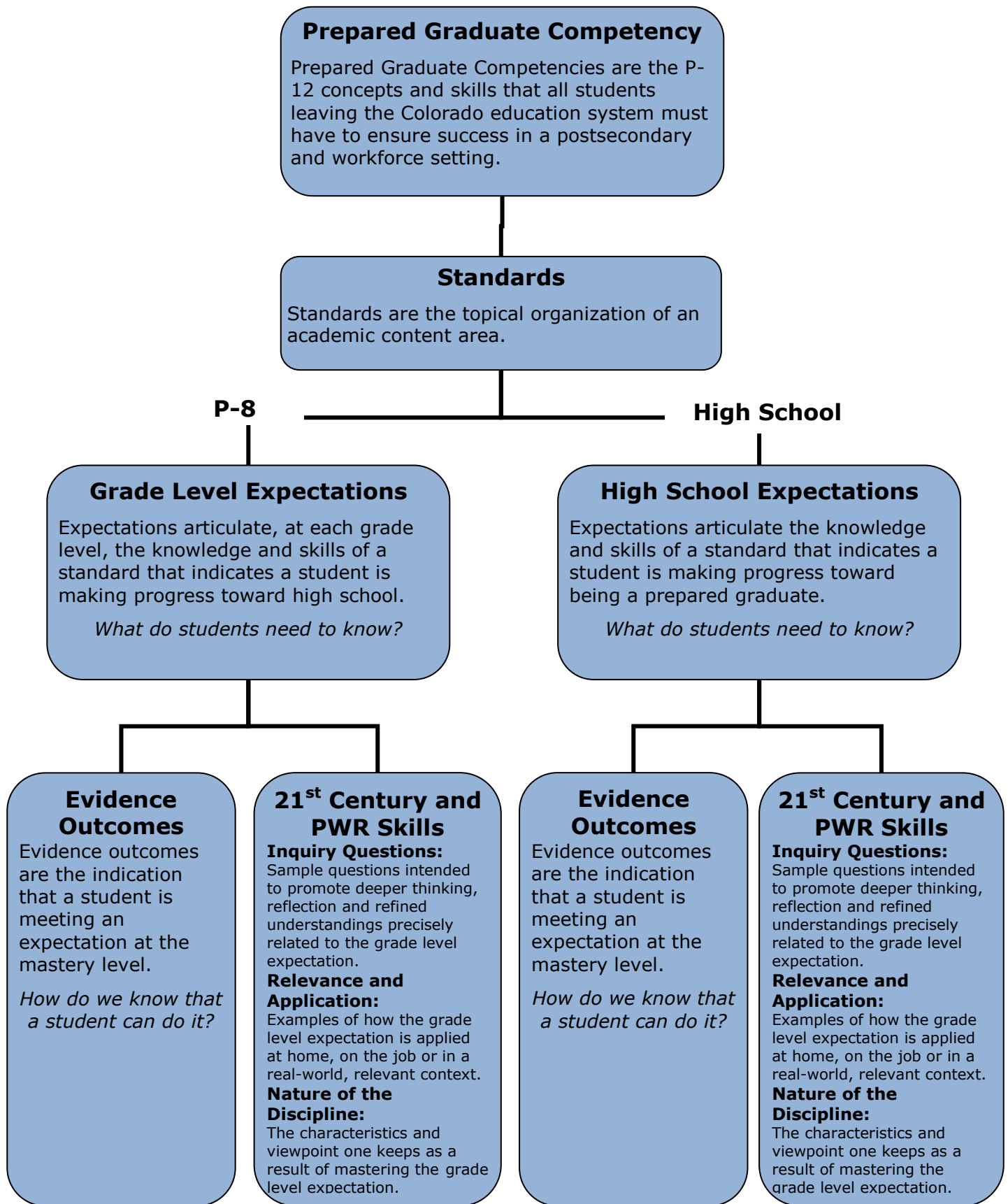
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Drama and Theatre Arts

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles
- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process
- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Standards in Drama and Theatre Arts

Standards are the topical organization of an academic content area. The three standards of drama and theatre arts are:

1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.

2. Perform

The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

Purpose of Fundamental and Extended Pathways in High School:

In order to meet the basic needs of all students and the advanced needs of those pursuing careers in theatre, the standards review subcommittee developed *Fundamental* and *Extended* pathways.

The *Fundamental* pathway describes students who have limited interest in theatrical performance or theatre-related vocations, or whose interest lies within other aspects of theatre-related vocations, such as acoustic and structural engineering, advertising and marketing, event management, fashion design, mass communications, or publishing.

The *Extended* pathway is directed at students who intend to pursue postsecondary education or vocation in theatre, which might lead to careers in theatre education, performance, technical production, theater management, or other theatre-related areas. The expectations in the *Extended* pathway meet all of the prepared graduate competencies with a much higher degree of rigor appropriate to the expectations of postsecondary theatre opportunities.

Drama and Theatre Arts Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Second Grade	
1. Create	1. Use voice and movement in character development 2. Create new dramatic elements from existing works
2. Perform	1. Dramatize short stories 2. Demonstrate movement based on stage directions
3. Critically Respond	1. Identify basic structures and relationships in a scene 2. Identify dramatic elements in dramatizations and stories 3. Express thoughts about a dramatization or performance

21st Century Skills and Readiness Competencies in Drama and Theatre Arts

The drama and theatre arts subcommittees embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's Description of 21st Century Skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Drama and theatre arts are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

As this century progresses, it becomes clear that the world needs citizens who are able to penetrate unfolding of events and conflicts with pure thought. The greatest exercise for the development of solid rationalization and logical solution has to do with problem-solving and critical response. Whether searching for strong or better choices in production or dramatic literature, or exploring the spontaneous ingenuity of improvisation, the mind is engaged in analytic and logical examination. Through script analysis, character analysis, design interpretations, or marketing planning, the theatre student develops practical thinking skills along with the ability to respond through writing, speaking, and logical expression. Equal to the ability to develop thought through observation and the identification of substantive ethic in plot, character, or style is the mindfulness of how one's choices affect others within the theatre group and from an audience's perspective. Once the mind is engaged through decision-making in writing, directing, acting, critiquing, using mathematics in design and construction, or simply attending a performance, the theatre student is developing abilities and skills that serve society to progress and evolve, to be flexible in solving cultural conflicts, and to celebrate the uniqueness of the individuality and the common bond in humanity.

Information Literacy

Processing the awareness and demands of an ever-changing, modern world is more and more a function of an individual's ability to respond to what the world offers with one's foundation of knowledge, imagination, inventiveness, and attention to detail. The research required to master a fraction of theatrical endeavor entreats the student to utilize all the sources available for study and to know the laws and limitations relevant to their audience, community, and culture. Theatrical production, as well as study in history and criticism, demands knowledge of customs, ideals, and technologies. Theatre students must use their knowledge from all other disciplines, including history, politics and social studies, mathematics and science, and media technology and mass communications in order to create and to understand their roles and created environments. These bodies of knowledge must be enhanced by skills and awareness in knowing where and how to find the information and how to discern its truth and relevance. What follows lies in knowing how to utilize the information in writing, characterization, directing, designing, and fashioning implements and environments. Theatre expresses the differences of time and cultures from all over the world and the spectrum of disciplines from all of history.

Collaboration

The spirit of collaboration lives in the very heart of theatre study. Theatrical production includes a dynamic mix of all the arts – as visual art, music, dance, and literary works are all embraced to recreate stories of the human condition. The study of theatre arts is a group dynamic. To produce theatrical works requires an interaction of artists and technicians from many different disciplines. This interaction is inherently related to the interaction our young citizens will encounter in their roles as citizens. In preparation for a theatrical event, planning, staffing, and practicing are required of the entire company of actors, artisans, managers, designers, technicians, and marketing specialists. The result of this intense collaboration is an understanding and appreciation of leadership, talent, and reliability. A work of theatre for an audience is the reenactment of conflict and consequence in time and space as interpreted by the group in plot, characterization, and spectacle. This provides the essence of understanding and loving in a community bound together by language, custom, age, gender, history, race, or privilege.

Self Direction

The guiding lights for students of theatre are in learning the concepts of initiative and responsibility. Because of its collaborative nature and that a task must be completed on time and out of one's own initiative, theatre production is an invaluable tool for developing the personality and sense of community responsibility. Each individual finds an important place to contribute to the whole of the project, and each one learns to express himself or herself to their best sense of excellence for the good of the entire company. For personal growth, theatre equips the participant with the communication skills and the ego strength to make mature choices and evaluations. As theatre students progress from learner to leader, they have the opportunity find their gifts and individual talents. Theater students learn to rely on themselves and to trust the response of their community of artists and their audiences. To stand in the midst of fellow students, teachers, and administrators, or face an audience and deliver the fruits of their labor and study is the most internally strengthening human activity. Students of theatre can rely on this strength for self-expression and self direction, and those qualities stay with them for the rest of their lives.

Invention

Exercising the creativity and inventiveness of the human soul begins at the very first stages of theatre study and continues beyond the high school years. The actor learns to take risks in characterization and spontaneity; the writer learns to explore all possibilities of development; and the technician learns to solve all sorts of problems in nonverbal forms. Each time a theatrical production is undertaken, it is a new invention, no matter if that title has been done before or if it is an original work. The solutions to that particular production concept are inventions created to serve the performance; the particular invention may live only in the time and place for which it is created, or it may be discarded after performance – but the inventiveness and appreciation for those solutions will live on in the individual and group –each time an actor, out of technique or spontaneity, creates a personal event or interpretation, or each time an artisan creates a working piece of scenery, sound effect, implement, or environmental effect, or each time a publicist finds a new incentive for a greater audience, an invention has come to life. The appreciation of new inventions also has a place in theatre study, as the discerning theatre group always embraces the newest technologies and latest developments in theory. The skill developed in the creation of the moment, implement, or method will serve the theatre student through many years to come.

Colorado's Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado's Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind's eye.

1. Create

The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, developing characters, and analyzing roles.

Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Create Standard:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy
- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research
- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

Grade Level Expectations: Second Grade

Concepts and skills students master:

1. Use voice and movement in character development

Evidence Outcomes

Students can:

- a. Demonstrate basic vocal quality such as tone and pace to convey a message (DOK 1-2)
- b. Use developmentally appropriate movement to create a character (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a performer’s vocal quality convey a message about the character?
2. How does a performer’s movement convey a message about a character?
3. What comparisons can be made between theatrical vocal quality and musical vocal quality?

Relevance and Application:

1. Advertisers use vocal quality to focus an audience on their products.
2. Movement of characters gives insight in to a character’s feeling and identity.
3. Technology can assist in electronically altering vocal tone quality to create human and nonhuman characters.
4. Drama and theatre require many vocal transitions to convey a message, much like vocals in music.

Nature of Drama and Theatre Arts:

1. Decisions about vocal quality and movement are paramount to character development.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Create new dramatic elements from existing works

Evidence Outcomes

Students can:

- Create with guidance new outcomes of basic plots (DOK 1-2)
- Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does changing one element of a story change the rest of the story?
- Why is it important to look at different perspectives of a story?
- What parts of a story can be changed easily?

Relevance and Application:

- Context and a respect for others are furthered by viewing different perspectives through a dramatic lens.
- Openness to taking risks comes from improvising existing works.
- The improvisation from something that's known leads to the identification of variables in science.
- Mass media rely on adaptations of known plots to sell products and tickets.

Nature of Drama and Theatre Arts:

- Improvisation leads to innovation.

2. Perform

The theatrical process is a product of the knowledge and essential skills gained in the study of drama and theatre arts toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Perform Standard:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking
- Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Dramatize short stories

Evidence Outcomes

Students can:

- a. Act out the key elements of a short story (DOK 1-3)
- b. Create character movement needed within a short story (DOK 1-3)
- c. Create environments needed within a short story through body movement (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can choices in movement affect a character?
2. How can movement depict an environment?
3. How does acting out short stories help you remember key elements of the story?

Relevance and Application:

1. Using story software can aid in determining key events to act out in a story.
2. Dramatizing fosters a fundamental understanding of story structure.
3. Creating characters and environments serves as a foundation for understanding the components of the theatre process.
4. Using short stories to create simple dramatic depictions develops foundational storytelling skills.

Nature of Drama and Theatre Arts:

1. Choices in body movement communicate intended meaning.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Demonstrate movement based on stage directions

Evidence Outcomes

Students can:

- a. Move respectfully throughout an acting space (DOK 1-2)
- b. Respond appropriately to the language of stage directions and body positions(DOK 1)
- c. Demonstrate the ability to differentiate between directed movement and free-form movement (DOK 1-2)
- d. Respond with gestures and movement in a dramatic portrayal (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why are stage directions important?
- 2. How do decisions made about space effect a performance?
- 3. Why does the number of performers affect the creative use of space?

Relevance and Application:

- 1. Movement informs the way in which a director develops a performance.
- 2. Movement patterns connect knowledge of space on a stage to a setting in a story.
- 3. Transitions in movement require forethought.
- 4. Strong self-directive skills are provided by following directions while respecting others in a space.

Nature of Drama and Theatre Arts:

- 1. Stage directions create a sense of order.

3. Critically Respond

An informed literacy, thoughtful critique, and cultural research are key aspects of drama and theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

Prepared Graduates

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Critically Respond Standard:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application
- Discern and demonstrate appropriate theatre etiquette and content for the audience, self, venue, technician, and performer
- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Identify basic structures and relationships in a scene

Evidence Outcomes

Students can:

- a. Identify the beginning, middle, and end of theatrical scenes (DOK 1)
- b. Identify and describe the character relationships in theatrical scenes (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do various characters' actions impact a scene?
2. Why do scenes have a similar structure to stories?
3. How would a change in a character's action change the outcome of a scene?

Relevance and Application:

1. Connecting theatrical structure to literary structure creates a more informed reader.
2. Emphasizing the relationship between characters' actions and the plot allows one to think more critically.
3. Using video or audio recordings to observe scenes makes it possible to experience a variety of structures and relationships.
4. Applying mass media to create a basic story structure permits one to communicate a message in an efficient way.

Nature of Drama and Theatre Arts:

1. Basic structures of scenes are the building blocks of theatrical form.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Identify dramatic elements in dramatizations and stories

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Identify characters, setting, and plot in scenes performed by others (DOK 1-2)b. Identify community and family elements in dramatizations, stories, and plays (DOK 1)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. Why are character, setting, and plot important in a dramatization?2. Why are there so many plots that revolve around community and family stories?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Connecting similarities and differences between dramatic depictions and literature leads one to develop higher-level thinking skills such as comparing and contrasting, reflecting, and foreshadowing.2. Dramatizing family and community interaction through mass media affects societal culture.
	<p>Nature of Drama and Theatre Arts:</p> <ul style="list-style-type: none">1. Elements are important aspects of theatrical productions.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:
➤ Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Grade Level Expectation: Second Grade

Concepts and skills students master:
3. Express thoughts about a dramatization or performance

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Use appropriate theatre vocabulary to critique a live performance (DOK 2-3)
- b. Express individual feelings about a performance through drawing, writing, and discussing (DOK 2)
- c. Articulate the difference between constructive and negative feedback (DOK 1-2)

Inquiry Questions:

- 1. How are performers impacted by feedback?
- 2. Why is it important to use theatre-based vocabulary when discussing dramatizations?
- 3. How can different members of an audience have different reactions to a dramatization?
- 4. When might a critic allow their feelings to impact how they evaluate a dramatization?

Relevance and Application:

- 1. Expanding writing skills leads to an enhanced vocabulary.
- 2. Analyzing a critic’s role in all types of media requires one to use specific criteria when evaluating performances.
- 3. Understanding a critique is not meant to hurt feelings, but instead to build context for comprehending constructive feedback.
- 4. Using electronic media to view many versions of productions provides a broad range of examples to compare and contrast.

Nature of Drama and Theatre Arts:

- 1. Critiquing theatre leads to a better understanding of the human condition.

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