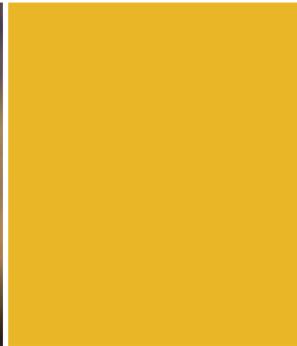


Fourth Grade

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?*

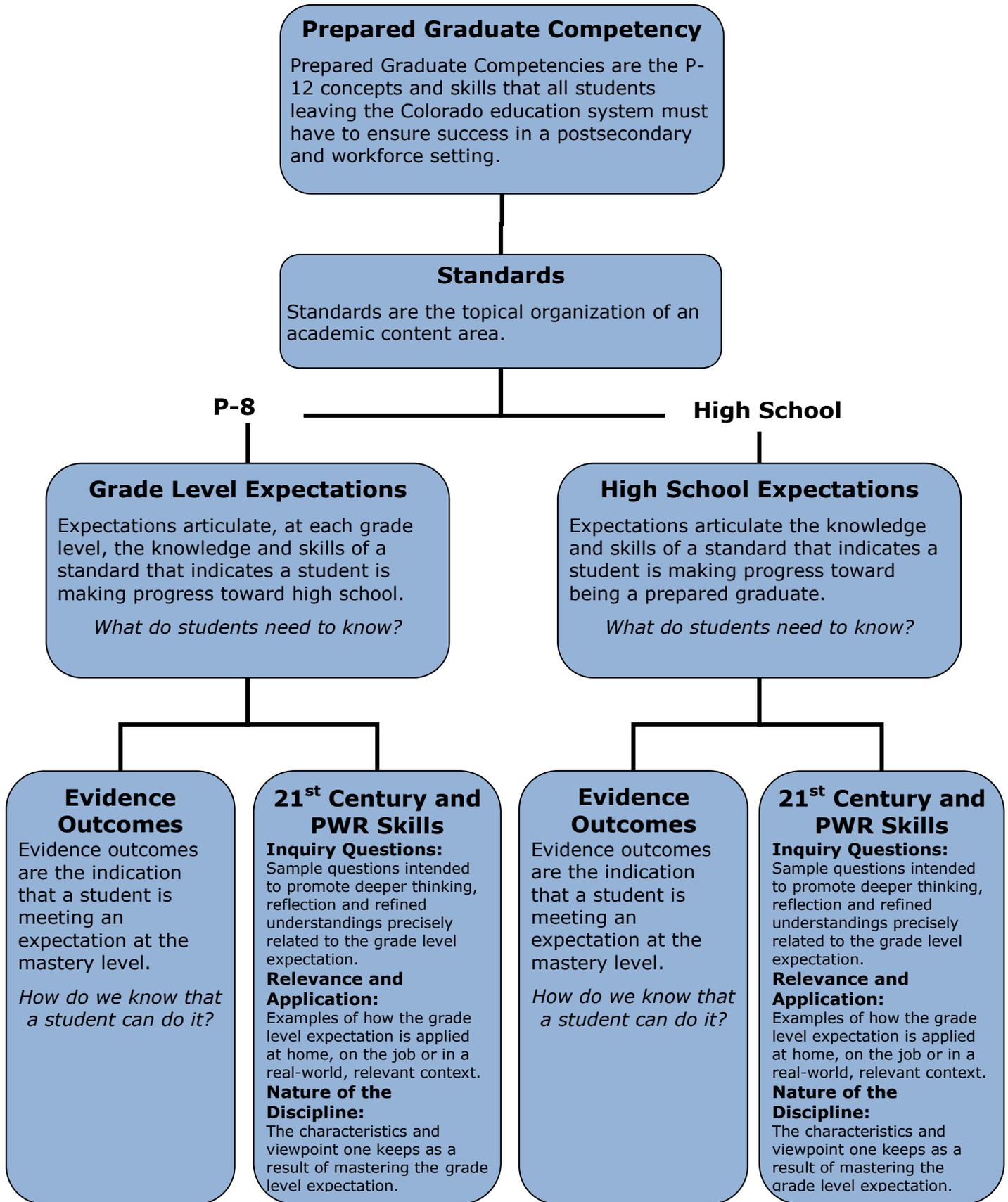
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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
Fourth Grade	
1. Create	<ol style="list-style-type: none"> 1. Create characters from scripts or improvisation using voice, gestures and facial expressions 2. Create and write simple dramas and scenes 3. Design a scene through an inventive process, and perform the scene
2. Perform	<ol style="list-style-type: none"> 1. Participate collaboratively with partners and groups 2. Demonstrate safe use of voice and body to communicate characters 3. Define stage direction and body positions
3. Critically Respond	<ol style="list-style-type: none"> 1. Develop selected criteria to critique what is seen, heard, and understood 2. Examine character dynamics and relations

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 faction 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:

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Create characters from scripts or improvisation using voice, gestures, and facial expressions

Evidence Outcomes

Students can:

- a. Utilize gesture and movement to create a character (DOK 1-2)
- b. Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively) (DOK 1-2)
- c. Apply facial expression to communicate motivation and mood (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can changing one's enunciation, projection, diction, and tone impact the way an audience sees a character?
2. How can facial expressions, movement, and gestures convey motivation and believability?

Relevance and Application:

1. Performing, observing, and listening in the rehearsal process increases one's awareness of personalities in the community and confidence in social situations.
2. Performing a character and observing the characterization process increases language skills in all other disciplines.
3. Playing videos back is a one way to assess a performance. For example, film studios use "dailies" to help determine whether to re-shoot a scene.

Nature of Drama and Theatre Arts:

1. Developing a character requires critical thinking, creativity, and problem-solving skills.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates: <ul style="list-style-type: none">➤ 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
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Grade Level Expectation: Fourth Grade

Concepts and skills students master: 2. Create and write simple dramas and scenes

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Plan and record improvisations based on the five W's – who, what, where, when, and why (DOK 1-3)b. Understand and apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story (DOK 2-3)c. Use existing literature, and adapt it by creating alternate endings or by altering the characters or settings (DOK 1-2)	Inquiry Questions: <ul style="list-style-type: none">1. What makes a story dramatic?2. What elements are essential in making a good drama?3. Why are the five W's used in creating a scene?4. How does changing a single element of a story alter the entire story?
	Relevance and Application: <ul style="list-style-type: none">1. Participation in and observation of scene construction helps to create flexibility and tolerance toward others and their skills.2. The application of the creative process demonstrates a sense of curiosity and imagination in creating original work.3. Simple storytelling techniques can be employed through scene creation.4. Simple scenes and improvisations are used in mass media such as comedic and dramatic scenes and video streaming entertainment to communicate a message or entertain.
	Nature of Drama and Theatre Arts: <ul style="list-style-type: none">1. Participating in the sharing of ideas is an exercise in collaboration and teamwork.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

3. Design a scene through an inventive process, and perform the scene

Evidence Outcomes

Students can:

- a. Create a design such as scenery, props, and costumes for an informal presentation through an inventive process (DOK 1-3)
- b. Collect, make, or borrow materials that could be used for scenery, props, or costumes for informal presentations (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What knowledge is necessary to design a scene?
2. How does the design impact the audience's imagination?
3. How does design impact the performers?

Relevance and Application:

1. Scenery, props and costumes all play a part in setting societal norms and opinions.
2. The contribution of relevant materials to a project develops self confidence.
3. Knowledge of the purposes of everyday items in our surroundings transfers helps in deciding how to use a prop within a scene.
4. Software programs can be used to design a variety of scenes and situations as an alternative to building models or devising sketches.

Nature of Drama and Theatre Arts:

1. Imagination, analytical, and process skills are used in the creation of original works.

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:
➤ Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
1. Participate collaboratively with partners and groups

Evidence Outcomes

Students can:
a. Demonstrate problem-solving skills through group interaction (DOK 2-3)
b. Demonstrate respect for others in dramatic activities (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:
1. How does a group reach a general agreement where every voice is heard?
2. How does one decide what is an individual versus a group need?
3. Why is it important to work with your group?

Relevance and Application:
1. Working together and coming to a common agreement are sometimes necessary when working with a group.
2. Respecting the ideas of others leads to positive relationships, an enhanced end product, and a collaborative process.
3. Employing collaborative skills is fundamental in working with colleagues and family, participating in athletics, and socializing.

Nature of Drama and Theatre Arts:
1. Participating in the sharing of ideas is an exercise in collaboration and teamwork.

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: Fourth Grade

Concepts and skills students master:

2. Demonstrate safe use of voice and body to communicate characters

Evidence Outcomes

Students can:

- Communicate characters through the safe use of vocal intonation and breathing techniques (DOK 1-2)
- Respect the personal space of other actors in dramatizations (DOK 2)
- Develop character using safe body control techniques (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What does our culture consider "personal space?"
- How can breathing patterns be altered to affect the impact of a voice?
- Why is it important to project correctly?
- How does one's actions on and off stage affect his or her peers?

Relevance and Application:

- Human beings communicate through a variety of nonverbal messages such as gestures, facial expressions and body language.
- Essential to communication is the understanding of body language and gestures.
- The study of biology provides information about the basic physiology and importance of the proper care of vocal chords.
- Video playbacks can be used in assessing efficient and safe use of the acting space.

Nature of Drama and Theatre Arts:

- Developing a character requires critical thinking, creativity, and problem-solving skills along with vocal and spatial awareness.

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: Fourth Grade

Concepts and skills students master:

3. Define stage direction and body positions

Evidence Outcomes

Students can:

- Identify and incorporate stage direction such as stage right, stage left, upstage, and downstage (DOK 1)
- Identify body positions such as full profile and three-quarter (DOK 1)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do different stage and body positions impact the image that is being created?
- What is special about the audience/performer relationship?
- Why is the audience important?
- Why do drama and theatre practitioners use stage directions? Why are stage directions important?

Relevance and Application:

- Awareness of the messages that are sent through body language enables one to function in society.
- Human beings communicate through a variety of nonverbal messages such as gestures, facial expressions and body language.
- Essential to creating an audience/performer relationship is an understanding of body language and gestures.

Nature of Drama and Theatre Arts:

- Though the artist's imagination and intuition drive the work, great art requires effective communication to turn notions into a quality product.

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:
➤ 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: Fourth Grade

Concepts and skills students master:
1. Develop selected criteria to critique what is seen, heard, and understood

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:
a. Develop criteria to critique a performance or script (DOK 1-2)
b. Critique a performance or script using the developed criteria (DOK 1-3)

Inquiry Questions:
1. What constitutes effective and constructive feedback for a scene and character?
2. How does one develop appropriate criteria?
3. How does a critique impact a performance?

Relevance and Application:
1. Evaluating performances helps develop analytical and writing skills for theatre and film critics.
2. Understanding the different elements of a performance aids in the appreciation of dramatic literature and playwrights.
3. Understanding how different media can create an emotional impact creates informed consumers and technologically literate professionals.

Nature of Drama and Theatre Arts:
1. Contributing to the realization of a theatrical work is an exercise in collaboration and critical thinking.

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: Fourth Grade

Concepts and skills students master:

2. Examine character dynamics and relations

Evidence Outcomes

Students can:

- Demonstrate an understanding of character dynamics and relationships in real-life settings (DOK 1-2)
- Read scripts and stories to identify and analyze character dynamics and relationships (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What is needed to understand character dynamics and relationships?
- How are characters in scripts similar to real people?
- What relationships do you have that resemble relationships you have read about?
- How can you show a character's relationship to another character when you are on stage?

Relevance and Application:

- Working with mass media allows one to recognize that the use of voice, body language, and facial expressions are essential to conveying messages.
- Understanding body language and vocalization are essential to communication. For example, facilitators, politicians, political scientists, and teachers employ body language and vocalization to communicate.
- Recognizing that human beings communicate through a variety of nonverbal messages such as gestures, facial expressions, and body language is valuable knowledge for success in social and professional situations.

Nature of Drama and Theatre Arts:

- Students exercise and refine the actor's instrument – body, voice, and mind – through ongoing exploration of the physical, vocal, characterization, and staging components of acting.

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