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Colorado
Academic Standards

Drama and Theatre Arts



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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Purpose of 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

“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

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.

Prepared Graduates in Drama and Theatre Arts

1. Theatre artists rely on intuition, curiosity and critical inquiry.
2. Theatre artists work to discover different ways of communicating meaning.
3. Theatre artists refine their work and practice their craft through rehearsal.
4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
5. Theatre artists make strong choices to effectively convey meaning.
6. Theatre artists develop personal processes and skills for a performance or design.
7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.
8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.
9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.
11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

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, Advanced, and Professional Pathways in High School:

In order to meet the basic needs of all students, the advanced needs of those engaging theatre arts as a focus area and the needs of those pursuing careers in theatre, the standards review subcommittee developed *Fundamental*, *Advanced*, and *Professional* 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 *Advanced* pathway is designed to engage students that demonstrate a dedicated interest in the art form to explore connections throughout their immediate community and the world at large, providing intentional opportunities for students to engage with Theatre Arts skills and concepts that reach far beyond the stage.

The *Professional* 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 Professional pathway meet all of the prepared graduate competencies with a much higher degree of rigor appropriate to the expectations of postsecondary and career theatre opportunities.

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Preschool Learning and Development Expectation:

1. Generate and conceptualize artistic ideas and work.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (story drama, creative drama, movement stories, pantomimes, puppetry, etc.).
- b. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry etc.).

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Provide ample time and space, indoors and outdoors, for children to engage in dramatic play and storytelling in their own way.
2. Dramatize stories from children's cultural and personal experiences by asking families to share stories.
3. Represent various characters using facial expression, body movement and gestures.

Examples of Learning/Children May:

1. Identify an emotion or feeling in connection to a particular action, facial expression or word.
2. Use speech or sounds to imitate a person or object.

Colorado Essential Skills:

1. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)



Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Preschool Learning and Development Expectation:

2. Organize and develop artistic ideas and work.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry etc.).

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Ask students to draw a picture or tell stories of their own experiences as a prompt for dramatic play.
2. Engage students' background knowledge through questioning as a prompt for dramatic play. (For example, "When was a time you were courageous?")

Examples of Learning/Children May:

1. Draw pictures or tell stories of their own experiences in order to form dramatic play.

Colorado Essential Skills:

1. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain-specific language to convey ideas. (Entrepreneurial)

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Preschool Learning and Development Expectation:

3. Refine and complete artistic work.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Investigate story in dramatic play or a guided drama experience (e.g. story drama, creative drama, movement stories, pantomimes, puppetry, etc).

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Tell or read a story as a jumping-off point for dramatic play.

Examples of Learning/Children May:

1. Listen to stories and use them as a jumping-off point for dramatic play.

Colorado Essential Skills:

1. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment, or perform a task. (Entrepreneurial)

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Preschool Learning and Development Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Model by sharing a personal or shared class experience.

Examples of Learning/Children May:

1. Recall an experience while exploring within dramatic play.

Colorado Essential Skills:

1. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Preschool Learning and Development Expectation:

1. Select, analyze, and interpret artistic work for presentation.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Make appropriate character reactions that connect environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Describe or share about a cultural experience.
2. Build or re-create cultural experiences for children.

Examples of Learning/Children May:

1. React to shared cultural or everyday experiences.

Colorado Essential Skills:

1. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view, and arguments in the discipline. (Entrepreneurial)

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Preschool Learning and Development Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Model characters or utilize books, movies, real life community members, animals, etc. as a way to show various characters.
2. Discuss and create experiences showing how technical elements help to tell stories, create mood, build environments and define characters.

Examples of Learning/Children May:

1. Create a character using voice, body and facial expression from an adult's modeling.
2. Utilize technical elements such as lighting, costumes, props, etc. to help tell stories, create moods, build environments and define characters.

Colorado Essential Skills:

1. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Preschool Learning and Development Expectation:

3. Convey meaning through the presentation of artistic work.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Ask reflective questions concerning a dramatic play or guided drama such as, “How did your character feel when the wolf knocked on the door?” “What did you do when your character felt that way?”
2. Lead discussions to compare emotions and ways to portray each.

Examples of Learning/Children May:

1. Choose various facial expressions, body movements, gestures and vocal choices to express character emotions to character choices.

Colorado Essential Skills:

1. Students can delineate a speaker’s argument, identify specific claims and distinguish if claims are supported by reasons and evidence.
(Civic/Interpersonal)

Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Preschool Learning and Development Expectation:

1. Perceive and analyze artistic work.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Recall an emotional response in dramatic play or a guided drama experience.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Ask reflective questions concerning a dramatic play or guided drama such as, “How did your character feel when the wolf knocked on the door?”
“What did you do when your character felt that way?”

Examples of Learning/Children May:

1. Express (through vocalizations or movements) how his/her character felt, moved, vocalized or gestured when thinking about various moments in a dramatic play or guided drama.

Colorado Essential Skills:

1. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Preschool Learning and Development Expectation:

2. Interpret intent and meaning in artistic work.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Reflect on choices in a dramatic play and guided drama experiences.
- b. Name and describe characters in a dramatic play or a guided drama.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Ask reflective "what questions" on student experiences such as, "What did your biggest shape look like? or" "What movement was the most sharp"?
2. Utilize story to have students define a character's appearance and feelings. For example, "Which characters came to help?" "What did the animals look like?" "What did the characters do when they received help?"

Examples of Learning/Children May:

1. Answer questions using vocalizations or movements to define and describe characters.

Colorado Essential Skills:

1. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Preschool Learning and Development Expectation:

3. Apply criteria to evaluate artistic work.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Recognize artistic choices.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Use questions to lead discussion, for example, “When was the character really scared?” “What did we do to create the environment?” “What was your favorite...”

Examples of Learning/Children May:

1. Answer questions and express ideas through movements or vocalizations that define their artistic choices.

Colorado Essential Skills:

1. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.(Entrepreneurial)

Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Preschool Learning and Development Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Ask reflective questions that connect personal experiences to a story, for example, “What are ways your family celebrates different holidays?”

Examples of Learning/Children May:

1. Connect personal experiences and express ideas in reaction to a story through movements or vocalization.

Colorado Essential Skills:

1. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well-developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Many societies around the globe recognize dramatic play as a key component in the human developmental process. (Entrepreneurial)
2. Connecting play and pretend allows one to discover the basic aspects of theatre. (Entrepreneurial)
3. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. How can you create an idea with your body and voice?
2. What do you have in your classroom that could become a prop or a costume for your story?
3. Did your class believe your item was the prop or costume for your dramatic play?

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Collaborate with peers to contribute to dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Express ideas using imagination or background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- c. What do you do if there is a conflict when you are working with a group?

Academic Context and Connections

Colorado Essential Skills:

1. Collaboration is a skill that is expected by almost every aspect of the workforce. (Civic/Interpersonal & Professional Skills)
2. Utilizing background knowledge is a key to connecting with literature and humanity. (Civic/Interpersonal & Professional Skills)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. What are ways you can solve the problem?
2. What was the main idea of your dramatic play?
3. How did it change as you played?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Ask and answer questions through dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Questioning is a higher level thinking skill. (Entrepreneurial & Personal Skills)
2. Asking questions while playing deepens the dramatic experience. (Entrepreneurial & Personal Skills)
3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. How can you make your question more clear?
2. Are there any more details you can add to your answer?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Identify similarities between characters, oneself, and one's community in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing similarities to others strengthens one's ability to communicate with all people. (Entrepreneurial & Personal Skills)
2. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. What do you have in common with the character?
2. Could the character be part of your community?

Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Identify characters and settings in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing characters and settings are key literary elements. (Personal & Professional Skills)
2. Students can analyze different texts (including experiments, simulations, video, or multimedia texts) to compare and contrast competing theories, points of view, and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. Who are the people, animals or other characters in your dramatic play?
2. Where does it take place?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Experiment with voice and body within dramatic play and guided drama experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Explore and experiment with various technical elements used in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Experimentation is an important part of the creative process. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Accessing technical elements early allows students to better understand the impact these can have on dramatic experiences. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. What choices did you make with your character's voice?
2. Why did you move your body that way?
3. What sounds, props or costumes did you use in your dramatic play?
4. How did your addition of sounds, props or costumes change your play?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

- a. Use voice and body in dramatic play or a guided drama experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing that human beings communicate through a variety of verbal and nonverbal messages such as gestures, facial expressions, body language, and vocal choices is valuable knowledge for success in social and professional situations. (Civic/Interpersonal & Personal Skills)
2. The creation of characters deepens one's understanding of others. (Civic/Interpersonal & Personal Skills)
3. Students can delineate a speaker's argument, identify specific claims, and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How do you change your voice to become the character?
2. How did you change your body?
3. How did your character walk?
4. How did you move your hands?
5. What facial expressions did you use? Why?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Identify characters and environments in dramatic play or a guided drama experience.
- b. Name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Academic Context and Connections

Colorado Essential Skills:

1. Understanding environments in which characters would most likely live informs one about his or her own environment. (Civic/Interpersonal & Entrepreneurial)
2. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. Who were the characters in your dramatic play?
2. Where did it take place?
3. How can you describe the setting?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

a. Identify choices in dramatic play or a guided drama experience.

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing choices made by artists is a very important part of the creative process. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. What choices were made in your dramatic play or experience?
2. How did those choices affect your play?
3. Did other students make choices within your dramatic play?

Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

a. Respond to visual, movement, or vocal choices in a drama experience.

Academic Context and Connections

Colorado Essential Skills:

1. Being able to respond to choices made is the first step to critiquing.
(Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Critical evaluation is necessary in informed decision making.
(Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim and organize the evidence in well-reasoned, meaningful ways. (Entrepreneurial)

Inquiry Questions:

1. What did you notice about the movement in the drama experience?
2. How did the use of set, props or costumes make you feel?
3. Did you enjoy any of the character voices more than others? Why?
4. What was your favorite part of the experience?
5. What was your least favorite part? Why?

Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Connect stories, personal experiences and cultural experiences that are similar to one another in dramatic play or a guided drama experience.
- b. Inquire and investigate the processes of theatrical performance.

Academic Context and Connections

Colorado Essential Skills:

1. Connecting personal experiences to those of others makes it easier to communicate with all people. (Civic/Interpersonal & Professional Skills)
2. Understanding the different elements of a performance aids in the appreciation of dramatic literature and playwrights. (Civic/Interpersonal & Professional Skills)
3. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. What are the similarities between your family and families found in stories?
2. What questions do you have about the performance?
3. What interested you the most?
4. What else would you like to know about how a performance is put together?

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Propose potential choices that characters could make in specific environments in a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Collaborate with peers to conceptualize costumes and props in a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- c. Identify ways in which voice and movement may be used to create stories in a dramatic play or guided drama experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Dramatic play allows one to connect with real life experiences. (Entrepreneurial)
2. Connecting how costumes and props create a character and environment gives one a basic understanding of how characters are based on human beings. (Entrepreneurial)
3. Understanding choices that characters make in environments informs one about his or her own environment. (Entrepreneurial)
4. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. How does where a character lives affect how it acts?
2. How do costumes and props add to a theatrical experience?
3. How does changing your voice alter a story?
4. Why is movement important to storytelling?

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Contribute to the development of a sequential plot in a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Participate in group decision making(collaborate) in a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Telling a story allows one to connect key aspects of literary elements and theatre elements. (Civic/Interpersonal & Professional Skills)
2. Understanding sequencing directly connects with ordinal numbers in mathematics. (Civic/Interpersonal & Professional Skills)
3. Collaboration is an essential workforce skill. (Civic/Interpersonal & Professional Skills)
4. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. Why is plot important to a story?
2. Do all stories have a beginning, middle and end structure?
3. How can you solve a problem, if one arises, when working with a group?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Collaborate and problem solve to clarify or alter story choices in a dramatic play or guided drama experience (e.g., process drama, story drama, creative drama, movement, pantomime, puppetry, etc.).
- b. Make choices in voice and movements to improve a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- c. Create multiple representations of objects and environments in a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. The development of collaboration and problem-solving skills prepares students for future education and the workforce. (Entrepreneurial & Personal Skills)
2. Being able to make artistic choices and understanding why those choices were made is key to understanding how a dramatic experience develops. (Entrepreneurial & Personal Skills)
3. The ability to represent objects or environments is not just important to theatre, but also in literature. (Entrepreneurial & Personal Skills)
4. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. How did your group clarify or alter the story?
2. How did you decide to alter your voice and movement to make your dramatic play better? Did it make it better?
3. Would you have made more changes?
4. What did you use to create objects and environments in your dramatic play?
5. Was it easy for the other students with whom you were dramatizing to understand what your object was?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Identify character emotions using personal experiences and/or cultural identities in a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. It is easier to communicate with people when you understand their emotions. (Entrepreneurial & Personal Skills)
2. Emotions are the seeds of play and character creation. (Entrepreneurial & Personal Skills)
3. Dramatic play connects with emotions portrayed in other arts disciplines such as visual arts and music. (Entrepreneurial & Personal Skills)
4. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. Why do people show emotion?
2. How do people from differing cultures portray emotion?
3. When do people show emotion?

Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Create character actions and dialogue from a story in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Communicate character traits and emotions through body and vocal choices in a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Understanding character movement and dialogue gives insight into what the character feels and who the character is. (Personal & Professional Skills)
2. The creation of characters not only deepens one's understanding of others, but it gives insight into literary characters as well. (Personal & Professional Skills)
3. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. Why did you choose certain actions and dialogue for your character?
2. What did your choices tell about your character?



Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Develop voice and body choices within a dramatic play and guided drama experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Explore, experiment and select various technical elements that can be used in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Understanding vocal and facial expression choices will allow you to communicate more clearly. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Experimenting with technical elements will help give a deeper understanding of theatrical technical elements. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic / Interpersonal)

Inquiry Questions:

1. How can facial expression change a conversation?
2. How can changes in your body change the way others react to you?
3. How can vocal changes alter other's reactions to you?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

- a. Select appropriate voice and body choices for a dramatic play or a guided drama experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Choose technical elements that can be used in a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing appropriate vocal and body choices deepens communication skills. (Civic/Interpersonal & Personal Skills)
2. Understanding what technical elements are needed or will enhance a dramatic experience is the first step to design. (Civic/Interpersonal & Personal Skills)
3. Students can delineate a speaker's argument, identify specific claims, and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. Why did your character move the way it did?
2. How did you decide what voice to use?
3. What props, costumes, sounds, sets or lights did you use for your dramatic experience?
4. Why did you choose those items?

Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Recognize voice and body choices made in a dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
- b. Choose design or technical elements that can be used in a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. The development of skills in design produces the power to create or to enhance the quality of life. (Civic/Interpersonal & Entrepreneurial)
2. Recognizing choices stimulates problem-solving. (Civic/Interpersonal & Entrepreneurial)
3. Understanding why choices are made by an artist gives you a deeper understanding of art. (Civic/Interpersonal & Entrepreneurial)
4. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. How did the students with whom you played change their bodies and voices to create a character?
2. What costumes, props, sets, sounds or lights did they use to create the drama experience?

Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Explain preferences and reactions to a variety of dramatic experiences.
- b. Identify causes of character actions in a variety of dramatic experiences.
- c. Compare personal emotions to the emotions of characters in a variety of dramatic experiences.

Academic Context and Connections

Colorado Essential Skills:

1. Being able to identify causes of characters' actions allows you to better understand their motivations. (Civic/Interpersonal, Entrepreneurial, & Personal Skills)
2. It is easier to communicate when you understand other's emotions, actions, and experiences. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. How did the experience make you feel?
2. What was your favorite part?
3. Why did the character make its choice?
4. Did the character feel the same way you would have?
5. If not, how would you have felt?

Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. Interpret choices in a variety of dramatic experiences
- b. Identify prop and costume choices in a variety of dramatic experiences
- c. Compare and contrast the experiences of characters in a variety of dramatic experiences

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing choices being made is the first step in the evaluation process. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Understanding similarities and differences between various character's experiences. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways. (Entrepreneurial)

Inquiry Questions:

1. Why did you make the choices you did in the dramatic experience?
2. Why did other students make the choices they did?
3. What were the costumes and props used in each of the dramatic experiences?
4. How were the characters' experiences similar?
5. What made them different?

Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Compare and contrast stories, personal experiences and cultural experiences that are similar to one another in a variety of dramatic experiences
- b. Inquire and investigate in the collaborative processes in a variety of dramatic experiences

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing similarities and differences in other cultures deepens your understanding of people's connections. (Civic/Interpersonal & Professional Skills)
2. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. How are your experiences similar and different to those of a friend's?
2. What questions could you ask your group about your dramatic play?

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Propose new details to plot and story in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- b. Collaborate with peers to conceptualize scenery in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- c. Identify ways in which voice and movement may be used to create a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. The ways characters move gives insight into a character's feeling and identity. (Entrepreneurial)
2. Vocal quality (either assisted through technology or through physically altering vocal tone) aids in creating human and nonhuman characters. (Entrepreneurial)
3. Drama and theatre require many vocal transitions to convey a message, much like vocals in music. (Entrepreneurial)
4. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. How does changing one element of a story change the rest of the story?
2. What parts of a story can be changed easily?
3. How does a performer's vocal quality convey a message about the character?
4. How does a performer's movement convey a message about a character?
5. How can movement depict an environment?

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Collaborate with peers to devise meaningful dialogue in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- b. Contribute ideas and make decisions as a group to advance a story in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Dramatic experiences foster a fundamental understanding of story structure. (Civic/Interpersonal & Professional Skills)
2. Contributing to groups is a workforce skill. (Civic/Interpersonal & Professional Skills)
3. Strong self-directive skills are needed to follow directions while respecting others in a space. (Civic/Interpersonal & Professional Skills)
4. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. Why are character, setting and plot important in a dramatization?
2. How can we contribute ideas without minimizing the role of other collaborators?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Contribute to the adaptation of dialogue in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- b. Use and adapt voice and movements in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- c. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Emphasizing the relationship between characters' actions and the plot builds empathy. (Entrepreneurial & Personal Skills)
2. The ability to represent objects or environments in a variety of ways promotes problem solving. (Entrepreneurial & Personal Skills)
3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. Why is it important to look at different perspectives of a story?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Use background knowledge to help build various character experiences in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Using our background knowledge of stories to understand dramatic experiences builds empathy and stronger audience experiences. (Entrepreneurial & Personal Skills)
2. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. How can choices in movement affect a character?
2. Why do scenes have a similar structure to stories?



Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Interpret story elements in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Dramatic interpretations illustrate how authors have determined importance. (Personal & Professional Skills)
2. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. How does acting out short stories help you remember key elements of the story?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Alter voice and movement to change a character in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- b. Explore design or technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

Academic Context and Connections

Colorado Essential Skills:

1. Advertisers use vocal quality to focus an audience on their products. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Altering vocal and movement choices alters meaning. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic / Interpersonal)

Inquiry Questions:

1. Why are stage directions important?
2. How do decisions made about space affect a performance?
3. How would a change in a character's action change the outcome of a scene?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

- a. Contribute to ensemble in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- b. Consistently demonstrate feeling and other characterizations through movement and voice in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Creating characters and environments serves as a foundation for understanding the components of the theatre process. (Civic/Interpersonal & Personal Skills)
2. Students can delineate a speaker's argument, identify specific claims, and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How does the creative process change as an ensemble changes?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Recognize when artistic choices are made in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

Academic Context and Connections

Colorado Essential Skills:

1. Mass media rely on adaptations of known plots to sell products and tickets. (Civic/Interpersonal & Entrepreneurial)
2. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. Which elements of the drama stand out?
2. How are the different elements of the dramatic experience connected?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Explain how personal preferences and experiences impact an audience's response in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- b. Identify causes and effects of character actions in a variety of dramatic experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).
- c. Compare and contrast personal emotions and choices to the emotions and choices of characters in a variety of dramatic experiences.

Academic Context and Connections

Colorado Essential Skills:

1. Every action has an equal and opposite reaction. (Civic/Interpersonal, Entrepreneurial, & Personal Skills)
2. Predicting an audience's response is essential for workforce readiness. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. How do various characters' actions impact a scene?
2. How can different members of an audience have different reactions to a dramatization?
3. When might critics allow their feelings to impact how they evaluate a dramatization?



Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. With prompting and support develop criteria to critique a dramatic presentation.
- b. With prompting and support develop criteria to examine the use of props and/or costumes in a variety of dramatic experiences
- c. With prompting and support develop criteria to describe how characters respond to challenges in a variety of dramatic experiences

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing a critic's role requires specific criteria when evaluating performances. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. A critique is not meant to hurt feelings but to build context for comprehending constructive feedback. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Failure is an essential component for growth. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
4. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.(Entrepreneurial)

Inquiry Questions:

1. How are performers impacted by feedback?
2. Why is it important to use theatre-based vocabulary when discussing dramatizations?

Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Identify similarities and differences in stories from various cultures in a variety of dramatic experiences.
- b. Reflect on the collaboration processes of creating a scene in a variety of dramatic experiences.

Academic Context and Connections

Colorado Essential Skills:

1. Connecting similarities and differences between dramatic depictions and literature develops higher-level thinking skills such as comparing and contrasting, reflecting and foreshadowing. (Civic/Interpersonal & Professional Skills)
2. Understanding and respecting various perspectives builds tolerant and thriving communities. (Civic/Interpersonal & Professional Skills)
3. Understanding various ways to collaborate will give framework to new collaborative experiences. (Civic/Interpersonal & Professional Skills)
4. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well-developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. Why are there so many plots that revolve around community and family stories?
2. What plot elements tend to be similar in various stories?
3. What can we learn from our collaborations?

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Create characters, imagined worlds and improvised stories in creative drama and theatre.
- b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in drama/theatre work.
- c. Investigate through collaboration to determine how characters might move and speak to support the story and given circumstances in creative drama and theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Acting connects reading and literacy skills with drama and theatre skills. (Entrepreneurial)
2. Appropriate personal space varies depending on cultural and social contexts. (Entrepreneurial)
3. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. What parts of your body are most used to portray a character?
2. What parts of your body change to portray different characters?
3. What do you need to know about your character before you can bring him or her to life?
4. What etiquette is important in the collaboration process?

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Devise original ideas for creative drama and theatre through various forms of independent, collaborative and whole class investigation.
- b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in creative drama and theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Creators of drama and theatre utilize skills used in other creative fields such as interior design, advertisement and other design fields. (Civic/Interpersonal & Professional Skills)
2. Working in various sized groups is a workforce skill. (Civic/Interpersonal & Professional Skills)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. Why must scenes have a beginning, middle and end?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Collaborate with peers to revise, refine and adapt ideas to fit the given parameters of creative drama and theatre.
- b. Participate and contribute to physical and vocal exploration in an improvised or scripted work.
- c. Practice and refine design and technical choices to support a devised or scripted work.

Academic Context and Connections

Colorado Essential Skills:

1. Vocal variation creates believable characters in a variety of media settings. (Entrepreneurial & Personal Skills)
2. Practice, adaptation and refinement illustrate growth mindsets. (Entrepreneurial & Personal Skills)
3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. Why is it important to consider your use of time?
2. How is working alone different from working with a partner?
3. What are the extents of your voice?
4. What are the extents to your physical movements?
5. Why is it good to refine and practice design and technical choices?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Use personal experience and background knowledge to create connections to community and culture in creative drama and theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Improvisation connects drama and theatre arts skills with writing skills. (Entrepreneurial & Personal Skills)
2. Media relies on community elements to create a connection with its audience. (Entrepreneurial & Personal Skills)
3. Using personal experiences and background knowledge are steps into understanding various perspectives and audiences. (Entrepreneurial & Personal Skills)
4. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. How does your voice change when your feelings change?
2. How does your breath change as your emotions change?
3. What would you like your audience to know about your character?
4. In what ways does your community use theatre?



Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Identify and apply the elements of dramatic structure to a creative drama or theatre work.
- b. Investigate how movement and voice are incorporated into creative drama and theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding character movement gives insight into what a character is feeling or who the character is. (Personal & Professional Skills)
2. Viewing a creative drama or theatre piece through the lens of dramatic structure shows what an artist views as important. (Personal & Professional Skills)
3. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. What is the idea that grabs your attention in a favorite story?
2. How are movement and voice similar?
3. How do theatrical performances and creative drama portray dramatic structure?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Collaborate as an ensemble to integrate movement and vocal choices in a creative drama or theatre work.
- b. Challenge and alter the basic design or technical elements used in a creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Collaborative skills are highly valued in many fields in the workforce and can be the determining factor in a supervisor's impression of a worker. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Challenging elements in a piece illustrates a growth mindset. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic / Interpersonal)

Inquiry Questions:

1. How do the skills needed to create theatre change as the size of your group changes?
2. How does technical theatre impact an audience?
3. Which choices work best for the purpose of the dramatic play or theatre performance?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

- a. Use individual and/or small ensemble reflections to guide performance choices in creative drama and theatre works.

Academic Context and Connections

Colorado Essential Skills:

1. The performance of simple scenes illustrate understanding of a variety of subject matter. (Civic/Interpersonal & Personal Skills)
2. Using feedback in the middle of a creative work requires flexible thinking. (Civic/Interpersonal & Personal Skills)
3. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How do you make your scene understandable to your audience?
2. How does the audience's response to a performance alter the way it is performed?

Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

a. Interpret why artistic choices are made in creative drama and theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Being able to determine why choices are made can help build empathy, compassion and understanding of various perspectives. (Civic/Interpersonal & Entrepreneurial)
2. Understanding our own choices makes us metacognitive and builds a growth mindset. (Civic/Interpersonal & Entrepreneurial)
3. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. What do you think about when watching a performance?
2. How do the surroundings such as sets, props and costumes influence your opinion of a performance?

Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Utilize various personal experiences and background knowledge to analyze creative drama and theatre performances.
- b. Examine and analyze the different ways characters are developed through the inclusion of props, costume design and makeup that reflect cultural perspectives in creative drama and theatre.
- c. Examine how connections are made between oneself and a character's emotions in creative drama and theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Starting with your own background and experiences builds understanding between perspectives. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Examining the physical details in a creative work shows the intention of creators. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. How can personal experiences affect how audience members feel when viewing a performance?
2. What are the physical choices that show how an actor connects his/herself to a character's emotions?
3. What are the technical choices that develop characters?

Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. Identify the processes that groups use to evaluate creative drama and theatre work.
- b. Consider and analyze design or technical elements from multiple drama/theatre works.
- c. From an audience perspective, identify how character choices impact the problem/solution in a creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Voice and movement impacts audience reactions. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Looking at the intention of an ensemble versus the outcome of an ensemble is an important step in evaluating artistic work. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Examining how groups evaluate artistic work will encourage new ways to collaborate with others. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
4. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways. (Entrepreneurial)

Inquiry Questions:

1. How does the placement of items on stage affect the audience?
2. Why is furniture set where it is in your house?
3. How does the placement of items on stage affect the performers?
4. What ways did the ensemble work together?
5. Which ways created stronger theatre pieces? Why?
6. Why is it important for audience members to see a problem solved on stage?

Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Analyze the processes used to adapt literature to a creative drama or theatre work.
- b. Compare how cultures have historically presented the same stories in different art forms, genres, or drama or theatre conventions.

Academic Context and Connections

Colorado Essential Skills:

1. Awareness and analysis of cultural experiences promotes greater understanding of other cultures and deepens connections between cultures. (Civic/Interpersonal & Professional Skills)
2. Adapting literature enables other cultures to hear similar messages from new perspectives and to hear new messages from similar perspectives. (Civic/Interpersonal & Professional Skills)
3. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well-developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. How is theatre in the United States different from other cultures?
2. Why do various cultures seem to tell the same stories?
3. How do these similar stories differ?
4. How can we adapt our stories to understand other perspectives?
5. How can we adapt our perspectives to understand other stories?

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Generate the visual details of imagined worlds and improvised stories that support the given circumstances in a creative drama or theatre work.
- b. Visualize and design technical elements that support the story and given circumstances in creative drama or theatre work.
- c. Imagine and articulate how a character might move and speak to support the story and given circumstances in a creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing, observing and listening in the rehearsal process increases one's awareness of personalities in the community and confidence in social situations. (Entrepreneurial)
2. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. How does the location of a scene impact character choices?
2. How can props, set and costumes help tell a story?
3. How do voice and movement choices help clarify the story?
4. How do explored stories connect to the larger theme of human nature?

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Participate in various methods of investigation to devise original ideas for a creative drama or theatre work.
- b. Compare ideas with peers to make choices that will enhance and deepen ensemble creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing a character and observing the characterization process increases language skills in all other disciplines. (Civic/Interpersonal & Professional Skills)
2. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. How can facial expressions, movement and voice convey motivation and believability?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Collaborate with peers to revise, refine and adapt ideas to fit the given parameters of the creative drama or theatre work.
- b. Develop characters through physical and vocal explorations in an improvised or scripted work.
- c. Practice and refine design and technical choices to fit the given parameters in a devised or scripted work.

Academic Context and Connections

Colorado Essential Skills:

1. Students use higher-level thinking skills in the rehearsal process. (Entrepreneurial & Personal Skills)
2. Students problem-solve, compare and contrast, collaborate, assess and evaluate creative choices. (Entrepreneurial & Personal Skills)
3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. How does the rehearsal process inform selection of material to be performed?



Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Investigate the ways that creative drama and theatre reflects the perspectives of a community or culture.

Academic Context and Connections

Colorado Essential Skills:

1. Drama and theatre arts are a way for young people to investigate local and global issues through creative expression. (Entrepreneurial & Personal Skills)
2. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. How do personal or community experiences inform art-making?



Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Describe the underlying thoughts and emotions that create dialogue and action in a creative drama or theatre work.
- b. Use physical or vocal choices to create meaning in a drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing a dramatized or scripted scene allows young people to see the impact and clarity of their choices. (Personal & Professional Skills)
2. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. As an ensemble of artists, what artistic choices conveyed the clearest meaning and why?



Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Collaborate and implement as an ensemble to integrate movement and vocal choices in a creative drama or theatre work.
- b. Propose design or technical element choices to enhance the meaning of a creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing a dramatized or scripted scene allows young people to see the impact and clarity of their choices. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Students can participate in collaborative discussions by coming to discussions prepared. (Civic / Interpersonal)

Inquiry Questions:

1. How can working together as an ensemble aid in creating a work larger than what one person can do?
2. How do we collaborate with others? Why?



Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

a. Perform ensemble based drama or theatre work for an audience of peers.

Academic Context and Connections

Colorado Essential Skills:

1. Language, communication and presentation skills are essential for everyone in the workforce. (Civic/Interpersonal & Personal Skills)
2. For job interviews and presentations, people must be prepared, confident, organized and able to clearly communicate ideas. (Civic/Interpersonal & Personal Skills)
3. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How can you be present, focused and confident in a performance or sharing?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Analyze personal reactions to artistic choices made in a creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Building critical analysis skills builds the development of observation, analysis and reflection necessary in the workplace and as an arts consumer. (Civic/Interpersonal & Entrepreneurial)
2. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. How do students develop aesthetic choices in life?
2. What kinds of art speaks to students and why?
3. What does a work of art mean?
4. How does this apply to the lives of our school and community?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Compare and contrast multiple personal experiences when participating in or observing a drama or theatre work.
- b. Compare and contrast the characters in creative drama and theatre works through identifying prop choices and makeup and costume designs that reflect cultural perspective.
- c. Identify and discuss physiological changes connected to emotion and character development in drama/theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Building critical analysis skills builds the development of observation, analysis and reflection necessary in the workplace and as an arts consumer. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. What selections in the performance most engaged the audience and why?



Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. Propose a plan to evaluate a creative drama or theatre work.
- b. Investigate how design or technical elements may support a theme or idea in a creative drama or theatre work.
- c. Hypothesize how a character's choices may impact an audience's perspective in a drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Critical analysis of performance develops analytical skills in literature, historical events, art, etc. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.(Entrepreneurial)

Inquiry Questions:

1. How does design impact the performers and audience?
2. What character choices most engaged the audience and why?





Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Analyze commonalities and differences between stories set in different cultures to interpret drama or theatre work.
- b. Investigate drama and theatre conventions in various cultures.

Academic Context and Connections

Colorado Essential Skills:

1. Critical analysis of performance develops analytical skills in literature, historical events, art, etc. (Civic/Interpersonal & Professional Skills)
2. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. What questions or themes are explored in a dramatic piece?
2. Why are these themes relevant to our world today?



Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Invent physical qualities that reveal a character's inner traits and given circumstances in the imagined world of a drama or theatre work.
- b. Propose design ideas that support the story and given circumstances in a drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Play building can utilize movement, storytelling, literature, images, personal stories/experiences, music, creative writing, local community, media, government bodies and institutions, libraries or internet as source material.
2. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. How do actors or designers bring up new ideas and information in an improvised scene/story?



Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Collaborate with peers to make choices concerning a story's imagined situation that enhance and deepen characters and plot.
- b. Participate in defined responsibilities of theatre practitioners in order to present a drama or theatre work informally to an audience.

Academic Context and Connections

Colorado Essential Skills:

1. Being an active, engaged collaborator in a team helps workers problem-solve creative solutions to difficult issues in the workforce. (Civic/Interpersonal & Professional Skills)
2. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. How do students select acting or design choices that most clearly tell a story to an audience?
2. How do they collaborate with ensemble members to make these selections?



Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Revise and improve improvised or scripted work through rehearsal and self or peer critique.
- b. Make physical and vocal choices to continually develop characters in an improvised or scripted drama/theatre work.
- c. Create innovative solutions to design and technical problems that arise in rehearsal for drama and theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. In order to be an active problem-solver, students need to delve fully in the process of putting forth bold ideas and be willing to revise them to create the best product possible. (Entrepreneurial & Personal Skills)
2. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. How do we listen to feedback and work together as an ensemble to problem solve?





Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Interpret ways creative drama and theatre reflects the perspectives of a community or culture.

Academic Context and Connections

Colorado Essential Skills:

1. The arts are a creative expression and interpretation of the world around us. (Entrepreneurial & Personal Skills)
2. Artists ask the audience to consider big questions about the human condition. (Entrepreneurial & Personal Skills)
3. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. What are the bigger themes to the artistic work we are creating?
2. How are these themes relevant to our lives?



Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Describe the underlying thoughts and emotions that create dialogue and action in a drama or theatre work.
- b. Make physical and vocal choices to interpret a character's motivation in a creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Selection, analysis and interpretation are all higher-level thinking skills that allow students to work collaboratively to create a piece of art that will have meaning for their audience. (Personal & Professional Skills)
2. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. How does an ensemble make artistic selections?
2. What impact will these choices have on the audience?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. As an ensemble collaborate, implement, and select movement and vocal choices in a creative drama or theatre work.
- b. Demonstrate the use of technical elements to enhance the meaning of a creative drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrating design or acting choices reflects the students' understanding of the theme or piece of dramatic literature. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. How do script requirements of environment, time and action affect scene design?
2. How do movement, voice and acting choices convey story?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

a. Perform small ensemble drama or theatre work for an audience of peers.

Academic Context and Connections

Colorado Essential Skills:

1. Final performances help students take risks and build confidence in language, writing and communication skills. (Civic/Interpersonal & Personal Skills)
2. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How does performing a scene or play reflect an understanding of a theme or piece of dramatic literature?
2. What artistic skills do students utilize in a final performance or sharing?
3. To what degree do they use body, voice and imagination to convey ideas?
4. How do technical selections help tell a story?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Draw conclusions or personal reactions to artistic choices made in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Reflecting and analyzing a final performance helps students think deeply about their personal aesthetics beyond the first gut response. (Civic/Interpersonal & Entrepreneurial)
2. Through reflection, students can unlock deeper meaning from the performance for a full theatre experience. (Civic/Interpersonal & Entrepreneurial)
3. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. How do students decide their personal aesthetics?
2. What forces inform these selections? Why?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Justify or explain personal reactions when participating in or observing a drama or theatre work.
- b. Explain responses to characters based on personal cultural perspectives when participating in or observing drama/theatre work.
- c. Investigate the effects of emotions on posture, gesture, breathing and vocal intonation in drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Students can connect theatre experiences with their own personal experiences. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Viewing a performance helps students to analyze similar and perhaps new cultures. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. What was the students' initial emotional experience to the piece and why?
2. Delving deeper, why do they think the artists made those choices?
3. What impact did the piece have on them as audience member, and what other choices could have helped to make a performance clearer or more meaningful?



Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. Develop and implement a plan to evaluate drama or theatre work.
- b. Assess how technical elements represent the theme of drama or theatre work.
- c. Recognize and connect how a character's circumstances impact an audience's perspective in drama or theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Generating criteria for analysis creates a baseline for growth.
2. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.(Entrepreneurial)

Inquiry Questions:

1. How does altering a design choice impact the performers and audience?
2. Which character choices most engaged the audience and why?

Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Investigate cross-cultural plot structures in creative drama and theatre work.
- b. Synthesize and integrate drama and theatre conventions from various cultures.

Academic Context and Connections

Colorado Essential Skills:

1. Relating a theatrical event creates a discussion among young people about social issues, values, historic events and cultural experiences. (Civic/Interpersonal & Professional Skills)
2. By participating in these discussions, students will learn more about other cultures and how to engage in thoughtful dialogue with others to unlock new meanings presented to them. (Civic/Interpersonal & Professional Skills)
3. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. What did the audience come away with in their hearts and minds after the performance?
2. What moments were most engaging and why?
3. What moments were the least engaging and why?
4. If the performance could be reworked, what should be changed, altered or clarified and why?



Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Identify possible solutions to staging challenges in a drama/theatre work.
- b. Identify possible solutions to design challenges in a drama/theatre work.
- c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Exercising the imagination opens abilities in other studies such as computer science, writing, scientific invention and green energy technology. (Entrepreneurial)
2. Promoting discipline and understanding the roles required to produce a performance builds acceptance of responsibility in a community. (Entrepreneurial)
3. Creating original scenes and plays develops problem-solving skills. (Entrepreneurial)
4. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. What impact do technical elements have on production?
2. What is quality work?
3. How do you synthesize a variety of ideas to create a final product?
4. How does a designer make choices to affect the emotions of the audience?
5. How do designers collaborate with all members of a theatrical production?



Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Use artistic choices to improve, examine and evolve original ideas in a devised or scripted drama/theatre work.
- b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Participating in an ensemble to complete a theatrical project enhances strong goal orientation and focus in all lifelong endeavors. (Professional & Civic/Interpersonal)
2. Performing helps to foster respect for everyone involved in the production. (Professional & Civic/Interpersonal)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain-specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. What makes a “good” story?
2. In how many ways can one story be told?
3. What role does imagination play in a scene or story?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Articulate and refine choices in a devised or scripted drama/theatre work.
- b. Identify and employ effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing increases the awareness of the physical space and its technical capabilities. (Personal)
2. Comprehending and working with theatrical technologies enhances an appreciation of different vocations both in drama and theatre arts and in society in general. (Personal)
3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. Why is a theatre artist's focus important?
2. How do you synthesize a variety of ideas to create a final product?
3. What roles do you play in your own life?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Explain how the actions and motivations of characters and theatre artists in an ensemble impact perspectives of a community or culture within a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Making choices in vocal and physical characteristics helps the student discover more about themselves in relation to their community. (Entrepreneurial & Personal Skills)
2. Simulating situations through software provides opportunities to explore many aspects of the characterization process. (Entrepreneurial & Personal Skills)
3. Creating original dramatic works applies the skills of imagination and problem-solving. (Entrepreneurial & Personal Skills)
4. Collaborating is employed to create improvised works. (Entrepreneurial & Personal Skills)
5. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. How does being in an ensemble help one approach other life situations?

Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- b. Experiment with various physical and vocal choices to communicate character in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Creating original works through storyboards and available technology utilizes the skills that marketing firms, publishers, and film and television executives employ in their vocations. (Entrepreneurial & Professional Skills)
2. Understanding different kinds of staging and performance areas can stimulate the imagination and flexibility for adaptive skills. (Entrepreneurial & Professional Skills)
3. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. What are the steps in the character development process?
2. What choices can theatre artists make to help tell a story?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.
- b. Articulate how technical elements are integrated into a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing for peers strengthens the sense of self. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Exploring forms, colors, textures and materials for technical and physical environment develops imagination and confidence in technology. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Creating scenes or plays can be used to gain confidence in storytelling. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
4. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. Why would actors find it necessary to create new characters or portrayals that differ from a script?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

a. Adapt a drama/theatre work and present it for an audience.

Academic Context and Connections

Colorado Essential Skills:

1. Recognizing the technical possibilities of a theatrical work can lead to exciting and creative outcomes, and employ skills used in vocations such as architecture, film and television, and graphic design. (Civic/Interpersonal & Personal Skills)
2. Practicing appropriate audience behavior skills enhances social awareness. (Civic/Interpersonal & Personal Skills)
3. Hands-on learning helps to complete a well-rounded educational experience that prepares one for careers beyond the arts. (Civic/Interpersonal & Personal Skills)
4. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How does the creation of a story further enhance our understanding of literature?
2. How realistic should a characterization be delivered?
3. What do you want to convey to an audience about the world of the story?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Describe and record personal reactions to artistic choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding the importance of constructive criticism and taking criticism helps to focus on the objectivity of study. (Civic/Interpersonal & Entrepreneurial)
2. Embracing theatre terminology and conventions familiarizes one with production and technical theatre. (Civic/Interpersonal & Entrepreneurial)
3. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. Why do some people consider the theatre a “sacred space”?
2. Why does entering a theatre require special behavior?
3. In what ways can you share your ideas about artistic works?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Explain how artists make choices based on personal experience in a drama/theatre work.
- b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
- c. Identify personal aesthetics, preferences and beliefs through participation in or observation of drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Providing artistic expression not connected to performing provides hands-on training for everyone and allows the inclusion of those who do not wish to perform. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Discussing one's feelings and emotional responses to theatre increases self-awareness and internal motivations. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. How does a theatre artist make choices to affect the emotions of the audience?
2. How is it possible for one person or actor to play many different characters?



Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. Use supporting evidence and criteria to evaluate drama/theatre work.
- b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- c. Identify a specific audience or purpose for a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Making critical evaluations expands the vocabulary and use of language.
(Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Listening to others builds respect and communication skills.
(Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.(Entrepreneurial)

Inquiry Questions:

1. How can the use of a prop, costume, music or other technical elements create a “history” with an audience?
2. Why do different types of theatre elicit and require different audience responses?

Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.
- b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

Academic Context and Connections

Colorado Essential Skills:

1. Becoming aware of technical vocations broadens the possibilities for the future. (Civic/Interpersonal & Professional Skills)
2. Analyzing plays and stories in drama supports analytic activities in other academic, social and professional situations. (Civic/Interpersonal & Professional Skills)
3. Becoming aware of historical theatre technologies enhances the appreciation and mastery of modern technologies. (Civic/Interpersonal & Professional Skills)
4. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. How do theatre artists collaborate with all members of a theatrical production?
2. How do theatre artists use creative drama processes and productions to inform their work?

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Integrate multiple perspectives and solutions to staging challenges in a drama/theater work.
- b. Explain and present possible solutions to design challenges in a drama/theater work.
- c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.

Academic Context and Connections

Colorado Essential Skills:

1. Utilizing movement, storytelling, literature, images, personal stories and experiences, music, creative writing, local community, media, government bodies and institutions, libraries or the internet as sources is key to obtaining the material used for play building. (Entrepreneurial)
2. Using improvisation as a form and key technique to devise play building improves spontaneity and builds group participation. (Entrepreneurial)
3. Investigating the possibilities of a technical performance broadens the imagination beyond emotion and intellect. (Entrepreneurial)
4. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. Why does the location of the audience matter when telling a story in theatre?
2. How do designers adapt the technical requirements called for in scripts and plays?
3. How do you create and implement quality work?

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Examine and justify original ideas and artistic choices in a drama/theater work based on background knowledge and historical and cultural context.
- b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing in rehearsal situations as a productive and responsible member of an acting ensemble demonstrates personal responsibility and commitment to a collaborative process. (Civic/Interpersonal & Professional Skills)
2. Building confidence in hands-on expression and skill builds respect for the personal space and expression of other people. (Civic/Interpersonal & Professional Skills)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain-specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. What makes an actor's performance of a character intriguing?
2. How do ensembles accomplish their goal?
3. What is the message of the story?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.
- b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- c. Experiment with multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing, observing and listening in the rehearsal process increases one's awareness of personalities in the community and confidence in social situations. (Entrepreneurial & Personal Skills)
2. Attending various performances is good practice for learning social etiquette, which translates to all areas of one's social and professional environment. (Entrepreneurial & Personal Skills)
3. Using a performance space and scenic elements enhances the importance of a project. (Entrepreneurial & Personal Skills)
4. Understanding the complexity of devising a play aids in the appreciation of dramatic literature and playwrights. (Entrepreneurial & Personal Skills)
5. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. What careers are dependent on theatrical production?
2. Why do different texts require different acting styles?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Designing and building for the stage aids in environmental awareness. Collaborating on a project and contributing to its outcome develops pride and a sense of belonging. (Entrepreneurial & Personal Skills)
2. Problem-solving within a collaborative group provides a more cohesive ensemble. (Entrepreneurial & Personal Skills)
3. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. How does one show respect for a space and the people who have worked to put together a performance?

Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Experiment various staging choices to enhance the story in a drama/theatre work.
- b. Apply various character objectives in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing a character and observing the characterization process increases language skills in all other disciplines such as politics, social sciences and retail and service industries. (Personal & Professional Skills)
2. Understanding theatrical conventions increases awareness of audience participation and the importance of technical support. (Personal & Professional Skills)
3. Using the imagination to interpret the written word in terms of physical surroundings enhances learning in sciences and mathematics. (Personal & Professional Skills)
4. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. What are the differences or similarities in a role versus a character? Or are they one and the same?
2. How does the ability to portray the same character from many perspectives enhance an actor's skill?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.
- b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Participating in building a play enhances logical sequencing and problem-solving skills involved in other disciplines such as medical professions, aerospace, corporate administration, industrial films, computer programming and gaming. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Participating in and observing the construction of the scene helps to create flexibility and tolerance toward others with all types of skills including performance, management, writing and technical skills. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. Do inanimate objects have “character”?
2. How can a story move from place to place and scene to scene through time?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

- a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Academic Context and Connections

Colorado Essential Skills:

1. Using the performance space to express one's social imagination creates confidence in the technical aspects of performance. (Civic/Interpersonal & Personal Skills)
2. Exploring scripted material by interpreting it in spoken scenes validates academic studies in literature. (Civic/Interpersonal & Personal Skills)
3. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. Why does employing dramatic and theatrical vocabulary become essential when producing dramatic and theatrical works?
2. How can a theatre artist convey the theme of a story to an audience?

Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Using video playbacks can determine the dynamics of an ensemble within a performance or scene. (Civic/Interpersonal & Entrepreneurial)
2. Learning to give constructive criticism and taking criticism facilitates flexibility and strengthens choices. (Civic/Interpersonal & Entrepreneurial)
3. Considering the validity of a theatre and film critic's work requires strong evaluation, technology and literacy skills and allows one to make informed decisions on the quality of one's work. (Civic/Interpersonal & Entrepreneurial)
4. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. Why is criticism better than judgment?
2. What is "polite" and "appropriate" behavior for the theatre, and how does it change depending on the show and venue?
3. How can you respectfully discuss artistic choices?

Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Identify the artistic choices made based on personal experience in a drama/theatre work.
- b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
- c. Interpret how the use of personal aesthetics, preferences and beliefs can be used to discuss drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Exploring other performance spaces and comparing them to what is available allows one to feel respect for the art and those who practice it. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Acknowledging excellence in performers and performing groups enhances a vision of excellence for oneself.. Using appropriate language and terminology in discussion and debate strengthens critical thought processes. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. How does knowing proper vocabulary enhance the process of creating a theatrical work?
2. How do a theatre artist's personal preferences or experiences affect the work?

Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
- b. Examine the aesthetics of the production elements in a drama/theatre work.
- c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing the scripted material or the improvised story for physical necessities helps to make a reality of time and space. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Employing visual imagination and respect for the technically inclined personnel is strengthened through attention to technical requirements for a play such as staging, direction and all areas of design. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Organizing the methods of critique and formulating a response to a performance or a story creates confidence in understanding and enjoying the art. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
4. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim, and organize the evidence in well-reasoned, meaningful ways.(Entrepreneurial)

Inquiry Questions:

1. How much of a live performance should rely on new technology?
2. Why is exposure to a range of performances necessary to develop strong critical evaluation skills?
3. What is meant by “we are our own worst critic”?



Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.
- b. Examine artifacts from a time period and geographical location to better understand performance and design choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Comparing forms and styles helps to place history and culture in context. (Civic/Interpersonal & Professional Skills)
2. Observing technological staging in all areas of design such as costumes, lighting, scenes, properties, makeup and sound throughout history helps one to envision the scope of history. (Civic/Interpersonal & Professional Skills)
3. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. How does style come into play with technical elements?
2. How does studying theatre from a particular time period help us to better understand that time period and our current time period?

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
- b. Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.
- c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives and motivations in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a character and observing the characterization process validates the respect for exceptional performers, writers, artists and public personalities. (Entrepreneurial)
2. Analyzing characters and roles and performing them using the voice, body and ingenuity deepens one's understanding of oneself, one's peers and the adult community. (Entrepreneurial)
3. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. What makes a character believable?
2. How do performers use personal experiences to enhance a scene or improvisation?



Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Articulate and apply background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
- b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Using our own personal experiences helps to create believable characters and artistic situations on the stage. (Civic/Interpersonal & Professional Skills)
2. Collaborating with peers on a project and contributing to its management develops leadership skills. (Civic/Interpersonal & Professional Skills)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain-specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. How do we use our own personal background knowledge about the theme of a dramatic work to inform our artistic decisions?
2. Why is collaboration essential to developing dramatic works?
3. Why are themes in theatre and history cyclical?

Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
- b. Refine effective physical, vocal and physiological traits of characters in an improvised or scripted drama/theatre work.
- c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a character and observing the characterization process validates the respect for exceptional performers, writers, artists and public personalities. (Entrepreneurial & Personal Skills)
2. Analyzing characters and roles and performing them using the voice, body and ingenuity deepens one's understanding of oneself, one's peers and the adult community. (Entrepreneurial & Personal Skills)
3. Translating the written word into a hands-on experience in a theatrical production strengthens aptitudes for technical careers. (Entrepreneurial & Personal Skills)
4. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. What makes a character believable?
2. How do performers use personal experiences to enhance a scene or improvisation?
3. How do technical elements enhance a theatrical performance?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Examine and analyze community issue through multiple perspectives in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building. (Entrepreneurial & Personal Skills)
2. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. How do events in our community influence performance?
2. How does self-reflection inform a theatre artist's work?

Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Explore different pacing to better communicate the story in a drama/theatre work.
- b. Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Academic Context and Connections

Colorado Essential Skills:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building. (Personal & Professional Skills)
2. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. What makes a character believable?
2. How do performers use personal experiences to enhance a scene or improvisation?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Develop a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
- b. Implement a variety of technical elements to create a design for a rehearsal or drama/theater production.

Academic Context and Connections

Colorado Essential Skills:

1. Performing with increased knowledge and awareness of characterization technique leads to more awareness of the need for technical control of the physical environment. For example, a character with a disability or a character portraying a specific historical figure requires a precise, controlled plan for the set design to ensure the character is placed within an appropriate environment; otherwise the character is less believable. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. How do performers use characterization techniques to strengthen performance?
2. How do technical elements enhance a theatrical performance?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

a. Perform a rehearsed drama/theatre work for an audience.

Academic Context and Connections

Colorado Essential Skills:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building. (Civic/Interpersonal & Personal Skills)
2. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. What contributes to an authentic and believable performance?
2. What is the relationship between the technician and the actor?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Giving and taking constructive criticism increases the desire for and appreciation of excellence. (Civic/Interpersonal & Entrepreneurial)
2. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. How do theatre participants use their knowledge and opinions to constructively critique?
2. What is “polite” and “appropriate” behavior for the theatre, and how does it change depending on the show and venue?

Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Summarize and share artistic choices when participating in or observing a drama/theatre work.
- b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
- c. Apply personal aesthetics, preferences and beliefs to evaluate a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Discussing and debating the issues that arise from research helps to strengthen critical thought and language skills. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. Why is it fun to see history brought to life through theatrical design and character representation?
2. How do our individual cultural perspectives influence our opinions of theatrical performances?



Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- a. Critique a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
- b. Analyze the production elements used in a drama/theatre work to assess aesthetic choices.
- c. Assess the impact of a drama/theatre work on a specific audience.

Academic Context and Connections

Colorado Essential Skills:

1. Giving and taking constructive criticism increases the desire for and appreciation of excellence. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim and organize the evidence in well-reasoned, meaningful ways.(Entrepreneurial)

Inquiry Questions:

1. How might a designer's personal preference influence a theatrical performance?



Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
- b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Discussing and debating the issues that arise from research helps to strengthen critical thought and language skills. (Civic/Interpersonal & Professional Skills)
2. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. How does history influence our decisions in a theatrical performance?



Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- b. Explore the impact of technology on design choices in a drama/theatre work.
- c. Generate ideas about a character that are believable and authentic using script analysis.

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing character helps to understand human behavior (e.g., pedagogical growth and mental health issues). (Entrepreneurial)
2. Creating a character can assist in developing one's personal voice. (Entrepreneurial)
3. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. How does the ensemble process help to build character and self-direction?
2. How does analyzing character help to understand humor behavior?
3. How can using current technologies such as social networking, internet research and media support and assist with creating a character?



Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
- b. Investigate the collaborative nature of the actor, director, playwright and designers and explore their interdependent roles in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Creating characters enhances real-world connections to literary and historical characters, and diverse cultures. (Civic/Interpersonal & Professional Skills)
2. Identification with a character connects one's empathy to themselves and others as human beings who live and work together. (Civic/Interpersonal & Professional Skills)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain-specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. How can one incorporate dance, music and visual arts in creating a character?
2. How is the creative process influenced by the technical aspects of a production?
3. How does creating characters enhance real-world connections to literary and historical characters and diverse cultures?





Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic and relevant to a drama/theatre work.
- c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Using current technologies, such as social networking, internet research and media can assist with creating a character. (Entrepreneurial & Personal Skills)
2. Studying technical arts can lead to careers in many disciplines such as architecture and design, the practice of law, engineering and broadcast. (Entrepreneurial & Personal Skills)
3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. How does the selection of a literary work reflect the capabilities of the ensemble process?
2. Why rehearse and perform theatrical material?
3. What role does public speaking play in the world of drama and theatre arts?

Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Identification with a character connects one's empathy to themselves and others as human beings who live and work together. (Entrepreneurial & Personal Skills)
2. Investigating the roles of live theatre, film, cinema, television and electronic media help to interpret the world at large. (Entrepreneurial & Personal Skills)
3. Studying drama and theatre techniques, forms, styles and conventions enhances and supports studies in other fields such as music and dance, advertising and marketing, and politics. (Entrepreneurial & Personal Skills)
4. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic / Interpersonal)

Inquiry Questions:

1. What choices must you make to create a character unlike yourself?
2. How can improvisation assist in play creation?
3. How does music, dance or art convey a culture or experience?
4. What are the essential safety procedures for a theatrical environment?



Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Examine how character relationships assist in telling the story of a drama/theatre work.
- b. Shape artistic choices using given circumstances in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding the historical and cultural background of different forms of theatre aids one in creating believable performances. (Personal & Professional Skills)
2. Utilizing a director's skills, such as organizing, blocking, preparing rehearsals, scheduling and conceptualizing, promotes successful leaders. (Personal & Professional Skills)
3. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. Why is research in the support of a theatrical production necessary?
2. What is the value of exhibiting and understanding technical aspects of a production?
3. How can awareness of theatre history affect the understanding of a production?





Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- b. Impact design for a drama/theatre production using research and script analysis.

Academic Context and Connections

Colorado Essential Skills:

1. Employing improvisational skills builds on the play-making and playwriting processes and develops spontaneous ingenuity in the workplace. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Understanding improvisational technique in theatre gives insight to improvisation in music. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. What is the value of hands-on learning in a theatrical environment?
2. What are the best practices to facilitate rehearsal?
3. How does theatre vocabulary effectively communicate one's point of view for a theatrical observation?

Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

a. Perform a scripted drama/theatre work for a specific audience.

Academic Context and Connections

Colorado Essential Skills:

1. Using current social, political, historical and cultural themes, issues, or philosophies improves creative works. (Civic/Interpersonal & Personal Skills)
2. Building on various technical sources augments creative works. (Civic/Interpersonal & Personal Skills)
3. Participating in theatrical experiences builds confidence and fosters problem-solving skills. (Civic/Interpersonal & Personal Skills)
4. Utilizing technology can assist in performances, house management systems and budgeting practices. (Civic/Interpersonal & Personal Skills)
5. Recognizing safety concerns within a theatrical environment reflects safety in the workplace. (Civic/Interpersonal & Personal Skills)
6. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. What role does an audience play in a variety of performances?
2. What is the student's responsibility with regard to his or her commitment to the production concept?
3. How do the technical aspects of a production support the overall presentation?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Academic Context and Connections

Colorado Essential Skills:

1. Researching the numerous historical and inventive aspects of technical theatre leads to a deeper understanding of the field. (Civic/Interpersonal & Entrepreneurial)
2. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. How should audience members and crew conduct themselves before, during and after a performance?
2. What are the guidelines for understanding a theatrical production?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
- Justify personal aesthetics, preferences and beliefs through participation in and observation of a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

- Responding to the study of modern theatre and various media and various cultures validates studies and proficiency in language arts, world languages, business, social studies, sciences, mathematics, physical education and performing arts. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Understanding the interdisciplinary and real world connections within a director's concept for a production allows an audience to grasp the material by building on their prior knowledge or context of the world around them. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

- How can artistic choices affect a production?
- How does one write or speak about evaluations of theatrical works and performances?
- Why is the technical crew important?



Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture and other disciplines.
- Consider the aesthetics of the production elements in a drama/theatre work.
- Formulate a deeper understanding and appreciation of a drama/theatre work by assessing its specific purpose or intended audience.

Academic Context and Connections

Colorado Essential Skills:

- Comparing and contrasting film and cinema and media presentations from various genres and cultures broadens the scope and appeal of artistic technologies from around the world. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Utilizing historical development of technological systems informs the connectivity to science and vocations such as software development, engineering, graphic design and architecture. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim and organize the evidence in well-reasoned, meaningful ways. (Entrepreneurial)

Inquiry Questions:

- How can improvisation assist in play creation?
- How does the selection of a literary work reflect the capabilities of the ensemble process?
- What roles does an audience play in a variety of performances?



Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
- Distinguish the social and cultural background of a drama/theatre work using basic theatre research methods.
- Connect drama/theatre knowledge, skills, training and self-discipline needed to pursue career and technical opportunities in theatre to personal skills and goals.

Academic Context and Connections

Colorado Essential Skills:

- Practicing proper behavior and dress at a public performance validates one's position as an adult in society. (Civic/Interpersonal & Professional Skills)
- Investigating the importance of copyright laws in scriptwriting, set and costume design, script adaptation, and the use of music in production supports respect for these vocations and artists. (Civic/Interpersonal & Professional Skills)
- Adhering to schedules, time restraints and deadlines and learning to prioritize are valuable life skills that promote positive social and work related relationships. (Civic/Interpersonal & Professional Skills)
- Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

- What skills were necessary for the artists who created a piece of live theatre?
- How does history of theatre influence modern adaptations of a work of drama/theatre?
- What methods can be used to creatively address the needs of a particular story?





Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
- b. Understand and apply technology to design solutions for a drama/theatre work.
- c. Develop a character that is believable and authentic in a drama/theatre work based on personal experiences and knowledge.

Academic Context and Connections

Colorado Essential Skills:

1. Using technology and the internet in cinema facilitates exploring characters and making alternative choices. (Entrepreneurial)
2. Creating believable characters such as literary and political figures enhances real-world connections to literary and historical figures and diverse cultures. (Entrepreneurial)
3. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. Why is research in the support of a theatrical production necessary?
2. Why is identifying and understanding design elements critical to the success of a production?



Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
- b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Investigating historical progress and diverse cultures informs theatrical decisions. (Civic/Interpersonal & Professional Skills)
2. Examining the relationship between drama and theatre training and vocations provides awareness of career opportunities in the field and beyond such as professional theatre jobs, advertising, marketing and carpentry. (Civic/Interpersonal & Professional Skills)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. What are the best methods to determine effective casting, staging and technical choices?
2. What types of themes and practices within a theatrical process can be identified and compared with other mediums?



Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work through the use of the rehearsal process.
- b. Revise physical, vocal and physiological choices impacting the believability and relevance of a drama/theatre work by using research and script analysis.
- c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Making artistic choices based on research adds depth to the product and demonstrates the value of the research. (Entrepreneurial & Personal Skills)
2. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. How can current visual arts methods and materials aid in dramatic interpretation?
2. How can a musical instrument enhance a performance?



Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

Academic Context and Connections

Colorado Essential Skills:

1. Applying knowledge in theatrical technical arts and production staffing leads to viable careers such as stage design, architecture, interior design, construction arts, television and film production. (Entrepreneurial & Personal Skills)
2. Employing self-directed study develops the initiative and responsibility of the individual. (Entrepreneurial & Personal Skills)
3. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. What are the key components of assuming responsibility and coordinating the technical aspects of a production?
2. How do theatre etiquette and ethics enhance the theatrical experience?
3. What does improvisation do for the development of the individual?



Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Discover how unique choices shape believable and sustainable drama/theatre work.
- b. Assess essential text information, research from various sources, and the director's concept that influence artistic choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding the historical and cultural relevance of a play's structure helps to establish the connection among time, place, function and environment. (Personal & Professional Skills)
2. Using technology can recreate environment, enhance a production and bring a creative work to life. (Personal & Professional Skills)
3. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. What is the director's responsibility with regard to his or her commitment to the production concept?
2. What skills are essential in portraying a believable character?



Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices, and work for presentation.

Evidence Outcomes

Students Can:

- a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
- b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

Academic Context and Connections

Colorado Essential Skills:

1. Using appropriate technology provides opportunities for meaningful theatrical experiences and expression by individuals who may not be performers. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Locating the resources needed to support a production informs and determines the production concept and requires strong research, reasoning and problem-solving. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. How is the creative process influenced by the technical aspects of a production?
2. What are the best practices to facilitate rehearsal?





Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

- a. Present a drama/theatre work using creative processes that shape the production for a specific audience.

Academic Context and Connections

Colorado Essential Skills:

1. Articulating the resources needed to support a production clarifies the relationship with the production team. (Civic/Interpersonal & Personal Skills)
2. Adjusting to other actor's decisions within a performance demonstrates advancement in an actor's problem-solving skill level. (Civic/Interpersonal & Personal Skills)
3. Producing interdisciplinary theatrical projects synthesizes interdisciplinary content through the application and assessment of knowledge. (Civic/Interpersonal & Personal Skills)
4. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How does the production process impact the final product?
2. How do performance styles affect the outcome of a production?
3. What criteria make a play performance better or worse than another?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Respond to what is seen, felt and heard in a drama/theatre work to analyze artistic choices and to formulate meaningful feedback.

Academic Context and Connections

Colorado Essential Skills:

1. Analyzing and articulating knowledge of theatrical works from various cultures enhances a personal engagement with dramatic literature and awareness of other cultures and lifestyles. (Civic/Interpersonal & Entrepreneurial)
2. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. How does objectivity relate to experiencing a piece of art?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
- Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
- Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

- Understanding the different forms of drama and theatre and the use of a variety of conventional styles connects training in drama and theatre arts to industries such as film and television. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

- What does theatrical convention teach about style?
- How can theatre ethics be applied to one's own work?
- How can artistic choices affect a production?





Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- Analyze and assess a drama/theatre work by connecting it to art forms, history, culture and other disciplines using supporting evidence and criteria.
- Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- Verify how a drama/theatre work communicates for a specific purpose and audience.

Academic Context and Connections

Colorado Essential Skills:

- Utilizing various resources in the research for a production, including cinema, internet and technical marketing, strengthens technical literacy. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Writing, speaking, or creating works about theatrical performances, artistry, media presentations or dramatic literature benefits the critic and the artist. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim and organize the evidence in well-reasoned, meaningful ways. (Entrepreneurial)

Inquiry Questions:

- Why is play creation significant?
- How can artistic choices affect a production?
- How do historical perspectives of theatrical accomplishments affect today's productions?





Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.
- c. Connect drama/theatre knowledge, skills, training and self-discipline needed to pursue career and technical opportunities outside of theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Responding to different viewpoints and beliefs develops a mature awareness, understanding, and acceptance of difference and diversity. (Civic/Interpersonal & Professional Skills)
2. Respecting the roles of the theatre family promotes maturity and social responsibility. (Civic/Interpersonal & Professional Skills)
3. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well-developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?



Prepared Graduates:

1. Theatre artists rely on intuition, curiosity and critical inquiry.

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions and technologies to create the visual composition of a drama/theatre work.
- b. Create a complete design for a drama/theatre work that incorporates all elements of technology.
- c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Taking risks and making interesting choices enhances character development. (Entrepreneurial)
2. Utilizing various resources in the research for a production, including cinema, internet and technical marketing, strengthens technical literacy. (Entrepreneurial)
3. Students can analyze content-specific texts to distinguish the factual evidence offered, reasoned judgments made and conclusions drawn, and speculative ideas offered in the text. (Entrepreneurial)

Inquiry Questions:

1. How does creating a believable character affect the final product and inform the playwright's intent?
2. How can the use of character development techniques, both internal and external, result in well-rounded characters?

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

- a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research and Western or non-Western theatre traditions.
- b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Character development skills lead to learning about empathy and playing the objective, both of which are important in the mastery of acting. (Civic/Interpersonal & Professional Skills)
2. Determining relevance and truth in artistic choices expands one's global awareness about topics such as the power of negotiations, diplomacy, social interactions and critical awareness. (Civic/Interpersonal & Professional Skills)
3. Students can trace an argument in a content-specific text to understand how an author organizes information, crafts an argument and uses domain specific language to convey ideas. (Entrepreneurial)

Inquiry Questions:

1. How does the inclusion of media, cinema, film and environmental and technical effects enhance the theatrical product?
2. How can music, visual arts and dance be utilized in a theatrical performance?



Prepared Graduates:

3. Theatre artists refine their work and practice their craft through rehearsal.

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

- a. Refine, transform and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form and conventions.
- b. Synthesize ideas from research, script analysis and context to create a performance that is believable, authentic and relevant in a drama/theatre work.
- c. Connect technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Exploring alternative choices in technology helps to convey a production concept. (Entrepreneurial & Personal Skills)
2. Acquiring the essential skills of drama and theatre supports interdisciplinary, multiple intelligences. (Entrepreneurial & Personal Skills)
3. Students can cite textual evidence from content-specific texts to demonstrate understanding and support an analysis of the text, conduct an experiment or perform a task. (Entrepreneurial)

Inquiry Questions:

1. How does a believable character affect the final product and inform the playwright's intent?
2. Why is the technical design crucial to a theatrical endeavor?





Prepared Graduates:

4. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Grade Level Expectation:

4. Synthesize and relate knowledge and personal experience to make art.

Evidence Outcomes

Students Can:

- a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding the roles of live drama and theatre arts, film, cinema, television and electronic media help to deconstruct and reinvent the world at large. (Entrepreneurial & Personal Skills)
2. Incorporating multiple pathways through drama and theatre allows for one to apply his or her creative skills to livelihood and success. (Entrepreneurial & Personal Skills)
3. Students can present arguments or information in a logical sequence with a clear claim, supportive evidence and effective presence that builds credibility. (Civic/Interpersonal)

Inquiry Questions:

1. How do the efforts of theatrical managers, technical designers and artisans affect the final presentation or production?
2. How do performance styles affect the outcome of a production?





Prepared Graduates:

5. Theatre artists make strong choices to effectively convey meaning.

Grade Level Expectation:

1. Select, analyze and interpret artistic work for presentation.

Evidence Outcomes

Students Can:

- a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.
- b. Formulate an approach to artistic choices in a drama/theatre work based on a variety of researched techniques.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a play may be enhanced through the use of current social, political, historical and cultural themes and issues and philosophies. (Personal & Professional Skills)
2. Exploring drama and theatre through media, film, cinema and internet sources enhances proficiency in the use and knowledge of information technology and the newest developments in media technology. (Personal & Professional Skills)
3. Students can analyze different texts (including experiments, simulations, video or multimedia texts) to compare and contrast competing theories, points of view and arguments in the discipline. (Entrepreneurial)

Inquiry Questions:

1. How can a one-act play that is relevant to a time, place or social situation be selected?
2. What is the importance of a director's vision?

Prepared Graduates:

6. Theatre artists develop personal processes and skills for a performance or design.

Grade Level Expectation:

2. Develop and refine artistic techniques, choices and work for presentation.

Evidence Outcomes

Students Can:

- a. Perform and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Academic Context and Connections

Colorado Essential Skills:

1. Developing improvisational skills contributes to spontaneous ingenuity and self-direction.
2. Incorporating technological advances to recreate environment builds one's awareness of the production process. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. How does improvisation aid in the development of believable dialogue and characters?
2. How can a one-act play that is relevant to a time, place or social situation be selected?



Prepared Graduates:

7. Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

- a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer and dramaturg.

Academic Context and Connections

Colorado Essential Skills:

1. Contributing to a creative work by utilizing various technical resources such as digital, projections and video/audio techniques enhances the overall production.
2. A stage manager ensures that a production runs smoothly by coordinating technical responsibilities with the instructions of the director. (Civic/Interpersonal & Personal Skills)
3. Understanding that theatrical production staffing mimics corporate structure broadens career possibilities. (Civic/Interpersonal & Personal Skills)
4. Problem-spotting and problem-solving in productions require the use of essential communication. (Civic/Interpersonal & Personal Skills)
5. Students can delineate a speaker's argument, identify specific claims and distinguish if claims are supported by reasons and evidence. (Civic/Interpersonal)

Inquiry Questions:

1. How does the knowledge of historical periods impact overall production value?
2. What does performing in different forms and styles teach the actor?
3. What criteria make a play performance better or worse than another?



Prepared Graduates:

8. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

- a. Respond to what is seen, felt and heard in a drama/theatre work to analyze artistic choices and justify meaningful feedback based on historical, cultural and personal context.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a prompt book and researching the background of a play expands one's knowledge base and enhances the overall product. (Civic/Interpersonal & Entrepreneurial)
2. Understanding historical timelines and a play's influence on society gives one a basis for interpreting current events. (Civic/Interpersonal & Entrepreneurial)
3. Formulating historical and cultural aspects of a production assists in meeting the script's demands. (Civic/Interpersonal & Entrepreneurial)
4. Students can pose and respond to questions and contribute to the discussion about a topic or text in order to advance the dialogue. (Personal)

Inquiry Questions:

1. Why is creating an interdisciplinary drama or theatre project significant?



Prepared Graduates:

9. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

- a. Revise personal work and interpret the work of others when participating in or observing a drama/theatre work using detailed supporting evidence and appropriate criteria.
- b. Shape personal responses to drama/theatre work by utilizing new understandings of cultures and contexts.
- c. Support and explain aesthetics, preferences and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding historical timelines and a play's influence on society gives one a basis for interpreting current events. (Civic/Interpersonal, Entrepreneurial, & Personal Skills)
2. Understanding the dramaturgical research strategies through the use of multiple technologies facilitates the director's relationship with his or her cast and production team. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. Why is it important to understand numerous theatrical genres and styles?
2. How can awareness of theatre history affect the understanding of a production?
3. How do historical perspectives of theatrical accomplishments affect today's productions?



Prepared Graduates:

10. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

- Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choice.
- Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
- Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Academic Context and Connections

Colorado Essential Skills:

- Utilizing advanced technological systems can assist in theatrical business practices and performances. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Analyzing the development of theatrical production within the social, historical, political and technological development of various cultures validates the knowledge of the interconnection and value of all cultures. (Civic/Interpersonal, Entrepreneurial, & Personal Skills)
- Students can write content-specific arguments in which they state a claim, provide evidence from texts and sources to support the claim and organize the evidence in well-reasoned, meaningful ways. (Entrepreneurial)

Inquiry Questions:

- How does playwriting form and structure assist in creating a one-act play?
- What is the value of working independently on writing a one-act play?
- Who is responsible for the collaboration of what happens on stage?



Prepared Graduates:

11. Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Grade Level Expectation:

4. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Evidence Outcomes

Students Can:

- a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.
- b. Present and support an opinion about the social, cultural and historical understandings of a drama/theatre work, based on critical research.
- c. Connect personal knowledge, skills, training and self-discipline needed to pursue personal career goals in theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Investigating the importance of copyright laws in script writing, set and costume design, script adaptation and the use of music in production prepares one to work professionally in the performance arts. (Civic/Interpersonal & Professional Skills)
2. Securing rights and paying royalties validates the perception of the artist's rights and assures respect for the artistic product. (Civic/Interpersonal & Professional Skills)
3. Learning appropriate behavior in the production process and for public performances ensures respect and status in community, social structure and lifestyle. (Civic/Interpersonal & Professional Skills)
4. Students can write informative texts (for example, narration of historical events, scientific procedures/experiments, technical procedures, explanations of artistic trends or cultural influences, etc.) that are clearly focused, well developed with evidence from multiple sources and effectively formatted (with, as appropriate, headings, graphics and multimedia). (Entrepreneurial)

Inquiry Questions:

1. How does theatre vocabulary effectively communicate one's point of view for a theatrical observation?
2. What is the most effective relationship of a director with cast and crew?
3. Why is the leadership of a technical crew essential?

