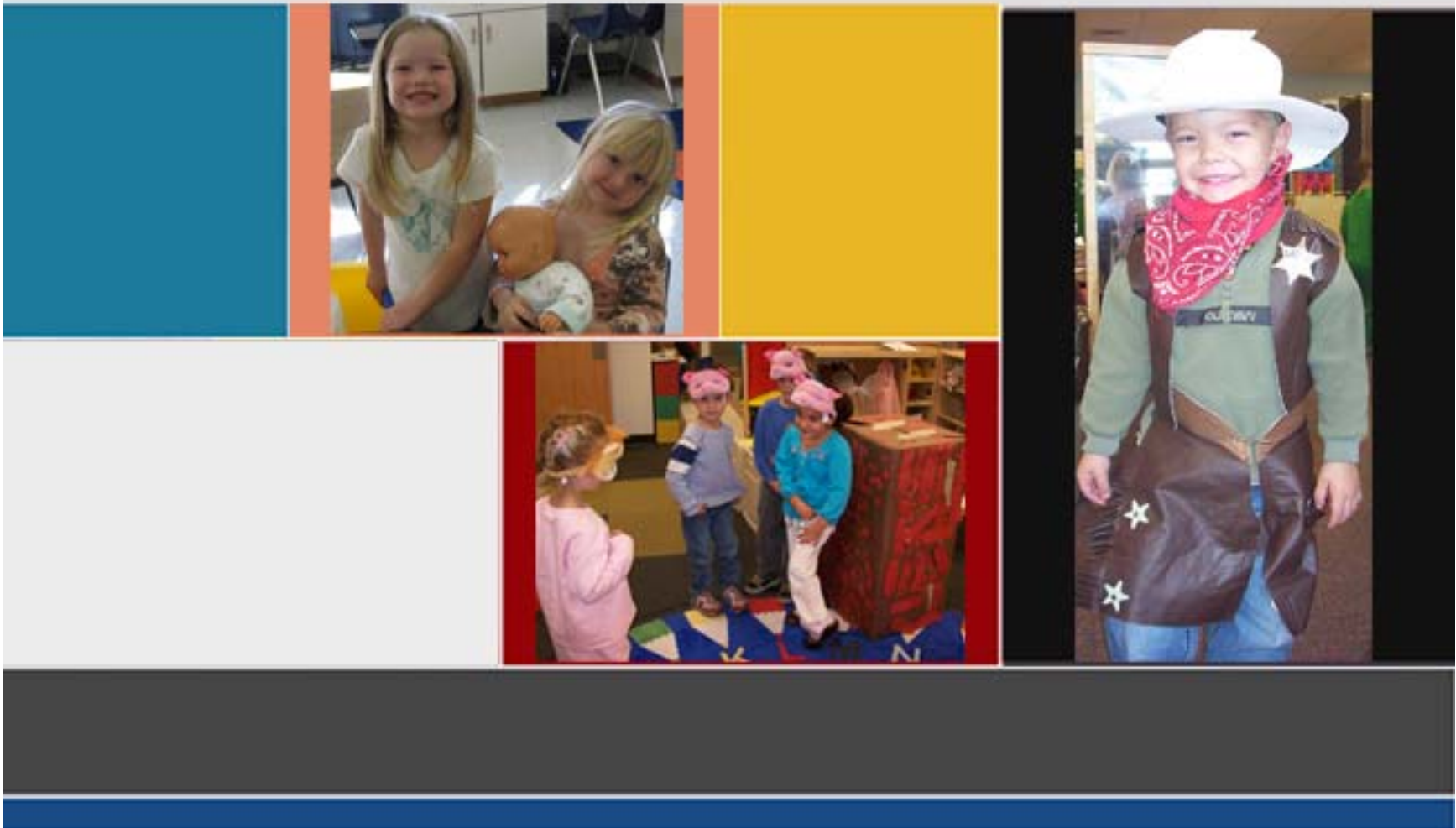


Preschool Drama and Theatre Arts Academic Standards

In High Quality Early Childhood Care and Education Settings



Preschool Drama and Theatre Arts Academic Standards in High Quality Early Childhood Care and Education Settings

How to use this document

Colorado Preschool Program staff developed this document to help link the new Colorado preschool academic standards with the early childhood best practices that are already present in high quality early childhood care and education settings. While this document is intended for early childhood teachers in classroom settings that will be adopting the standards, we wanted to give some examples of how the standards might look in family childcare homes and in other early care configurations.

The preschool academic standards form the “what” of early childhood teaching – the objectives and goals for children to experience in their formative preschool years. To make a connection between early childhood best practices and the new academic standards expectations, we relied on the Building Blocks to the Colorado Content Standards, the Colorado Quality Standards for Early Childhood Care and Education, and Results Matter assessment tools for examples and descriptions. These sources provide the “steps for getting there” or the “how” of early childhood teaching. Young children require a much different environment than their elementary school counterparts. For each standard and its evidence objectives, we describe what should be in place to ensure children have opportunities to master the objectives and goals of the standards in enriching, developmentally appropriate ways. We also provide examples of children and adults in various settings showing the standards in action so that connections can be made from the small and large moments of early childhood experiences that build towards more formal learning.

As you go through each standard domain, you will see the standard table as it appears in CDE documentation with the 21st Century Skills and Readiness competencies. On the next page, you will see the evidence outcomes, the steps for getting there, and the examples from early childhood settings. Each pair of tables is color-coded to help match the pages. These sections are not meant to be inclusive; they are guidance to begin thinking about the preschool academic standards and how they link to early childhood best practices.

Resources:

Preschool Standards & Assessments Crosswalk to Results Matter Systems, Building Blocks, and Head Start Early Learning Framework
<http://www.cde.state.co.us/scripts/ECCCrosswalks/crosswalk.asp>

The Colorado Quality Standards for Early Childhood Care and Education Services
<http://www.cde.state.co.us/cpp/qualitystandards.htm>

Building Blocks to the Colorado K-12 Content Standards (2007)
<http://www.cde.state.co.us/cpp/download/CPPOcs/BuildingBlocksNov2010.pdf>

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Investigating and appreciating the arts allow children to integrate a number of different skills essential to child development. The arts provide each child with another vehicle and organizing framework to express ideas and feelings. The theatre arts stimulate children to use words, manipulate tools and media, and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing.

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. Young children 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.

| Preschool Drama and Theatre Arts Expectations at a Glance | |
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| 1. Create | 1. Demonstrate emotions and feelings in dramatic play |
| 2. Perform | 1. Use dramatic play to imitate characters |
| 3. Critically Respond | 1. Respond to stories and plays |

| | |
|---|---|
| Content Area: Drama and Theatre Arts | |
| Standard: 1. Create | |
| Prepared Graduates: | |
| <ul style="list-style-type: none"> ➤ Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles | |
| Grade Level Expectation: Preschool | |
| Concepts and skills students master: | |
| 1. Demonstrate emotions and feelings in dramatic play | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ul style="list-style-type: none"> a. Identify how people show emotions and feelings b. Use facial expressions and movement to demonstrate emotions and feelings | Inquiry Questions: <ul style="list-style-type: none"> 1. Why do people show emotion? 2. Why is it important to understand other people's emotions? 3. When do people show emotion? |
| | Relevance and Application: <ul style="list-style-type: none"> 1. Advertisers study emotion to trigger a response in their advertising. 2. It is easier to communicate with other people when you understand their emotions. 3. Dramatic play connects with emotions and feelings portrayed in other arts disciplines such as visual arts and music. |
| | Nature of Drama and Theatre Arts: <ul style="list-style-type: none"> 1. Emotions are the seeds of play and character creation. |

How does this standard look in high quality early childhood settings?

| <p>Content Area: Drama and Theatre Arts Standard: 1. Create Prepared Graduates: Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles Grade Level Expectation: Preschool Concepts and skills students master: 1. Demonstrate emotions and feelings in dramatic play</p> | | |
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| Evidence Outcomes | Steps for Getting There | Examples from Early Childhood Settings |
| <p>a. Identify how people show emotions and feelings</p> <p>b. Use facial expressions and movement to demonstrate emotions and feelings</p> | <ul style="list-style-type: none"> • Adults assist children to identify and deal with their emotions. • Adults acknowledge and model for children expressions of feeling. • Adults encourage children to express a variety of emotions. • Time and space is provided for creative dramatic experiences, including, but not limited to, a dramatic play center that is available every day. • Dramatic play is integrated into children's daily experiences (both planned and spontaneous) and into the ongoing activities of the classroom. • Adults facilitate discussions with children in which points of view are openly shared. • Children are encouraged to talk about feelings and ideas instead of solving problems with force. | <ul style="list-style-type: none"> • Each morning, children place a picture of themselves under the emotion they currently feel on the classroom "feeling wall".  <ul style="list-style-type: none"> • A group of children retells and acts out the story of Goldilocks and the Three Bears. The child portraying the little bear pretends to cry and frowns to show she is sad about her broken chair. • Miss Sarah helps Hayden and Sam solve a conflict. Hayden took Sam's fire truck and it made him sad. Hayden looks at Sam's face as he describes how Hayden's actions made him feel. |

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| Content Area: Drama and Theatre Arts | |
| Standard: 2. Perform | |
| Prepared Graduates: | |
| <ul style="list-style-type: none"> ➤ Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking | |
| Grade Level Expectation: Preschool | |
| Concepts and skills students master: | |
| 1. Use dramatic play to imitate characters | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ul style="list-style-type: none"> a. Use body and movement to depict various pretend characters b. Use body and voice to depict various everyday characters c. Initiate sustained dramatic play | Inquiry Questions: <ul style="list-style-type: none"> 1. How do characters' movements differ? 2. Are pretend characters or everyday characters easier to portray? 3. How do characters' voices differ? |
| | Relevance and Application: <ul style="list-style-type: none"> 1. Dramatic play allows one to connect with real-life experiences. 2. Video or audio can be used to demonstrate age-appropriate characters. 3. The creation of characters deepens one's understanding of others. 4. The creation of characters gives insight in to literary characters. |
| | Nature of Drama and Theatre Arts: <ul style="list-style-type: none"> 1. Developing a character allows us to connect with all people. |

How does this standard look in a high quality preschool classroom?

| <p>Content Area: Drama and Theatre Arts Standard: 2. Perform Prepared Graduates: Express drama and theatre skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking Grade Level Expectation: Preschool Concepts and skills students master: 1. Use dramatic play to imitate characters</p> | | |
|--|--|---|
| Evidence Outcomes | Steps for Getting There | Examples from Early Childhood Settings |
| <p>Students can:</p> <ul style="list-style-type: none"> a. Use body and movement to depict various pretend characters b. Use body and voice to depict various everyday characters c. Initiate sustained dramatic play | <ul style="list-style-type: none"> • Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, and puppets are available on a daily basis. • Centers, including dramatic play area, are offered for an unbroken, child-directed time that equals one-third of the classroom day. • Materials are plentiful and diverse to allow children many choices for extending an activity. • Adults encourage children to act out familiar stories and provide props and materials to create props to extend the experience. • Adults talk, tell stories and read books with exaggerated expressions. • Children and adults read books, tells stories about experiences, and talk about pictures • The immediate community/neighborhood culture is used extensively in creative dramatic activities and projects as a reflection of the children's culture. | <ul style="list-style-type: none"> • Children play animal charades. One child swings his arm and walks with big steps. Mina guesses that he is an elephant. • During a study of the community surrounding the day care center, Jorge pushes the grocery cart in dramatic play and makes dingy sounds. "I have popsicles," he says. "I'm the paleta cart man!" One of the teachers brings cardboard paper and scissors so the children can cut out paper popsicles to use as props. • Anna sits in her wheelchair and flaps her wings to pretend to be the Little Red Hen. "Who will help me bake the bread?" she asks her friends. • Katrina and her sister Magdalena act out a "wild rumpus" after their babysitter reads them <i>Where the Wild Things Are</i>. |

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| Content Area: Drama and Theatre Arts | |
| Standard: 3. Critically Respond | |
| Prepared Graduates: | |
| <ul style="list-style-type: none"> ➤ Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices | |
| Grade Level Expectation: Preschool | |
| Concepts and skills students master: | |
| 1. Respond to stories and plays | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ul style="list-style-type: none"> a. Provide an initial response when exposed to a new performance, puppet show, or dramatization b. Demonstrate an eagerness and interest in performances or dramatizations through asking questions | Inquiry Questions: <ul style="list-style-type: none"> 1. How does a story or play make you feel? 2. How do an audience's feelings affect a play? 3. What are your favorite parts of a play? Why? |
| | Relevance and Application: <ul style="list-style-type: none"> 1. Realizing that critique is a step in scientific inquiry allows one to make connections between theatre and other disciplines. 2. Recognizing that critics use drama and theatre skills in all forms of media allows one to relate the arts to society. 3. Connecting the vocabulary of theatre and literature guides the practitioner to build skills in critique and future writing. |
| | Nature of Drama and Theatre Arts: <ul style="list-style-type: none"> 1. Critiquing drama and theatre leads to a better understanding of the human condition. |

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How does this standard look in a high quality preschool classroom?

| Content Area: Drama and Theatre Arts Standard: 3. Critically Respond Prepared Graduates: <ul style="list-style-type: none"> Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices Grade Level Expectation: Preschool Concepts and skills students master: 1. Respond to stories and plays | | |
|--|--|--|
| Evidence Outcomes | Steps for Getting There | Examples from Early Childhood Settings |
| Students can: <ol style="list-style-type: none"> Provide an initial response when exposed to a new performance, puppet show, or dramatization Demonstrate an eagerness and interest in performances or dramatizations through asking questions | <ul style="list-style-type: none"> Opportunities are sought for children to experience different kinds of theatrical experiences within the community. Adults encourage creative expression and appreciation for the arts Adults encourage and exhibit a spirit of inventiveness, curiosity and ingenuity. Adults facilitate discussions with children in which points of view are openly shared. Adults build upon children’s questions and interest in theatrical experiences to extend the experiences into the classroom. | <ul style="list-style-type: none"> Elijah and his classmates saw a play on a field trip. At choice time, he tells Miss Maria that he wants to build a stage in the block area and then act out a scene from the play he saw earlier. High school students visit the preschool and perform a fairy tale play for the children. Afterwards they speak to the children about how they learned how to perform plays. They let the children hold the props and touch their costumes. The children ask questions about acting and plays. Two children in Ms. Renee’s family childcare home dictate a story and use puppets to act it out for the other children. The other children cheer and clap when the puppet show is over. After a fieldtrip to see <i>Charlotte’s Web</i> performed by a local theater group, children talk about their favorite parts of the play. |

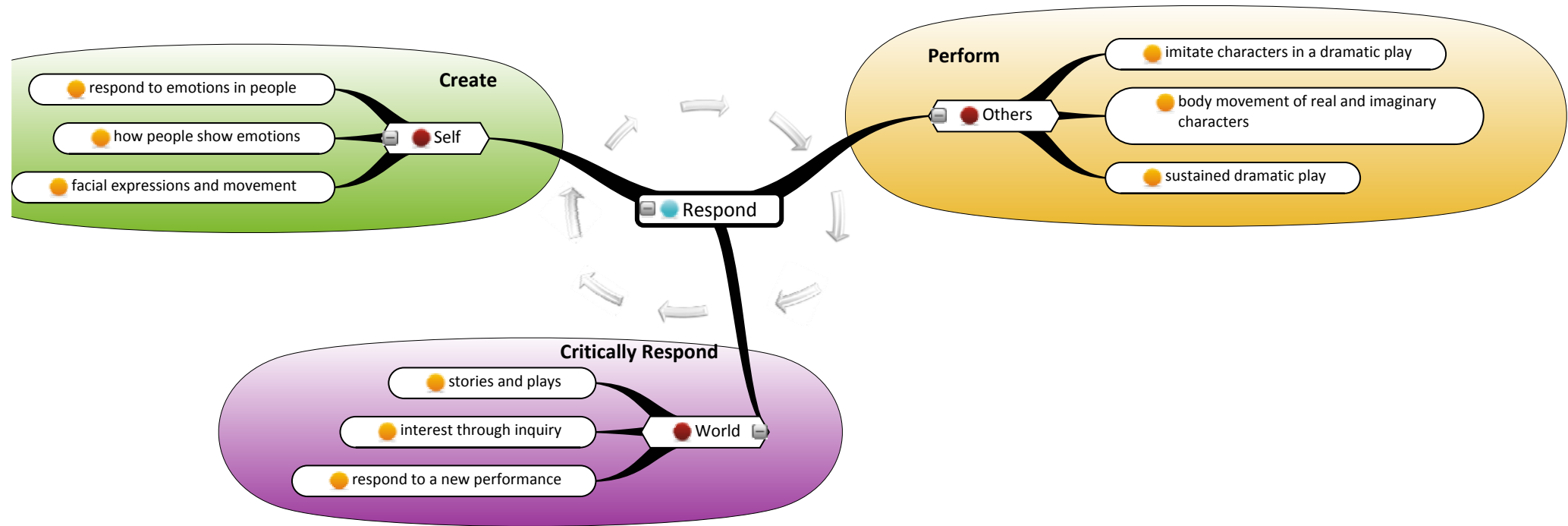
Using the Discipline Concept Maps

Discipline Concept Maps (DCM) provide a visual representation of unifying themes and organizing and supporting concepts at each grade level. The DCMs provide a central purpose for that discipline at that grade level and depict how concepts relate to each other for intentional planning. They provide a framework for entering the standards in a way that honors the emphasis on 21st Century learning and interdisciplinary connections across the content areas.

Three key terms are used in the discipline concept maps:

- **Unifying themes** provide an overview of content at a grade level. They are found in the center of the DCM and denoted by a blue dot.
- **Organizing concepts** connect multiple grade level expectations (GLEs) and evidence outcomes (EOs). They are the first node out from the center and are denoted by a red dot.
- **Supporting concepts** elaborate on and show the depth of an organizing concept. They are second node out from the center and are denoted by a yellow dot.

Drama and Theatre Art Preschool



KEY:

- Unifying Theme
- Organizing Concept
- Supporting Concept

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