

Grade-by-Grade Fine Arts Content Standards
THEATRE

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
1. Describe ways that theatre depicts themes and stories	1. Describe ways that theatre depicts themes and stories	1. Describe ways that theatre depicts themes and stories	1. Describe ways that theatre depicts themes and stories	1. Describe ways that theatre depicts themes and stories
a. Listen to and perform nursery rhymes and finger plays, popular children’s books, and other media	a. Listen to and perform nursery rhymes and finger plays, popular children’s books, and other media	a. Listen to, read, observe, and perform stories and dramas from a variety of cultures	a. Compare two versions of the same story by identifying similarities and differences in emphasis	a. Identify characteristics of comedy and tragedy
b. Explore themes and ideas about people and events through improvisational play	b. Tell stories based on imagination and real life that use traditional storytelling elements	b. Identify storytelling elements common to a variety of cultures	b. Identify themes by listening to and reading stories and dramas from a variety of cultures	b. Identify themes and issues addressed in dramatic works
c. Explore roles and behaviors associated with family and community	c. Explore roles and behaviors associated with different professions	c. Identify roles and behaviors of characters in children’s literature	c. Identify and describe roles and behaviors associated with characters in children’s literature	c. Explore roles and behaviors of characters in dramatic works
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	2. Identify describe, and apply the visual, aural, oral, and kinesthetic elements (literary, technical, and performance) of dramatic performances
a. Explore expressive qualities in dance, music, theatre, and visual arts	a. Explore basic properties of dance, music, theatre, and visual arts	a. Select elements of dance, music, theatre, and visual arts to enhance performances of stories and dramas	a. Combine elements of dance, music, theatre, and visual arts to create dramatic activities	a. Create multiple versions of a familiar story by interpreting the story in dance, in music, and in visual art forms
				b. Identify ways in which the script, properties, scenery, and costumes communicate character, time, and place in productions and improvised scenes

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and **conventions of theatre, dramatic works, and other literature of the theatre.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	
a. Listen to and imitate sounds in the environment	a. Explore recreating natural and human-made sounds using the voice	a. Identify theatre conventions and dramatic forms from a variety of cultures	a. Identify ways that theatre reflects the values of a given society	a. Identify ways in which theatre communicates feelings and ideas and reflects human experience by comparing dramatic works from a variety of cultures	
b. Sing and move to a variety of children’s songs from a variety of cultures	b. Sing songs from a variety of cultures with attention to narrative and emotional content	b. Identify how characters, settings, and action differ in stories from a variety of cultures	b. Compare multiple versions of the same story that depict a variety of cultural perspectives	b. Identify how oral storytelling traditions reflect the beliefs and values of a given culture	
				c. Identify conventions of the oral storytelling traditions in given cultures or historical periods	

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and **conventions of theatre, dramatic works, and other literature of the theatre.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	2. Demonstrate knowledge of theatrical conventions as performers and as an audience	2. Demonstrate knowledge of theatrical conventions as performers and as an audience	2. Demonstrate knowledge of theatrical conventions as performers and as an audience	2. Demonstrate knowledge of theatrical conventions as performers and as an audience	
a. Listen to and retell familiar stories	a. Retell familiar stories and create accompaniment using natural and human made sounds	a. Perform scenes and story dramatizations incorporating the use of simple props	a. Identify character types across cultures and historical periods	a. Describe the depiction of characters and situations in plays and stories with similar themes from different cultures	
b. Create accompaniment to stories using natural and human made sounds	b. Identify and demonstrate audience behaviors appropriate for formal and informal theatrical presentations.	b. Identify and demonstrate audience behaviors appropriate for formal and informal theatrical presentations	b. Describe and demonstrate audience behaviors appropriate to a variety of theatrical settings	b. Demonstrate audience behaviors appropriate to a variety of theatrical settings	
			c. Identify characteristics of selected theatrical styles from a variety of cultures	c. Describe theatrical conventions from a variety of cultures and historical periods	
				3. Develop knowledge of dramatic works by reading, performing, and attending selected plays	
				a. Identify ways in which playwrights use personal experience and imagination as creative resources	
				b. Construct and perform alternative endings and solutions for problems posed in plays	

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3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
1. Use a variety of theatrical elements to communicate ideas and feelings	1. Use a variety of theatrical elements to communicate ideas and feelings	1. Use a variety of theatrical elements to communicate ideas and feelings	1. Use a variety of theatrical elements to communicate ideas and feelings	1. Use a variety of theatrical elements to communicate ideas and feelings	
a. Pantomime characters from books or rhymes	a. Pantomime familiar short stories	a. Improvise stories based on themes drawn from life and literature	a. Develop stories and environments using pantomime and combinations of narration and dramatic action	a. Identify and use dramatic narrative conventions to improvise a scene from a book, short story, or folktale	
b. Use sound effects, costumes, and properties to enhance dramatic activities	b. Select and use sound effects, costumes, and properties to enhance dramatic activities	b. Compare impact on the story when different choices for sound effects, costumes, and props are made	b. Create sound effects, costumes, and properties to enhance dramatic activities	b. Identify dramatic narrative conventions that give structure and form to improvised scenes from books, short stories, or folktales	
c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements	c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements to create characters	c. Compare differences in locomotive and non-locomotor movements that define characteristics in a dramatization	c. Use selected movements and vocal qualities to create characters who communicate ideas and feelings	c. Create improvisational scenes using given ideas to develop characters, settings, conflicts , and resolutions	
d. Improvise roles and behaviors associated with a variety of domestic animals and wildlife	d. Improvise roles and behaviors associated with a variety of domestic animals and wildlife	d. Identify differences in dramatizations presented by various students	d. Describe differences in dramatizations presented by various students that communicate ideas and feelings	d. Compare narrative structures of improvisations presented by different individuals	

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3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	
a. Recognize that a play has characters, dialogue, setting(s), and tells a story	a. Describe the characters, dialogue, and setting(s) of a play	a. Describe the relationships between or among observed characters and the environments they occupy in observed visual images	a. Select and use visual, aural, oral, and kinesthetic elements to enhance the communication of ideas and feelings in dramatic activities	a. Use selected posture and movement to enact improvised characters	
b. Observe and identify what characters do in a variety of settings	b. Describe feelings that characters express in a variety of settings	b. Improvise dialog to convey the feelings of characters observed in visual images	b. Create characters and perform scenes that communicate exposition, conflict, climax, and resolution	b. Use collaborative theatre processes to create, perform, and revise scenes that are based on imagination and personal experience	
c. Imitate the actions of observed characters and objects	c. Create a variety of characters that collaboratively exhibit contrasting emotions	c. Create and perform narrative scenes that interpret characters and actions observed in visual images	c. Create and perform scenes that combine unrelated sources and characters through collaboration with a partner	c. Identify and select scenic elements and props that might be used to enhance dramatic works	
			d. Collaborate with peers to select interrelated characters, environments, and situations to create dramatic activities	d. Use scenic elements and props to enhance dramatic works	

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4.0 **Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
1. Identify, describe, and apply criteria to assess individual and group theatre processes	1. Identify, describe, and apply criteria to assess individual and group theatre processes	1. Identify, describe, and apply criteria to assess individual and group theatre processes	1. Identify, describe, and apply criteria to assess individual and group theatre processes	1. Identify and apply criteria to analyze individual and group theatre processes	
a. Observe and respond to theatrical experiences as participants and audience members	a. Observe, describe, and respond to theatrical experiences as participants and audience members	a. Describe classroom productions using language that incorporates theatre terminology	a. Observe selected theatrical works and describe personal preferences using language that incorporates theatre terminology	a. Discuss characteristics of effective theatrical performances using language that incorporates theatre terminology	
b. Identify favorite television shows and movies	b. Describe characteristics of favorite television shows and movies	b. View dramatic activities and articulate personal preferences and emotional responses to observed performances	b. Describe ways classroom dramatizations might be strengthened through interpretation, movement, and the use of voice, body, and space	b. Identify criteria for evaluating artistic choices to support individual and ensemble performances	
				c. Identify artistic choices observed in theatrical performances	
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	
a. Identify and discuss characters in stories	a. Describe and discuss characters in stories	a. Identify the beginning, middle, and end in stories and dramatizations	a. Describe the plots and settings of a variety of stories and dramas	a. Read dramatic works and explain the narrative sequence	
			b. Describe the moods and feelings in a variety of stories and dramas	b. Identify and describe the world of the play in a variety of dramatic works	

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1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Describe ways that theatre depicts themes and stories	1. Describe ways that theatre depicts themes and stories	1. Describe ways that theatre depicts themes and stories	1. Describe and interpret characteristics of dramatic forms	1. Describe and interpret characteristics of dramatic forms	1. Describe and interpret characteristics of dramatic forms
a. Identify characteristics of comedy and tragedy	a. Describe and compare characteristics of comedy and tragedy	a. Identify characteristics of melodrama and farce	a. Describe and compare the characteristics of melodrama and farce	a. Analyze the characteristics of melodrama, farce, tragedy, and comedy	a. Compare the characteristics of melodrama, farce, tragedy, comedy, and mixed forms
b. Identify themes and issues addressed in dramatic works	b. Identify themes and issues addressed in dramatic works	b. Describe themes and issues addressed in dramatic works	b. Compare themes and issues addressed in two or more dramatic works	b. Compare the rendering of themes by analyzing dramatic form in a variety of dramatic works	b. Interpret themes and issues addressed in dramatic works and compare them to personal experiences or historical events
c. Explore roles and behaviors of characters in dramatic works	c. Identify elements that typify traditional narrative structure	c. Identify and describe how conflict (problem/solution) is depicted in dramatic works and improvised scenes	c. Analyze sources of conflict in improvisations and dramatic works	c. Explain ways in which conflict and action are used to develop characters and plot in dramatic works	c. Use selected forms, themes, conflicts, and action to create improvised and scripted dramatic works

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1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2. Identify describe, and apply the visual, aural, oral, and kinesthetic elements (literary, technical, and performance) of dramatic performances	2. Identify, describe, and apply the visual, aural, oral, and kinesthetic elements (literary, technical, and performance) of dramatic performances	2. Identify, describe, and apply the visual, aural, oral, and kinesthetic elements (literary, technical, and performance) of dramatic performances	2. Describe ways that the manipulation of theatrical elements influences aesthetic response	2. Describe ways that the manipulation of theatrical elements influences aesthetic response	2. Describe ways that the manipulation of theatrical elements influences aesthetic response
a. Create multiple versions of a familiar story by interpreting the story in dance, in music, and in visual art forms	a. Compare elements and processes common to theatre, dance, music, and visual arts	a. Describe ways in which other art forms contribute to theatrical efforts, effects, and structures	a. Compare the communication of ideas and themes in theatre, dance, music, and visual arts	a. Describe the visual, aural, or kinesthetic elements of a theatrical production using vocabulary from dance, music, and visual arts	a. Apply vocabulary from dance, music, and visual arts, to discuss the visual, aural, or kinesthetic elements of a theatrical production
b. Identify ways in which the script, properties, scenery, and costumes communicate character, time, and place in productions and improvised scenes	b. Describe ways in which the script, properties, scenery, costumes, and sound communicate character, time, and place in productions and improvised scenes	b. Compare ways in which the script, properties, scenery, costumes, lighting, and sound communicate character, time, place, and mood in productions and improvised scenes	b. Identify ways in which the script, properties, scenery, costumes, lighting, and sound communicate character, time, place, mood, and theme in theatrical productions	b. Explain and demonstrate ways in which the script, properties, scenery, costumes, lighting, and sound communicate character, time, place, mood, and theme in theatrical productions	b. Analyze and illustrate ways in which the script, properties, scenery, costumes, lighting, and sound are manipulated to communicate character, time, place, mood, and theme in theatrical productions
		c. Describe cultural and historical contexts of representative plays by selected playwrights that are read, performed, and attended	c. Identify ways in which dramatic forms, characters, settings, and action are communicated in theatre, film, video, television, and radio	c. Describe techniques and conventions used in the presentation of characters, settings, and action in film, video, television, and radio	c. Interpret the application of techniques and conventions used in the presentation of characters, settings, and action in film, video, television, and radio

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and **conventions of theatre, dramatic works, and other literature of the theatre.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	1. Analyze characteristics of dramatic works, performance spaces, performers, and audiences used for theatre in a variety of cultures and historical periods	1. Analyze characteristics of dramatic works, performance spaces, performers, and audiences used for theatre in a variety of cultures and historical periods	1. Analyze characteristics of dramatic works, performance spaces, performers, and audiences used for theatre in a variety of cultures and historical periods
a. Identify ways in which theatre communicates feelings and ideas and reflects human experience by comparing dramatic works from a variety of cultures	a. Describe ways in which theatre communicates feelings and ideas, and reflects personal experience by comparing dramatic works from given cultures	a. Describe ways in which theatre communicates feelings, ideas, and social contexts by comparing dramatic works from given cultures and historical periods	a. Describe character-types , scenarios, and themes in plays from a variety of given cultures , historical periods, and social contexts	a. Distinguish attributes of characters, scenarios, and themes in plays from a variety of given cultures , historical periods, and social contexts	a. Compare shared attributes of characters, scenarios, and themes in plays from a variety of given cultures , historical periods, and social contexts
b. Identify how oral storytelling traditions reflect the beliefs and values of a given culture	b. Describe how oral storytelling traditions reflect the beliefs and values of a given culture	b. Compare how oral storytelling traditions reflect the beliefs and values of a given culture	b. Describe theatrical conventions characteristic of given cultures and historical periods	b. Analyze theatrical conventions in given cultures and historical periods	b. Compare theatrical conventions of a variety of given cultures and historical periods
c. Identify conventions of the oral storytelling traditions in given cultures or historical periods	c. Describe conventions of oral storytelling traditions in given cultures or historical periods	c. Compare conventions of oral storytelling traditions in given cultures and historical periods	c. Describe characters, settings, and dramatic action using information drawn from selected dramatic works and performances to support inferences and conclusions	c. Analyze and create characters, settings, and dramatic action using information drawn from dramatic works and performances to support inferences and conclusions	c. Interpret characters, settings, and dramatic actions using information drawn from dramatic works and performances to support inferences and conclusions

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and **conventions of theatre, dramatic works, and other literature of the theatre.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	1. Express a range of responses to a variety of stimuli	1. Analyze characteristics of dramatic works , spaces, audiences, and performers used for theatre in different cultures and historical periods	1. Analyze characteristics of dramatic works , spaces, audiences, and performers used for theatre in different cultures and historical periods	1. Analyze characteristics of dramatic works , spaces, audiences, and performers used for theatre in different cultures and historical periods
			d. Describe the work of representative playwrights from a variety of cultures and historical periods by reading, performing, and attending selected plays	d. Analyze the work of selected representative playwrights from a variety of cultures and historical periods by reading, performing, and attending selected plays	d. Compare the work of representative playwrights from a variety of cultures and historical periods by reading, performing, and attending selected plays
			e. Identify and describe architectural characteristics of theatre spaces in different cultures and historical periods	e. Analyze architectural characteristics of theatre spaces in different cultures and historical periods and the effects on performance conventions .	e. Compare architectural characteristics of theatre spaces in different cultures and historical periods and the effects on performance conventions .

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and **conventions of theatre, dramatic works, and other literature of the theatre.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	2. Demonstrate knowledge of theatrical conventions as performers and as an audience	2. Demonstrate knowledge of theatrical conventions as performers and as an audience	2. Demonstrate knowledge of relationships between past and present theatre activities	2. Demonstrate knowledge of relationships between past and present theatre activities	2. Demonstrate knowledge of relationships between past and present theatre activities
a. Describe the depiction of characters and situations in plays and stories with similar themes from different cultures	a. Compare the presentation of characters in plays from a variety of cultures and across historical periods	a. Compare conventions related to narrative structure of dramatic works and traditional storytelling to identify similarities and differences	a. Describe the functions of traditional jobs in theatre: actor; playwright; producer; director; lighting, costume, and set designers; and dramaturg in a variety of historical periods and cultures	a. Explain the interrelated nature of the traditional jobs found in the theatre (actor; playwright; producer; director; lighting, costume, and set designers; and dramaturg) in a variety of historical periods and cultures	a. Describe each of the traditional jobs found in the theatre (actor; playwright; producer; director; lighting, costume, and set designers; and dramaturg) evolved over time in a variety of historical periods and cultures
b. Demonstrate audience behaviors appropriate to a variety of theatrical settings	b. Demonstrate audience behaviors appropriate to a variety of theatrical settings	b. Examine how audience behaviors have changed across historical periods and cultures	b. Compare theatrical conventions used in narrative and non-narrative dramatic works in a variety of historical periods and cultures	b. Compare theatrical conventions used in representational and presentational performances	b. Compare historically-based productions of given texts with contemporary interpretations to identify conventions and innovations
c. Describe theatrical conventions from a variety of cultures and historical periods	c. Describe innovations in theatrical presentation techniques from different historical periods	c. Describe innovations in theatre technology and presentation techniques from different historical periods	c. Determine production needs by identifying presentation techniques from different historical periods	c. Determine production needs by identifying theatrical conventions in dramatic works	c. Determine production needs of dramatic works by identifying the cultural and historical context

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and **conventions of theatre, dramatic works, and other literature of the theatre.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
3. Develop knowledge of dramatic works by reading, performing, and attending selected plays	3. Develop knowledge of dramatic works by reading, performing, and attending selected plays	3. Develop knowledge of dramatic works by reading, performing, and attending selected plays	3. Develop knowledge of dramatic works by reading, performing, and attending selected plays	3. Develop knowledge of dramatic works by reading, performing, and attending selected plays	3. Develop knowledge of dramatic works by reading, performing, and attending selected plays
a. Identify ways in which playwrights use personal experience and imagination as creative resources	a. Identify ways in which playwrights use personal experience, imagination, and history as creative resources	a. Describe ways in which playwrights use personal experience, imagination, history, literature, and heritage as creative resources	a. Analyze texts to determine ways in which playwrights use personal experience, imagination, history, literature, and heritage as creative resources	a. Compare ways in which playwrights use personal experience, imagination, history, literature, and heritage as creative resources	a. Describe the historical and social contexts that circumscribe the life and work of selected playwrights from a variety of periods and cultures
b. Construct and perform alternative endings and solutions for problems posed in plays	b. Interpret dramatic works by reading aloud with attention to the expressive qualities appropriate to the texts	b. Interpret the form and content of dramatic works expressively by using readers' theatre techniques	b. Describe the form , content, and stylistic devices of dramatic works from differing cultures and historical periods	b. Analyze the form , content, and stylistic devices of dramatic works from differing cultures and historical periods	b. Compare the form , content, and stylistic devices of dramatic works from differing cultures and historical periods

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3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Use a variety of theatrical elements to communicate ideas and feelings	1. Use a variety of theatrical elements to communicate ideas and feelings	1. Use a variety of theatrical elements to communicate ideas and feelings	1. Apply a variety of dramatic structures to theatrical presentations	1. Apply a variety of dramatic structures to theatrical presentations	1. Apply a variety of dramatic structures to theatrical presentations
a. Identify and use dramatic narrative conventions to improvise a scene from a book, short story, or folktale	a. Select dramatic narrative conventions and use them to write and perform monologues or scenes that express conflict based on personal experiences or imagination	a. Create a text for performance using narrative conventions and dialogue to retell folktales and short stories	a. Apply dramatic narrative conventions to perform improvised or written scenes based on personal experiences that involve conflict	a. Use dramatic narrative conventions to improvise, write, and perform monologues or scenes based on real or imagined situations that are based on personal experiences, real or improvised situations, or historical events	a. Use dramatic narrative conventions to write and perform monologues, scenes, and plays that are based on personal experiences, real or improvised situations, or historical events
b. Identify and describe dramatic narrative conventions that give structure and form to improvised scenes from books, short stories, or folktales	b. Identify dramatic narrative conventions that give structure and form to improvised scenes from books, short stories, or folktales	b. Use dramatic narrative conventions to improvise scenes from books, short stories, or folktales	b. Identify and use dramatic narrative conventions to adapt scenes from folktales and short stories	b. Identify and use dramatic narrative conventions to adapt scenes from prose and other forms of literature	b. Manipulate dramatic narrative conventions to create and perform dramatic works based on original ideas
c. Create improvisational scenes using given ideas to develop characters, settings, conflicts, and resolutions	c. Identify formal elements of performance to use in creating improvisational scenes that illustrate character, setting, and action based on original or given ideas	c. Manipulate formal elements of performance, including time and space, to create improvisational scenes based on original or given ideas	c. Use formal elements of performance to improvise scenes from original or given ideas that feature characters in comic or dramatic conflicts	c. Use formal elements of performance to create improvisational scenes from original ideas that feature believable characters, settings, conflicts, and resolutions	c. Use formal elements of performance to create improvisational scenes using original ideas and a specific dramatic form
d. Compare narrative structures of improvisations presented by different individuals			d. Write and perform monologues based on personal experiences that incorporate storytelling conventions such as beginning, middle, end, and conflict	d. Use the principle of cause and effect to create and perform improvised or written narrative scenes	d. Select a variety of sources, e.g. original ideas, fictional or non-fictional works, theatrical structures, and theatrical elements to create and produce dramatic works.

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3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	2. Develop performance and production skills required for theatrical performance	2. Develop performance and production skills required for theatrical performance	2. Develop performance and production skills required for theatrical performance
a. Use selected posture, movement, and voice (pitch, timbre, dynamics) to enact improvised characters	a. Use selected posture, movement, expression, and voice (pitch, timbre, dynamics) to enact improvised characters	a. Use selected posture, movement, expression, and vocal skills to create characters	a. Use selected posture, movement, expression, and vocal skills to enact characters drawn from selected sources	a. Use selected behaviors, vocal skills, posture, and movement to create original characters and to enact characters drawn from dramatic literature	a. Use selected behaviors, vocal skills, posture, movement, and techniques to create sustained and believable original characters and characters drawn from the dramatic literature of a variety of cultures and historical periods
b. Use collaborative theatre processes to create, perform, and revise scenes that are based on imagination and personal experience	b. Use collaborative theatre processes to create, perform, and revise scenes that are based on imagination, personal experience, history, and heritage	b. Use collaborative theatre processes to create, perform, and revise scenes and plays	b. Use collaborative theatre processes to create, perform, and revise scenes and plays based on themes drawn from selected sources	b. Use given theatre genres and styles and collaborative theatre processes to create, perform, and revise scenes and plays	b. Select a theatre genre and style and use collaborative theatre processes to create, perform, and revise scenes and plays
c. Identify select scenic elements and props that might be used to enhance dramatic works	c. Describe and select ways in which scenic elements and props can be used to enhance dramatic works	c. Describe ways in which scenic elements and props might solve dramatic problems and create multiple uses for them that demonstrate the application of creative behaviors, such as fluency, originality, flexibility, and elaboration	c. Describe how scenic elements and props are used as symbols and signs to suggest character and establish time (period), place, and mood	c. Explain and illustrate ways in which props, costumes, or environments might communicate a character's social status, behavior, and personality	c. Analyze and describe representational and presentational environments that communicate the intent of dramatic works
d. Design and construct scenic elements and props to enhance dramatic works	d. Design and construct scenic elements and props using traditional and non-traditional materials to support presentation of dramatic works	d. Design scenic elements and props to solve dramatic problems and create multiple uses for them that demonstrate the application of creative behaviors, such as fluency, originality, flexibility, and elaboration	d. Design scenic elements, props, costumes, and environments that communicate character and establish time period, place, and mood	d. Design scenic elements, props, costumes, and environments that communicate a character's social status, behavior, and personality	d. Design and construct representational and presentational environments that communicate the intent of dramatic works

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4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for make aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Identify and apply criteria to analyze individual and group theatre processes	1. Identify and apply criteria to analyze individual and group theatre processes	1. Identify and apply criteria to analyze individual and group theatre processes	1. Identify and apply criteria to analyze individual and group theatre processes	1. Identify and apply criteria to analyze individual and group theatre processes	1. Identify and apply criteria to analyze and evaluate individual and group theatre processes
a. Discuss characteristics of effective theatrical performances using language that incorporates theatre terminology	a. Identify criteria used to assess theatrical performances	a. Critique personal performance using given or self-generated criteria	a. Use given criteria to critique personal theatrical performances and the performances of others	a. Use given and self-generated criteria to assess personal theatrical performances and the performances of others	a. Formulate and use criteria to critique personal theatrical performances and the performances of others
b. Identify criteria for evaluating artistic choices to support individual and ensemble performances	b. Describe artistic choices in individual and ensemble performance using established criteria	b. Explain how artistic choices communicate meaning in individual and ensemble performances	b. Interpret the effects of artistic choices observed in formal and informal theatrical performances	b. Analyze the effects of artistic choices observed in formal and informal theatrical performances	b. Use given and self-generated criteria to interpret and evaluate artistic choices observed in theatrical performances
c. Identify artistic choices observed in theatrical performances	c. Describe artistic choices observed in exemplary professional theatrical performances	c. Analyze how artistic choices observed in exemplary professional theatrical performances convey meaning	c. Describe formal and informal theatrical productions using appropriate theatre vocabulary to demonstrate knowledge of the principles, and practices of the theatre	c. Analyze formal and informal theatrical productions using appropriate theatre vocabulary to demonstrate knowledge of the principles and practices of the theatre	c. Write critical reviews of theatrical productions using appropriate vocabulary from theatre and other art forms to demonstrate knowledge of the principles and practices of the theatre

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4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, analyze, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, analyze, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, analyze, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, analyze, and apply criteria to assess dramatic works and other literature of the theatre	2. Identify, analyze, and apply criteria to assess dramatic works and other literature of the theatre
a. Read dramatic works and explain the narrative sequence	a. Analyze dramatic works to identify theatrical conventions that might influence performance	a. Analyze dramatic works to identify dramatic action	a. Analyze dramatic works to identify form and style	a. Identify theatrical conventions used in dramatic works to suggest performance values	a. Analyze dramatic works to identify theatrical conventions that might influence performance
b. Identify and describe the world of the play in a variety of dramatic works	b. Articulate personal responses to dramatic forms and offer a supporting rationale	b. Articulate personal responses to dramatic forms and dramatic action and provide supporting rationales	b. Evaluate the presentation of characters, settings, and action in theatre, film, and television	b. Compare the presentation of characters, settings, and action in theatre, film, and television using selected criteria	b. Analyze the techniques and conventions used to present characters, settings, and action in theatre, film, television, and electronic media