

WISCONSIN STANDARDS FOR
Theatre Education



Wisconsin Standards for Theatre



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Foreword

On December 10, 2018, I formally adopted the Wisconsin Standards for Theatre. This new set of academic standards provides a foundational framework that identifies what students should know and be able to do in the area of theatre education.

The adoption of the Wisconsin Standards for Theatre was part of a concerted effort led by Wisconsin educators and stakeholders who shared their expertise in theatre performance and production areas, teaching from kindergarten through higher education, and in professional work. The public and legislature provided feedback for the writing committee to consider as part of Wisconsin's Academic Standards review and revision process.

Theatre is an essential learning opportunity in PK-12 education for all students. The knowledge, skills, and techniques gained through the theatre education programming across the state supports the overall goal of helping all students to become college and career ready.

The new standards introduce two strands - performance and production. Each strand provides a foundation for two important aspects of theatre. Both strands support building a student's knowledge and skills using four artistic processes - create, perform, respond, and connect. The framework highlights a foundational set of knowledge and skills with actionable indicators for theatre classroom experiences.

The Wisconsin Standards for Theatre is practical, relevant, and conceptual in nature. It allows school districts to tailor the instructional practices and resources required to support students' demonstration of what they should know and be able to do in theatre throughout their school career. The Wisconsin Department of Public Instruction will continue to build upon this work through the addition of resources for the field. I am excited to share the Wisconsin Standards in Theatre, which aims to build both performance and production theatre knowledge, skills, and engagement opportunities for all of our students.



A handwritten signature in black ink that reads "Tony Evers". The signature is fluid and cursive.

Tony Evers, PhD

Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state's academic standards for Theatre. Thank you to the State Superintendent's Standards Review Council for their work and guidance through the standards process. A special thanks to the Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comments and feedback to drafts of these standards.

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What are Wisconsin Academic Standards? (Source: [Academic Standards](#))

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to serve their local community.

Why are Academic Standards Important? (Source: [Academic Standards](#))

We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

What is the Academic Standards Review Process? (Source: [Academic Standards](#))

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process involves the wide gathering of ideas from multiple people, including theatre teachers, administrators, parents, business professionals, theatre industry and service organizations, and leaders from across the state.

The process begins with a survey and notice of intent to review an academic area, which for theatre was released in February 2018. After a review of the Theatre Standards survey feedback and current theatre programming in our schools in March 2018, the Superintendent's Standards Review Council recommended that the current Wisconsin Standards for Theatre, adopted in 1997, be revised. The State Superintendent authorized that work continue through a Theatre Standards Writing Committee. The committee started in May 2018 and worked throughout the spring and summer with a review of the survey feedback, the current Wisconsin Model Academic Standards for Theatre Education (1997), and other theatre standards examples, from other states and national organizations, including the National Core Arts Standards for Theatre (2014). Another part of the process includes the public release of a first draft with an accompanying survey to gather feedback from the public, key stakeholders, and educators, and a public hearing on the draft standards. This feedback informs the writing committee in their preparation of the draft for further review by the State Superintendent's Standards Review Council. The State Superintendent then determines adoption of the standards. The following links provide more information about this process:

- [The standards review/revision process](#)
- [The State Superintendent's Standards Review Council](#)
- [The checklist used for review of existing/new academic standards to determine if revision or development is needed](#)

Theatre Education in Wisconsin

Theatre is part of a comprehensive public school education in Wisconsin. The overall focus of theatre is to build students' skills and knowledge through experiential theatrical activities. Four processes supporting student development involve the artistic areas of theatre education: creating, performing, responding, and connecting. Each of these processes provides students with foundational opportunities to investigate the arts through an inquiry-based lens. The artistic areas encourage students to be creative and innovative in their theatrical pursuits; to articulate through words and performance; and to identify aspects of theatre across time and cultures. This continuum of learning supports our students by fostering their curious, reflective, and thoughtful nature and supporting their citizenry skills through individual and ensemble work. These artistic processes and activities aim to provide a foundational set of skills and knowledge for students to make them college and career ready.

The 2018 Wisconsin Standards for Theatre provide a condensed set of academic standards for schools to use in developing their own curriculum and extra/co-curricular activities. School districts have the opportunity to identify the standards that support their school community's needs. In Wisconsin, a wide variety of theatre education programs is available to students. This document offers a voluntary single set of standards to guide and prepare students to be college and career ready in all school settings, including traditional, Advanced Placement (AP), International Baccalaureate (IB), Montessori, and other models. School communities have the opportunity to tailor and expand these areas through their own curriculum work.

Wisconsin's Vision for Theatre Education

The Wisconsin Vision for Theatre Education is shaped by Wisconsin educators, experts, and theatre industry professionals. This is informed by work done at the national level and by other states. The goal of Wisconsin's Vision for Theatre Education is to introduce the analytical elements and aesthetic expressive qualities of theatre to all students. Wisconsin's Vision for K-12th Grade Theatre is to:

1. Introduce fundamental concepts and aesthetic aspects of theatre to all students, beginning in the elementary school levels;
2. Present theatre at the secondary level that expands exploration through more performance and production opportunities;
3. Offer additional secondary-level theatre experiences that will allow interested students to study theatre in depth and prepare them for entry into a career or college;
4. Demonstrate how theatrical skills directly relate to and can contribute to success in a variety of career paths;
5. Offer opportunities for students to demonstrate their theatrical knowledge and skills through artistic processes of: Create, Perform, Respond, and Connect; and
6. Increase knowledge of theatre for all students through investigating various aspects of theatre across time and cultures.

Standards Conceptual Focus

Theatre Standards support a conceptual framework allowing for theatre professionals and school communities to add more curricular details of the types of resources, materials, and specific activities for students to engage in. The conceptual artistic processes of **Create, Perform, Respond, and Connect** weave through all of the grade bands in this standards set. The continuity of this guide allows a sequential progression of skills for students to build upon from kindergarten through 12th grade. The overall expectations for each grade band highlight the goals for all students in each level. Supplemental resources will be added later. Please consider what resources might be helpful to you in your practice supporting the theatrical knowledge and skills of our Wisconsin students. (For example, work is in progress to create a resource that aligns the Wisconsin Early Childhood Learning Standards with this set of theatre standards.)

The writing team's goal is to create a set of Theatre Standards that are useful in building the capacity of *all* learners in Wisconsin. In addition, the tool highlights essential skills and knowledge educators and school communities can use to shape a comprehensive theatre education for all students. The intent of the work presented here is to provide theatre educators with a framework for building their own district-level theatre curriculum.

Wisconsin's Approach to Standards for Theatre

The work of the writing committee for this draft of Wisconsin Standards for Theatre drew from available models of theatre standards. With the release of the *Wisconsin Model Academic Standards for Theatre Education* (1997) and the recent launch of the *National Core Arts Standards in Theatre* (2014), Wisconsin theatre teachers have had numerous resources to review when determining how to build the foundational knowledge and skills of students. These resources, along with several other state standards sets, have been the inspiration for this standards document. The standards developed are reflective of the artistic processes of the National Core Arts Standards. These artistic processes—**Create, Perform, Respond, and Connect**—provide the main concepts. The performance indicators, at each grade band, expand on the standard and artistic process.

Two standards examples, the *Wisconsin's Model Academic Standards for Theatre Education* (1997) and the *National Core Arts Standards in Theatre* (2014), have generated a great deal of attention from educators, parents, and the general public. A comparison of these two examples, with standards from two other states is available online - [Comparison of Theatre Academic Standards](#). These two data collections informed the 2018 standards along with: 1) an informal poll of Wisconsin theatre educators about what standards they use; and 2) a statewide survey of educators, administrators, parents, theatre professionals, and the public about standards, skills and knowledge they valued in theatre education. Respondents to the public surveys identified the Wisconsin 1997 and the NCAS as having great value. The need to respect and pull together aspects from both of these was a common theme shared by respondents as well as members of the team developing this document.

This 2018 revision of the Wisconsin Standards for Theatre focuses on two areas: Performance and Production. Both are the foundation of theatre education, providing learners with knowledge and skills that aim to build capacity in performance and production. These two strands of theatre expand experiential theatre opportunities. The choice to highlight both Theatre Performance and Theatre Production strands through each of the four standards is intentional. The writing team and field feedback overwhelmingly supported the focus on both strands to offer a more accurate view of theatre. The Wisconsin Standards for Theatre have adapted, with permission, the National Core Arts Standards' artistic processes: Standard 1 (Create), Standard 2 (Perform), Standards 3 (Respond), and Standard 4 (Connect).

The Wisconsin Standards for Theatre may be taught through a variety of classes and experiences. Each district has the opportunity to identify how to implement these standards, and to determine the means by which students will meet these standards. The team has been mindful of keeping performance indicators flexible for use in and outside the classroom to cultivate understanding of process and product. Critical to this work are the continued conversations in school communities with multiple stakeholders to support the implementation of these standards. These conversations are a starting point for determining how to set the stage for high quality, comprehensive theatre programming throughout Wisconsin's schools.

Standards Resources Consulted

The majority of the resources used in developing the Wisconsin Standards for Theatre came from the *Wisconsin Model Academic Standards for Theatre* (1997) and the *National Core Arts Standards in Theatre* (2014). The artistic processes of this work are based on the National Core Arts Standards © 2015. Rights administered by State Education Agency Directors of Arts Education (SEADAE) (All rights reserved).

- [National Core Arts Standards](#) (2014); [NCAS Theatre](#); [Copyright Use](#);
- [Wisconsin Model Academic Standards for Theatre](#) (1997)

Also considered for comparison were:

- [Arizona Theatre Standards](#) (2015)
- [Colorado Drama and Theatre Arts Standards](#) (2009)
- [International Baccalaureate for Theatre](#)

Components of the Standards

Here are elements of this tool to look for:

1. The Wisconsin Standards for Theatre focus on the artistic processes of **Create, Perform, Respond**, and **Connect** through two strands – Performance and Production. The standards are inspired by the National Core Arts Standards (2014).
2. The Wisconsin Standards for Theatre are organized by grade bands: K-2, 3-5, 6-8, and 9-12. This allows for some flexibility in instruction and greater differentiation for the support of students over time. All levels identify *proficient* for the older grade level in that band. Supplemental materials providing additional levels, such as those in early childhood and for advanced theatre levels, are being investigated.
3. There are four theatre standards identified for grades kindergarten through 12. These conceptual ideas take into consideration the current *Wisconsin Model Academic Standards for Theatre* (1997) and the *National Core Arts Standards* (2014), as well as other state examples available and reviewed by the writing team.
4. The overall concept for the theatre standards provide **what students should know and be able to do** in the identified grade bands. Performance indicators provide student learning expectations to support the standards. The performance indicators allow for flexibility for educators and school communities to identify more specific elements through their own curricular development. This document focuses on the **what** (and not the **how**) a learner will know when they reach the identified performance indicators. This set of standards does not prescribe specific strategies, knowledge sets, or theatre examples, *but rather allows the school community to identify these areas through their own theatre curriculum plan.*

Theatre Performance and Theater Production

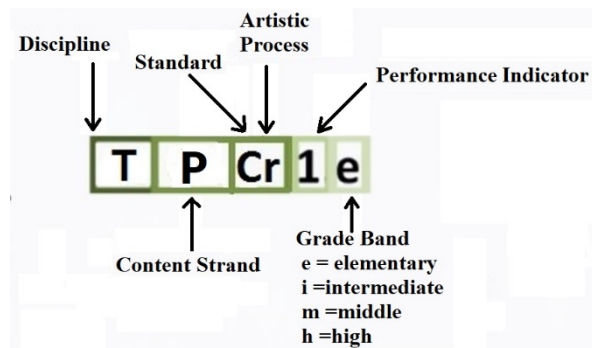
The writing team reviewed both performance and production areas of theatre through each of the standards areas of Create, Perform, Respond, and Connect. The team has created performance indicators for each of these two strands, Theatre Performance and Theatre Production, to support the depth and breadth of knowledge and skills of both on-stage and behind-the-scenes activities for theatre. These strands are defined as:

- **Theatre Performance** - includes activities such as acting, directing, and script writing.
- **Theatre Production** - includes activities such as technical design, execution, and management.

Standards Structure

The Wisconsin Standards for Theatre follow a structure similar to that of all Wisconsin State Standards.

Standards Coding



| Discipline: Theatre (T) | | | | |
|---|--|-----------|-----------|-----------|
| Content Area: Theatre Performance (P) | | | | |
| Standard 1 - CREATE: Students will generate, develop, and refine artistic work. | | | | |
| Artistic Process | Performance Indicators (By Grade Band) | | | |
| | K-2 | 3-5 | 6-8 | 9-12 |
| CREATE | T1.Cr.1:e | T1.Cr.1:i | T1.Cr.1:m | T1.Cr.1:h |
| | T1.Cr.2:e | T1.Cr.2:i | T1.Cr.2:m | T1.Cr.2:h |
| | T1.Cr.3:e | T1.Cr.3:i | T1.Cr.3:m | T1.Cr.3:h |
| | T1.Cr.4:e | T1.Cr.4:i | T1.Cr.4:m | T1.Cr.4:h |
| | T1.Cr.5:e | T1.Cr.5:i | T1.Cr.5:m | T1.Cr.5:h |

Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do.
- **Artistic Process:** Breaks down the broad statement into manageable learning pieces.
- **Performance Indicator by grade band:** Measurable degree to which a standard has been developed or met.

Grade bands of K-2, 3-5, 6-8, and 9-12 align to elementary, intermediate, middle, and high school levels.

- Grade bands K-2 and 3-5 indicators share knowledge and skills that should be integrated throughout the elementary curriculum.
- Theatre education should be part of the curriculum for all grade band 6-8 students with opportunities in performance and production.
- Theatre education at the 9-12 grade band level continues to develop student foundational understandings of theatre.
- Performance indicators for more in-depth theatre learning expectations for high school students with aspirations toward careers and postsecondary studies in the theatre industry are listed within the appendices. They are foundational for all students, and, certainly, many students will display higher levels of proficiency in theatre performance.

Content Area

Theatre Performance

Discipline: Theatre (T)

Content Area: Theatre Performance (P)

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|------------------|---|---|--|--|
| | K-2 | 3-5 | 6-8 | 9-12 |
| CREATE | <p>TP.Cr.1.e: Characterization</p> <p>Portray feelings of a known or imagined character.</p> | <p>TP.Cr.6.i: Characterization</p> <p>Use written or improvised dialogue to portray feelings and movement of a character in a known or imagined story.</p> | <p>TP.Cr.11.m: Characterization</p> <p>Interpret dialogue or a script using authentic actions.</p> | <p>TP.Cr.16.h: Characterization</p> <p>Create vivid, complex and well-rounded characters that authentically represent the text with defined action.</p> |
| | <p>TP.Cr.2.e: Improvisation</p> <p>Play imaginatively within a scenario.</p> | <p>TP.Cr.7.i: Improvisation</p> <p>Play a character in a story through improvisation.</p> | <p>TP.Cr.12.m: Improvisation</p> <p>Develop improvised plot with a predefined setting and characters.</p> | <p>TP.Cr.17.h: Improvisation</p> <p>Develop improvised concepts, including setting, characters, and situation.</p> |
| | <p>TP.Cr.3.e: Text/Script</p> <p>Tell a story to a teacher or a peer using known or imagined dialogue.</p> | <p>TP.Cr.8.i: Text/Script</p> <p>Create a scenario for two characters based on an existing or imagined story.</p> | <p>TP.Cr.13.m: Text/Script</p> <p>Create a script or adapt an existing work for three or more characters based on a theme, image, or concept.</p> | <p>TP.Cr.18.h: Text/Script</p> <p>Devise an original or adapt an existing work that incorporates dramatic structure.</p> |
| | <p>TP.Cr.4.e: Direction</p> <p>Listen to and follow direction given by a teacher or a student leader.</p> | <p>TP.Cr.9.i: Direction</p> <p>Plan staging within a small group setting while utilizing stage vocabulary.</p> | <p>TP.Cr.14.m: Direction</p> <p>Formulate a vision that incorporates purposeful blocking and stage elements.</p> | <p>TP.Cr.19.h: Direction</p> <p>Formulate a directorial vision for the text/script as evidenced by an artistic statement or program note.</p> |
| | <p>TP.Cr.5.e: Collaboration</p> <p>Contribute ideas and make decisions as a group to advance a story.</p> | <p>TP.Cr.10.i: Collaboration</p> <p>Execute a defined role within an ensemble.</p> | <p>TP.Cr.15.m: Collaboration</p> <p>Share leadership and responsibilities to plan a production.</p> | <p>TP.Cr.20.h: Collaboration</p> <p>Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.</p> |

Discipline: Theatre (T)

Content Area: Theatre Performance (P)

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|------------------|---|---|---|---|
| | K-2 | 3-5 | 6-8 | 9-12 |
| PERFORM | <p>TP.P.1.e: Oral Communication</p> <p>Use vocalizations and spoken language to communicate.</p> | <p>TP.P.6.i: Oral Communication</p> <p>Explore vocal choices to support an improvised or scripted work.</p> | <p>TP.P.11.m: Oral Communication</p> <p>Produce truthful, authentic vocal choices based on an interpretation of text.</p> | <p>TP.P.16.h: Oral Communication</p> <p>Create truthful, authentic vocal choices based on an internal, emotional interpretation of text.</p> |
| | <p>TP.P.2.e: Nonverbal Communication</p> <p>Use gestures, movement, and facial expressions to communicate.</p> | <p>TP.P.7.i: Nonverbal Communication</p> <p>Use gestures, facial expressions, and movement to develop a character in an improvised or scripted work.</p> | <p>TP.P.12.m: Nonverbal Communication</p> <p>Create a tableau depicting stories relating to emotional expression.</p> | <p>TP.P.17.h: Nonverbal Communication</p> <p>Demonstrate a character's inner life by utilizing techniques of physical expression and movement to convey subtext.</p> |
| | <p>TP.P.3.e: Spatial Awareness</p> <p>Use objects in an imaginative manner.</p> | <p>TP.P.8.i: Spatial Awareness</p> <p>Use a hand prop or set piece appropriate to the character while being mindful of the stage environment.</p> | <p>TP.P.13.m: Spatial Awareness</p> <p>Use a hand prop or set piece appropriate to the character with purposeful action within the stage environment.</p> | <p>TP.P.18.h: Spatial Awareness</p> <p>Demonstrate effective purposeful character action, interactions with others, and prop/set use within the stage environment.</p> |
| | <p>TP.P.4.e: Public Presentation</p> <p>Portray a character for a classroom presentation.</p> | <p>TP.P.9.i: Public Presentation</p> <p>Recite the text/script in classroom presentation.</p> | <p>TP.P.14.m: Public Presentation</p> <p>Recite a memorized text/script/scene in a performance.</p> | <p>TP.P.19.h: Public Presentation</p> <p>Perform memorized text/script/scene that includes blocking and related expressive techniques.</p> |
| | <p>TP.P.5.e: Protocol</p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p> | <p>TP.P.10.i: Protocol</p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p> | <p>TP.P.15.m: Protocol</p> <p>Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.</p> | <p>TP.P.20.h: Protocol</p> <p>Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.</p> |

Discipline: Theatre (T)

Content Area: Theatre Performance (P)

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|------------------|---|---|--|--|
| | K-2 | 3-5 | 6-8 | 9-12 |
| RESPOND | <p>TP.R.1.e: Analysis</p> <p>Respond to a theatrical work by sharing what is seen, heard, and/or felt.</p> | <p>TP.R.4.i: Analysis</p> <p>Identify separate elements in a theatrical work such as characters, plot, and performance elements.</p> | <p>TP.R.7.m: Analysis</p> <p>Express preferences for effectiveness of theatrical performance choices (what works/what does not work).</p> | <p>TP.R.10.h: Analysis</p> <p>Critically analyze the effectiveness of character choices for a theatrical production.</p> |
| | <p>TP.R.2.e: Reflection</p> <p>Assess personal participation in a performance.</p> | <p>TP.R.5.i: Reflection</p> <p>Assess personal participation in a performance with examples from experiences.</p> | <p>TP.R.8.m: Reflection</p> <p>Assess personal participation in a production through critique using theatre vocabulary.</p> | <p>TP.R.11.h: Reflection</p> <p>Assess personal participation in a production through constructive critique using precise theatre vocabulary.</p> |
| | <p>TP.R.3.e: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p> | <p>TP.R.6.i: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p> | <p>TP.R.9.m: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p> | <p>TP.R.12.h: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette at a professional performance.</p> |

Discipline: Theatre (T)

Content Area: Theatre Performance (P)

Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|-------------------------|---|---|--|--|
| | K-2 | 3-5 | 6-8 | 9-12 |
| CONNECT | <p>TP.Cn.1.e: Cultural Social Context</p> <p>Express how theatre relates to self and others.</p> | <p>TP.Cn.5.i: Cultural Social Context</p> <p>Explain how theatre relates to self, others, and the world.</p> | <p>TP.Cn.9.m: Cultural Social Context</p> <p>Examine how theatre relates to self, others, and the world in the past and present.</p> | <p>TP.Cn.13.h: Cultural Social Context</p> <p>Compare and contrast how two or more cultural and/or historical traditions impact production, text, or script.</p> |
| | <p>TP.Cn.2.e: Research</p> <p>Identify parts of a story (characters, setting, and plot).</p> | <p>TP.Cn.6.i: Research</p> <p>Identify the “given circumstances,” environmental and situational conditions that influence a theatrical work.</p> | <p>TP.Cn.10.m: Research</p> <p>Describe the “given circumstances,” environmental and situational conditions that influence a theatrical work.</p> | <p>TP.Cn.14.h: Research</p> <p>Explain performance choices based on the “given circumstances,” environmental and situational conditions of a theatrical work.</p> |
| | <p>TP.Cn.3.e: Career Connections</p> <p>Identify a profession in theatre.</p> | <p>TP.Cn.7.i: Career Connections</p> <p>Describe a profession in theatre.</p> | <p>TP.Cn.11.m: Career Connections</p> <p>Explore and differentiate theatre professions.</p> | <p>TP.Cn.15.h: Career Connections</p> <p>Explain what knowledge or training is required for theatre careers, and how theatrical skills translate to other fields.</p> |
| | <p>TP.Cn.4.e: Cross Disciplinary</p> <p>Describe how theatre connects to art and music.</p> | <p>TP.Cn.8.i: Cross Disciplinary</p> <p>Identify how theatre connects to literature and social studies.</p> | <p>TP.Cn.12.m: Cross Disciplinary</p> <p>Analyze historical and cultural relationships between theatre and other disciplines.</p> | <p>TP.Cn.16.h: Cross Disciplinary</p> <p>Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.</p> |

Content Area

Theatre Production

Discipline: Theatre (T)

Content Area: Theatre Production (D)

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|------------------|---|---|--|--|
| | K-2 | 3-5 | 6-8 | 9-12 |
| CREATE | <p>TD.Cr.1.e: Design</p> <p>Assemble, draw, or describe a character's costume for a story.</p> | <p>TD.Cr.5.i: Design</p> <p>Assemble, draw, or describe multiple ideas for costumes, props, and/or scenery used for a story.</p> | <p>TD.Cr.9.m: Design</p> <p>Create a selection of documents or artifacts depicting some design elements of a production.</p> | <p>TD.Cr.13.h: Design</p> <p>Create a selection of documents and/or artifacts for three or more design elements for a production.</p> |
| | <p>TD.Cr.2.e: Text/Script</p> <p>Tell a story to a teacher or a peer that includes ideas for production elements.</p> | <p>TD.Cr.6.i: Text/Script</p> <p>Create a scenario for an existing or imagined story that includes production elements.</p> | <p>TD.Cr.10.m: Text/Script</p> <p>Outline required major production elements based on a script.</p> | <p>TD.Cr.14.h: Text/Script</p> <p>Devise required major production and management elements of a script that support a directorial concept.</p> |
| | <p>TD.Cr.3.e: Management Plan</p> <p>Watch a live or recorded production and identify responsibilities of some of those involved in creating the work.</p> | <p>TD.Cr.7.i: Management Plan</p> <p>Read a script or watch a live or recorded production and list responsibilities of executing a show.</p> | <p>TD.Cr.11.m: Management Plan</p> <p>Read a script or watch a live or recorded production and describe sequence of steps in the process required to execute that show.</p> | <p>TD.Cr.15.h: Management Plan</p> <p>Create a timeline for executing production elements for a hypothetical or realized show.</p> |
| | <p>TD.Cr.4.e: Collaboration</p> <p>Contribute ideas and make decisions as a group to advance a story.</p> | <p>TD.Cr.8.i: Collaboration</p> <p>Execute a defined role within an ensemble.</p> | <p>TD.Cr.12.m: Collaboration</p> <p>Share leadership and responsibilities to plan a production.</p> | <p>TD.Cr.16.h: Collaboration</p> <p>Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.</p> |

Discipline: Theatre (T)**Content Area: Theatre Production (D)****Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.**

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|-------------------------|--|---|---|---|
| | K-2 | 3-5 | 6-8 | 9-12 |
| PERFORM | TD.P.1.e: Design Execution Arrange available furniture and props in a classroom for a show. | TD.P.6.i: Design Execution Explore technical elements in a guided drama experience. | TD.P.11.m: Design Execution Demonstrate a specific production role safely and within overall script/technical requirements. | TD.P.16.h: Design Execution Execute a specific production role safely and within overall script/technical requirements for a school or public performance. |
| | TD.P.2.e: Tools & Technology Use Use arts/crafts in the creation of props, costumes, or scenery. | TD.P.7.i: Tools & Technology Use Use basic hand tools safely in the creation of props, costumes, and set elements under direction of a teacher. | TD.P.12.m: Tools & Technology Use Use common hand tools and technology safely and properly to create/or run a theatrical production element under direction of a teacher. | TD.P.17.h: Tools & Technology Use Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work. |
| | TD.P.3.e: Design & Management Documentation Share production element(s) created. | TD.P.8.i: Design & Management Documentation Collect artifacts to highlight two or more production elements created or utilized. | TD.P.13.m: Design & Management Documentation Organize artifacts and documents with personal commentary in a portfolio for a production assignment. | TD.P.18.h: Design & Management Documentation Assemble documents, renderings, and artifacts in a portfolio that includes design concept and working within the parameters of a production. |

(cont.) Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|------------------|---|--|---|---|
| | K-2 | 3-5 | 6-8 | 9-12 |
| PERFORM | <p>TD.P.4.e: Public Presentation</p> <p>Perform in a production role within a classroom presentation.</p> | <p>TD.P.9.i: Public Presentation</p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p> | <p>TD.P.14.m: Public Presentation</p> <p>Run one production element in a classroom or public performance.</p> | <p>TD.P.19.h: Public Presentation</p> <p>Execute a production element in a classroom or public performance.</p> |
| | <p>TD.P.5.e: Protocol</p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p> | <p>TD.P.10.i: Protocol</p> <p>Exercise appropriate conduct for school or public performances.</p> | <p>TD.P.15.m: Protocol</p> <p>Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.</p> | <p>TD.P.20.h: Protocol</p> <p>Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.</p> |

Discipline: Theatre (T)

Content Area: Theatre Production (D)

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

| Artistic Process | Performance Indicators (By Grade Band) | | | |
|------------------|---|---|--|--|
| | K-2 | 3-5 | 6-8 | 9-12 |
| RESPOND | <p>TD.R.1.e: Analysis</p> <p>Respond to a theatrical work by sharing what is seen, heard, and/or felt.</p> | <p>TD.R.4.i: Analysis</p> <p>Identify separate production elements in a theatrical work.</p> | <p>TD.R.7.m: Analysis</p> <p>Express preferences for effectiveness of theatrical production elements (what works/what does not work).</p> | <p>TD.R.10.h: Analysis</p> <p>Critically analyze the effectiveness of design and technical elements for a theatrical production.</p> |
| | <p>TD.R.2.e: Reflection</p> <p>Assess personal participation in a production.</p> | <p>TD.R.5.i: Reflection</p> <p>Assess personal participation in a production with examples from experiences.</p> | <p>TD.R.8.m: Reflection</p> <p>Assess personal participation in a production through critique using theatre vocabulary.</p> | <p>TD.R.11.h: Reflection</p> <p>Assess personal participation in a production through constructive critique using precise theatre vocabulary.</p> |
| | <p>TD.R.3.e: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p> | <p>TD.R.6.i: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p> | <p>TD.R.9.m: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p> | <p>TD.R.12.h: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette at a professional performance.</p> |

| Discipline: Theatre (T) | | | | |
|--|---|---|--|---|
| Content Area: Theatre Production (D) | | | | |
| Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts. | | | | |
| Artistic Process | Performance Indicators (By Grade Band) | | | |
| | K-2 | 3-5 | 6-8 | 9-12 |
| CONNECT | <p>TD.Cn.1.e: Cultural Social Context</p> <p>Express how theatre relates to self and others.</p> | <p>TD.Cn.5.i: Cultural Social Context</p> <p>Explain how theatre relates to self, others, and the world.</p> | <p>TD.Cn.9.m: Cultural Social Context</p> <p>Examine how theatre relates to self, others, and the world in the past and present.</p> | <p>TD.Cn.13.h: Cultural Social Context</p> <p>Compare and contrast how two or more cultural and/or historical traditions impact production, text, or script.</p> |
| | <p>TD.Cn.2.e: Research</p> <p>Identify parts of a story (characters, setting, and plot).</p> | <p>TD.Cn.6.i: Research</p> <p>Identify the “given circumstances.” environmental and situational conditions that influence a theatrical work.</p> | <p>TD.Cn.10.m: Research</p> <p>Describe the “given circumstances.” environmental and situational conditions that influence a theatrical work.</p> | <p>TD.Cn.14.h: Research</p> <p>Explain production choices based on the “given circumstances,” environmental and situational conditions of a theatrical work.</p> |
| | <p>TD.Cn.3.e: Career Connections</p> <p>Identify a production profession in theatre.</p> | <p>TD.Cn.7.i: Career Connections</p> <p>Describe a production profession in theatre.</p> | <p>TD.Cn.11.m: Career Connections</p> <p>Explore and differentiate theatre production professions.</p> | <p>TD.Cn.15.h: Career Connections</p> <p>Explain what knowledge or training is required for theatre production careers, and how theatrical skills translate to other fields.</p> |
| | <p>TD.Cn.4.e: Cross Disciplinary</p> <p>Describe how theatre connects to art and music.</p> | <p>TD.Cn.8.i: Cross Disciplinary</p> <p>Identify how theatre connects to literature and social studies.</p> | <p>TD.Cn.12.m: Cross Disciplinary</p> <p>Analyze historical and cultural relationships between theatre and other disciplines.</p> | <p>TD.Cn.16.h: Cross Disciplinary</p> <p>Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.</p> |