

Content Area: Drama and Theatre Arts

Fifth Grade Standard: Create

1. Contribute ideas in improvisation and play building
2. Develop a variety of visual configurations of the acting space

Play Building		Technical
4	<ul style="list-style-type: none"> • Identify and create a situation to be improvised including major dramatic elements, such as: who, what, where, when, why, conflict, theme and plot • Show improvisation skills through the appropriate participation in improvisation games with established rules • Make and accept offers in improvisation and contribute ideas in improvised scenes • Improvise and play build through group-devised processes 	<ul style="list-style-type: none"> • Use the placement of the audience to affect the actors' entrances and exits in a variety of performance spaces • Demonstrate the effective use and correct placement of set pieces and props in the space • Test the effects of lighting and sound through an inventive process
3	<ul style="list-style-type: none"> • Identify and create a situation to be improvised including some major dramatic elements, such as: who, what, where, when, why, conflict, theme and plot • Show some improvisation skills through the appropriate participation in improvisation games with established rules • Make and accept offers in improvisation • Improvise and play build with others 	<ul style="list-style-type: none"> • Demonstrate through play effective placement of actors in a variety of performance spaces in relation to the audience, including exits, entrances and blocking • Demonstrate the use and correct placement of set pieces and/or props in the space • Test either the effects of lighting or sound through an inventive process
2	<ul style="list-style-type: none"> • Struggles to identify major dramatic elements in improvisation • Difficulty in showing improvisation skills through participation in games with established rules • Make offers in improvisation • Attempts to improvise and play build with others 	<ul style="list-style-type: none"> • Struggles to demonstrate effective placement of actors in a variety of performance spaces in relation to the audience, including exits, entrances and blocking • Has difficulty in demonstrating the use and correct placement of set pieces in the space • Limited understanding of the effects of lighting or sound
1	<ul style="list-style-type: none"> • Unable to identify and to improvise using some major dramatic elements • Does not show improvisation skills • Fails to make offers in improvisation • Does not attempt to improvise and play build with others 	<ul style="list-style-type: none"> • Fails to demonstrate effective placement of actors in a variety of performance spaces in relation to the audience • Unable to demonstrate the use and correct placement of set pieces in the space • Lacks an understanding of the effects of lighting or sound

Content Area: Drama and Theatre Arts

Fifth Grade Standard: Perform

1. In rehearsal and performance, work as a productive and responsible member of an acting ensemble using scripted or improvisational scene work
2. Communicate characters through physical movement, gesture, sound and speech, and facial expressions

Ensemble Performance	Communicating Characters
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4	<ul style="list-style-type: none"> • Demonstrate the balance between individual and group needs in rehearsals and performances • Communicate artistic choices, and suggest alternatives to solve problems and build consensus • Set and meet deadlines, and follow through with group and individual commitments 	<ul style="list-style-type: none"> • Utilize realistic, authentic gesture and movement to create and clearly present a believable character • Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively • Apply facial expression to communicate motivation and mood
3	<ul style="list-style-type: none"> • Demonstrate an understanding of individual and group needs in rehearsals and performances • Communicate artistic choices, and suggest alternatives to solve problems • Meet deadlines, and follow through with group and individual commitments 	<ul style="list-style-type: none"> • Utilize realistic gesture and movement to create a believable character • Use voice such as diction, enunciation, and projection to communicate characterization effectively • Apply facial expression to communicate mood
2	<ul style="list-style-type: none"> • Struggles to demonstrate an understanding of individual and group needs in rehearsals and performances • Has difficulty in communicating artistic choices • Has difficulty in meeting deadlines and following through with commitments 	<ul style="list-style-type: none"> • Struggles to utilize gesture and movement to create a believable character • Limited use of voice to communicate characterization • Struggles to apply facial expressions to communicate mood
1	<ul style="list-style-type: none"> • Does not demonstrate an understanding of individual and group needs in rehearsals and performances • Fails to communicate artistic choices • Unable to meet deadlines and follow through with commitments 	<ul style="list-style-type: none"> • Fails to utilize gesture and movement to create a believable character • Lacks ability to use the voice to communicate characterization • Fails to apply facial expressions to communicate mood

Content Area: Drama and Theatre Arts

Fifth Grade Standard: Critically Respond

1. Identify at least one role of a theatre practitioner
2. Give, accept and integrate constructive and supportive feedback from self and others
3. Demonstrate understanding of historical and cultural context of scripts, scenes, and performances
4. Analyze dramatic text in scenes and script

	Theatre Roles	Feedback	History and Culture	Text Analysis
4	<ul style="list-style-type: none"> • Describe the different roles of theatre practitioners • Recognize dramatizations from different perspectives such as those of the playwright, actor, director, and designer, and suggest alternatives for creating and interpreting roles, arranging environments, and developing 	<ul style="list-style-type: none"> • Develop selected criteria to critique what is seen, heard, and understood in a performance or dramatization • Apply constructive feedback in scene creation and character development • Evaluate and critique through reflection and analysis one's own 	<ul style="list-style-type: none"> • Identify the historical and cultural context of a script • Understand the value and importance of researching the historical and cultural context of a script • Identify costume, set, performance spaces, and use of audience throughout history 	<ul style="list-style-type: none"> • Identify cultural themes in dramatic literature that suggest season, time, and period or era • Read to understand the relationships of characters • Classify and explain dramatic structure such as conflict, characters, and plot

	situations	individual work and the work of others in a productive and respectful way		
3	<ul style="list-style-type: none"> Identify the different roles of theatre practitioners Identify different perspectives such as those of the playwright, actor, director, and designer 	<ul style="list-style-type: none"> Utilize selected criteria to critique what is seen, heard, and understood in a performance or dramatization Apply constructive feedback in scene creation Evaluate through reflection and analysis one's own individual work and the work of others in a respectful way 	<ul style="list-style-type: none"> Identify some of the historical and cultural context of a script Identify some of the values and importance of researching the historical and cultural context of a script Identify some of the costume, set, performance spaces, and use of audience throughout history 	<ul style="list-style-type: none"> Identify some of the cultural themes in dramatic literature that suggest season, time, and period or era Read to understand the relationships of some characters in a dramatic text Classify and explain some of the dramatic structures such as conflict, characters, and plot
2	<ul style="list-style-type: none"> Struggles to identify the different roles of theatre practitioners Struggles to identify different perspectives such as those of the playwright, actor, director, and designer 	<ul style="list-style-type: none"> Struggles to utilize selected criteria to critique what is seen, heard in a performance or dramatization Has difficulty applying constructive feedback in scene creation Difficulty in evaluating through reflection one's own individual work and the work of others in a respectful way 	<ul style="list-style-type: none"> Struggles to identify some of the historical and cultural context of a script Has difficulty in identifying some of the values and importance of researching the historical and cultural context of a script Struggles to identify some of the costume, set, performance spaces, and use of audience throughout history 	<ul style="list-style-type: none"> Struggles with identifying the cultural themes in dramatic literature that suggest season, time, and period or era Difficulty in understanding the relationships of some characters in a dramatic text Struggles to classify the dramatic structures such as conflict, characters, and plot
1	<ul style="list-style-type: none"> Cannot identify the different roles of theatre practitioners Fails to identify different perspectives such as those of the playwright, actor, director, and designer 	<ul style="list-style-type: none"> Does not utilize criteria to critique what is seen, heard in a performance or dramatization Unable to apply constructive feedback Fails to evaluate through reflection one's own individual work and the work of others in a respectful way 	<ul style="list-style-type: none"> Cannot identify some of the historical and cultural context of a script Fails in identifying some of the values and importance of researching the historical and cultural context of a script Cannot identify some of the costume, set, performance spaces, and use of audience throughout history 	<ul style="list-style-type: none"> Cannot identify the cultural themes in dramatic literature Does not understand the relationships of characters in a dramatic text Fails to classify the dramatic structures in a text

Content Area: Drama and Theatre Arts

Fourth Grade Standard: Create

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

2. Create and write simple dramas and scenes

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

	Characterization	Play Building	Scene Study
4	<ul style="list-style-type: none"> Utilize gesture and movement to create a character Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively Apply facial expression to communicate motivation and mood 	<ul style="list-style-type: none"> Plan and record improvisations based on the five W's – who, what, where, when, and why Understand and apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story Use existing literature, and adapt it by creating alternate endings or by altering the characters or settings 	<ul style="list-style-type: none"> Create a unified design using scenery, props, and costumes for an informal presentation through an inventive process Collect, make, or borrow materials that could be used for scenery, props, or costumes for informal presentations
3	<ul style="list-style-type: none"> Utilize some gestures and movements to create a character Use voice to communicate characterization effectively Apply facial expression to communicate mood 	<ul style="list-style-type: none"> Plan improvisations based on some of the five W's – who, what, where, when, and why Apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story Use existing literature, and adapt it by creating alternate endings or settings 	<ul style="list-style-type: none"> Create a design using some technical elements, such as scenery, props, and costumes for an informal presentation through an inventive process Collect or borrow materials that could be used for scenery, props, or costumes for informal presentations
2	<ul style="list-style-type: none"> Has difficulty in utilizing gestures and movements to create a character Struggles to use voice to communicate characterization Difficulty in applying facial expression to communicate mood 	<ul style="list-style-type: none"> Has difficulty planning improvisations based on the five W's – who, what, where, when, and why Difficulty in applying the creative process of playwriting to create an original drama Struggles to adapt existing literature by creating alternate endings or settings 	<ul style="list-style-type: none"> Has difficulty creating a design using technical elements, such as scenery, props, and costumes for an informal presentation Difficulty in selecting materials that could be used for scenery, props, or costumes for informal presentations
1	<ul style="list-style-type: none"> Unable to utilize gestures and movements to create a character Fails to use voice to communicate characterization Does not apply facial expression to communicate mood 	<ul style="list-style-type: none"> Unable to plan improvisations based on the five W's – who, what, where, when, and why Fails to apply the creative process of playwriting to create an original drama Does not adapt existing literature by creating alternate endings or settings 	<ul style="list-style-type: none"> Unable to create a design using technical elements, such as scenery, props, and costumes for an informal presentation Does not select materials that could be used for scenery, props, or costumes for informal presentations

Content Area: Drama and Theatre Arts

Fourth Grade Standard: Perform

1. Participate collaboratively with partners and groups
2. Demonstrate safe use of voice and body to communicate characters
3. Define stage direction and body positions

Collaboration		Voice & Body Techniques		Define Stage Directions	
4	<ul style="list-style-type: none"> • Demonstrate effective problem-solving skills through group interaction • Demonstrate respect for others in dramatic activities 	<ul style="list-style-type: none"> • Communicate characters through the appropriate and healthy use of vocal intonation and breathing techniques • Respect the personal space of other actors in dramatizations • Develop character using safe body control techniques 	<ul style="list-style-type: none"> • Identify and incorporate stage direction such as stage right, stage left, upstage, and downstage • Identify body positions such as full, profile and three-quarter 		
3	<ul style="list-style-type: none"> • Demonstrate problem-solving skills through group interaction • Demonstrate respect for others in dramatic activities 	<ul style="list-style-type: none"> • Communicate characters through the healthy use of some vocal intonation and breathing techniques • Respect the personal space of other actors in dramatizations • Develop character using safe body control techniques 	<ul style="list-style-type: none"> • Identify and incorporate some stage direction such as stage right, stage left, upstage, and downstage • Identify some body positions such as full, profile and three-quarter 		
2	<ul style="list-style-type: none"> • Difficulty in demonstrating problem-solving skills through group interaction • Demonstrate limited respect for others in dramatic activities 	<ul style="list-style-type: none"> • Has difficulty in communicating characters through the healthy use of vocal intonation and breathing techniques • Has difficulty in respecting the personal space of other actors in dramatizations • Struggles to use safe body control techniques 	<ul style="list-style-type: none"> • Difficulty in identifying stage directions such as stage right, stage left, upstage, and downstage • Struggles to identify body positions such as full, profile and three-quarter 		
1	<ul style="list-style-type: none"> • Unable to demonstrate problem-solving skills through group interaction • Fails to demonstrate respect for others in dramatic activities 	<ul style="list-style-type: none"> • Unable to use healthy vocal techniques • Does not respect the personal space of other actors in dramatizations • Does not use safe body control techniques 	<ul style="list-style-type: none"> • Cannot identify stage directions • Fails to identify body positions 		

Content Area: Drama and Theatre Arts

Fourth Grade Standard: Critically Respond

1. Develop selected criteria to critique what is seen, heard, and understood
2. Examine character dynamics and relations

Critique		Examining Character	
4	<ul style="list-style-type: none"> • Develop criteria to critique a performance or script • Critique a performance or script using the developed criteria 	<ul style="list-style-type: none"> • Demonstrate an understanding of character dynamics and relationships in real-life settings • Read scripts and stories to identify and analyze character dynamics and relationships 	
3	<ul style="list-style-type: none"> • Develop some criteria to critique a performance or script 	<ul style="list-style-type: none"> • Demonstrate an understanding of some of the character dynamics and relationships in real-life settings 	

	<ul style="list-style-type: none"> • Critique a performance or script using some of the developed criteria 	<ul style="list-style-type: none"> • Read to identify and analyze character dynamics and relationships
2	<ul style="list-style-type: none"> • Difficulty in developing criteria to critique a performance or script • Difficulty in critiquing 	<ul style="list-style-type: none"> • Struggles to demonstrate an understanding of some of the character dynamics and relationships in real-life settings • Has difficulty identifying character dynamics and relationships in text
1	<ul style="list-style-type: none"> • Unable to develop criteria to critique a performance or script • Unable critique 	<ul style="list-style-type: none"> • Unable to demonstrate an understanding of some of the character dynamics and relationships in real-life settings • Cannot identify character dynamics and relationships in text

Content Area: Drama and Theatre Arts

Third Grade Standard: Create

1. Create characters
2. Create an improvised scene
3. Create stage environments to understand locale and mood

	Characterization	Play Building	Technical
4	<ul style="list-style-type: none"> • Use a variety of vocal tones and breath control to create a character's feelings and mood • Create a variety of human or animal characters through developmentally appropriate physical actions 	<ul style="list-style-type: none"> • Develop scenes through improvisation with a defined beginning, middle, and end • Create scenes, puppet plays, or situations with original or literary characters and settings 	<ul style="list-style-type: none"> • Create a basic design depicting the difference between a stage environment and real environment • Craft set pieces such as furniture, appliances, or trees that could make up a stage environment
3	<ul style="list-style-type: none"> • Use some vocal tones and breath control to create a character's feelings and mood • Create some human or animal characters through appropriate physical actions 	<ul style="list-style-type: none"> • Develop a scene through improvisation with a defined beginning, middle, and end • Create situations with original or literary characters and settings 	<ul style="list-style-type: none"> • Create a basic stage design for a designated environment • Select some set pieces such as furniture, appliances, or trees that could make up a stage environment
2	<ul style="list-style-type: none"> • Has difficulty using vocal tones and breath control to create a character's feelings • Struggles to create human or animal characters through physical actions 	<ul style="list-style-type: none"> • Struggles to develop a scene with a defined beginning, middle, and end • Struggles to create situations with original or literary characters and settings 	<ul style="list-style-type: none"> • Struggles with creating a basic stage design for a designated environment • Difficulty in selecting set pieces such as furniture, appliances, or trees that could make up a stage environment
1	<ul style="list-style-type: none"> • Does not use vocal tones and breath control to create a character's feelings • Fails to create human or animal characters through physical actions 	<ul style="list-style-type: none"> • Unable to develop a scene with a defined beginning, middle, and end • Cannot create situations with original or literary characters and settings 	<ul style="list-style-type: none"> • Unable to create a basic stage design for a designated environment • Cannot select set pieces such as furniture, appliances, or trees that could make up a stage environment

Content Area: Drama and Theatre Arts

Third Grade Standard: Perform

1. Perform a scripted scene
2. Work effectively alone and cooperatively with a partner or in an ensemble

Scene Study		Collaboration
4	<ul style="list-style-type: none"> • Act in a scripted scene or reader’s theatre in front of an audience as a formal presentation • Use basic analysis skills to perform a character within a scene 	<ul style="list-style-type: none"> • Accept responsibility, and demonstrate respect for others in dramatic activities • Understand time constraints • Understand stage space in proximity to other actors and set pieces
3	<ul style="list-style-type: none"> • Act in a scripted scene or reader’s theatre in front of an audience • Use basic skills to perform a character within a scene 	<ul style="list-style-type: none"> • Demonstrate respect for others in dramatic activities • Follow time constraints • Demonstrate correct use of stage space in proximity to other actors
2	<ul style="list-style-type: none"> • Has difficulty acting in a scripted scene or reader’s theatre in front of an audience • Struggles to perform a character within a scene 	<ul style="list-style-type: none"> • Has difficulty respecting others in dramatic activities • Has difficulty following time constraints • Struggles to demonstrate correct use of stage space in proximity to other actors
1	<ul style="list-style-type: none"> • Unable to act in a scripted scene or reader’s theatre in front of an audience • Fails to perform a character within a scene 	<ul style="list-style-type: none"> • Unable to respect others in dramatic activities • Does not follow time constraints • Fails to demonstrate correct use of stage space in proximity to other actors

Content Area: Drama and Theatre Arts

Third Grade Standard: Critically Respond

1. Examine the dynamic relationship among community, culture, and theatre
2. Demonstrate appropriate audience etiquette
3. Use selected criteria to critique what is seen, heard, and understood

Theatre and Community	Etiquette	Critique	
4	<ul style="list-style-type: none"> • Identify how communities use theatre • Describe how cultures shape theatrical performances • Read, listen to, and tell stories from a variety of cultures, genres, and styles 	<ul style="list-style-type: none"> • Describe and demonstrate appropriate audience etiquette • Demonstrate appropriate etiquette through the use of body and voice 	<ul style="list-style-type: none"> • Critique a performance or script using pre-developed criteria • Share individual feelings and opinions appropriately and constructively
3	<ul style="list-style-type: none"> • Identify how your community uses theatre • Describe how some cultures shape theatrical performances • Read, listen to, and tell stories from a variety of cultures, genres, and styles 	<ul style="list-style-type: none"> • Demonstrate appropriate audience etiquette 	<ul style="list-style-type: none"> • Critique a performance using pre-developed criteria • Share individual feelings and opinions appropriately

2	<ul style="list-style-type: none"> • Struggles to identify how your community uses theatre • Has difficulty in describing how some cultures shape theatrical performances • Read and listen to stories from a variety of cultures, genres, and styles 	<ul style="list-style-type: none"> • Struggles with demonstrating appropriate audience etiquette 	<ul style="list-style-type: none"> • Struggles to critique a performance using pre-developed criteria • Has difficulty sharing individual feelings and opinions
1	<ul style="list-style-type: none"> • Unable to identify how your community uses theatre • Cannot describe how some cultures shape theatrical performances • Does not participate in reading and listening to stories from a variety of cultures, genres, and styles 	<ul style="list-style-type: none"> • Fails to demonstrate appropriate audience etiquette 	<ul style="list-style-type: none"> • Fails to critique a performance using pre-developed criteria • Fails to share individual feelings and opinions, or shares inappropriately

Content Area: Drama and Theatre Arts
Second Grade Standard: Create

1. Use voice and movement in character development
2. Create new dramatic elements from existing works

Characterization		Play Building	
4	<ul style="list-style-type: none"> • Demonstrate basic vocal quality such as tone and pace to convey a message • Use developmentally appropriate movement to create a character 	4	<ul style="list-style-type: none"> • Create with guidance new outcomes of basic plots • Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story
3	<ul style="list-style-type: none"> • Demonstrate basic vocal quality such as tone or pace to convey a message • Use developmentally appropriate movement to create a character 	3	<ul style="list-style-type: none"> • Create with guidance a variety of basic plots • Improvise to create characters and environments from an existing work
2	<ul style="list-style-type: none"> • Struggles to demonstrate basic vocal quality such as tone or pace to convey a message • Has difficulty in using developmentally appropriate movement to create a character 	2	<ul style="list-style-type: none"> • Struggles with creating a variety of basic plots • Has difficulty in improvising to create characters and environments from an existing work
1	<ul style="list-style-type: none"> • Unable to demonstrate basic vocal quality such as tone or pace to convey a message • Cannot use developmentally appropriate movement to create a character 	1	<ul style="list-style-type: none"> • Unable to create a variety of basic plots • Fails to use improvisation to create characters and environments from an existing work

Content Area: Drama and Theatre Arts
Second Grade Standard: Perform

1. Dramatize short stories

2. Demonstrate movement based on stage directions

Characterization		Movement
4	<ul style="list-style-type: none"> Act out the key elements of a short story Create character movement needed within a short story Create environments needed within a short story through body movement 	<ul style="list-style-type: none"> Move respectfully throughout an acting space Respond appropriately to the language of stage directions and body positions Demonstrate the ability to differentiate between directed movement and free-form movement Respond with gestures and movement in a dramatic portrayal
3	<ul style="list-style-type: none"> Act out some of the key elements of a short story Create character movement within a short story Create some environments for a short story through body movement 	<ul style="list-style-type: none"> Move carefully throughout an acting space Respond appropriately to the language of some stage directions and body positions Demonstrate both directed movement and free-form movement Respond with some gestures and movement in a dramatic portrayal
2	<ul style="list-style-type: none"> Struggles to act out some of the key elements of a short story Has difficulty creating character movement within a short story Has difficulty creating environments for a short story through body movement 	<ul style="list-style-type: none"> Limited movement in an acting space Struggles to respond appropriately to the language of stage directions and body positions Struggles to demonstrate both directed movement and free-form movement Has difficulty responding with gestures and movement in a dramatic portrayal
1	<ul style="list-style-type: none"> Does not act out key elements of a short story Fails in creating character movement within a short story Unable to create environments for a short story through body movement 	<ul style="list-style-type: none"> Unable to move appropriately in an acting space Fails to respond to the language of stage directions and body positions Cannot demonstrate either directed movement or free-form movement Fails to respond with gestures and movement in a dramatic portrayal

Content Area: Drama and Theatre Arts

Second Grade Standard: Critically Respond

1. Identify basic structures and relationships in a scene
2. Identify dramatic elements in dramatizations and stories
3. Express thoughts about a dramatization or performance

Scene Study	Dramatic Elements	Critique	
4	<ul style="list-style-type: none"> Clearly identify the key moments of the beginning, middle, and end of theatrical scenes Identify and describe the character relationships in theatrical scenes 	<ul style="list-style-type: none"> Clearly identify characters, setting, and plot in scenes performed by others Clearly identify community and family elements in dramatizations, stories, and plays 	<ul style="list-style-type: none"> Use appropriate theatre vocabulary to critique a live performance Express individual feelings about a performance through drawing, writing, and discussing

			<ul style="list-style-type: none"> • Articulate the difference between constructive and negative feedback
3	<ul style="list-style-type: none"> • Identify the beginning, middle, and end of theatrical scenes • Identify and describe some of the character relationships in theatrical scenes 	<ul style="list-style-type: none"> • Identify at least one of the following: characters, setting, and plot in scenes performed by others • Identify community and family elements in dramatizations, stories, and plays 	<ul style="list-style-type: none"> • Use some theatre vocabulary to critique a live performance • Express individual feelings about a performance through drawing, writing, and/or discussing • Identify the difference between constructive and negative feedback
2	<ul style="list-style-type: none"> • Struggles with identifying the beginning, middle, and end of theatrical scenes • Difficulty in identifying and describing the character relationships in theatrical scenes 	<ul style="list-style-type: none"> • Difficulty in identifying characters, setting, and plot in scenes performed by others • Struggles in identifying community and family elements in dramatizations, stories, and plays 	<ul style="list-style-type: none"> • Struggles to use theatre vocabulary to critique a live performance • Difficulty in expressing individual feelings about a performance through drawing, writing, and/or discussing • Struggles to identify the difference between constructive and negative feedback
1	<ul style="list-style-type: none"> • Fails to identify the beginning, middle, and end of theatrical scenes • Unable to identify and describe the character relationships in theatrical scenes 	<ul style="list-style-type: none"> • Unable to identifying characters, setting, and plot in scenes performed by others • Fails in identifying community and family elements in dramatizations, stories, and plays 	<ul style="list-style-type: none"> • Does not use theatre vocabulary to critique a live performance • Will not express individual feelings about a performance through drawing, writing, and/or discussing • Unable to identify the difference between constructive and negative feedback

Content Area: Drama and Theatre Arts

First Grade Standard: Create, Perform, and Critically Respond

Create: 1. Create characters and environments through dramatic play

Perform: 1. Retell a short story or scene through dramatic play

Critically Respond: 1. Identify key aspects of theatre

	Create	Perform	Critically Respond
4	<ul style="list-style-type: none"> • Demonstrate individual interpretations of a character's feelings through movement and voice • Respond to verbal prompts to demonstrate feelings such as sad and happy • Create animal and human characters in specific environments through improvisation 	<ul style="list-style-type: none"> • Clearly retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement and voice • Clearly identify and demonstrate setting in a scene 	<ul style="list-style-type: none"> • Describe the difference between theatre and real life • Describe the difference between theatre and other media such as television, movies, and books • Describe the basic elements of a performance such as the stage, audience, performers, and

			<p>set</p> <ul style="list-style-type: none"> • Ask questions based on discoveries while performing or viewing a performance
3	<ul style="list-style-type: none"> • Demonstrate individual interpretations of a character's feelings through movement or voice • Respond to some verbal prompts to demonstrate feelings such as sad and happy • Create animal or human characters in specific environments through improvisation 	<ul style="list-style-type: none"> • Retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement or voice • Identify and demonstrate setting in a scene 	<ul style="list-style-type: none"> • Describe some of the differences between theatre and real life • Describe some of the differences between theatre and other media such as television, movies, and books • Describe some of the basic elements of a performance such as the stage, audience, performers, and set • Ask questions while rehearsing or after viewing a performance
2	<ul style="list-style-type: none"> • Struggles to demonstrate individual interpretations of a character's feelings through movement or voice • Has difficulty in responding to verbal prompts to demonstrate feelings such as sad and happy • Struggles to create animal or human characters in specific environments through improvisation 	<ul style="list-style-type: none"> • Struggles to retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement or voice • Has difficulty in identifying the setting in a scene 	<ul style="list-style-type: none"> • Struggles to describe some of the differences between theatre and real life • Struggles to describe some of the differences between theatre and other media such as television, movies, and books • Has difficulty in describing some of the basic elements of a performance such as the stage, audience, performers, and set
1	<ul style="list-style-type: none"> • Does not demonstrate individual interpretations of a character's feelings through movement or voice • Unable to respond to verbal prompts to demonstrate feelings such as sad and happy • Fails to create animal or human characters in specific environments through improvisation 	<ul style="list-style-type: none"> • Will not retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement or voice • Does not identifying the setting in a scene 	<ul style="list-style-type: none"> • Unable to describe the differences between theatre and real life • Cannot describe the differences between theatre and other media such as television, movies, and books • Fails to describe the basic elements of a performance such as the stage, audience, performers, and set

Content Area: Drama and Theatre Arts

Kindergarten Grade Standard: Create, Perform, and Critically Respond

- Create: 1. Demonstrate characters through dramatic play
- Perform: 1. Express a feeling or emotion through dramatic play or creative drama
- Perform: 2. Dramatize ideas and events through dramatic play
- Critically Respond: 1. Identify elements of theatre in everyday life

	Create	Express	Dramatize	Critically Respond
4	<ul style="list-style-type: none"> • Imitate or create people, 	<ul style="list-style-type: none"> • Use movement and facial 	<ul style="list-style-type: none"> • Use body and voice to create 	<ul style="list-style-type: none"> • Clearly identify characters

	<p>creatures, or things based on observation using body and facial expression</p> <ul style="list-style-type: none"> • Use body and movement to create environments • Create dramatizations or scenes that highlight cultural events 	<p>expressions to convey feelings and emotions</p> <ul style="list-style-type: none"> • Use sounds to express character, feelings, and mood • Demonstrate the ability to follow a simple set of steps in a dramatic task 	<p>characters from various ideas and events</p> <ul style="list-style-type: none"> • Use body and voice to create environments from various ideas and events • Use body and voice to demonstrate knowledge of holidays and other cultural events 	<p>(peers, family members, and others) in everyday life</p> <ul style="list-style-type: none"> • Clearly identify costumes (clothes) in everyday life • Clearly identify sets (locations) in everyday life • Use prior knowledge to understand events in dramatizations or performances
3	<ul style="list-style-type: none"> • Imitate people, creatures, or things based on observation using body or facial expression • Use body or movement to create environments • Create dramatizations or scenes 	<ul style="list-style-type: none"> • Use some movement or facial expressions to convey feelings and emotions • Use some sounds to express character, feelings, and/or mood • Demonstrates some ability to follow a simple set of steps in a dramatic task 	<ul style="list-style-type: none"> • Use body or voice to create characters from various ideas and events • Use body or voice to create environments from various ideas and events • Use body or voice to demonstrate knowledge of holidays and other cultural events 	<ul style="list-style-type: none"> • Identify characters (peers, family members, and others) in everyday life • Identify costumes (clothes) in everyday life • Identify sets (locations) in everyday life • Use prior knowledge to understand some events in dramatizations or performances
2	<ul style="list-style-type: none"> • Struggles to imitate people, creatures, or things based on observation using body or facial expression • Struggles to use body or movement to create environments • Has difficult in creating dramatizations or scenes 	<ul style="list-style-type: none"> • Struggles to use movement or facial expressions to convey feelings and emotions • Has difficulty in using sounds to express character, feelings, and/or mood • Struggles in the ability to follow a simple set of steps in a dramatic task 	<ul style="list-style-type: none"> • Struggles to use body or voice to create characters from various ideas and events • Struggles to use body or voice to create environments from various ideas and events • Struggles to use body or voice to demonstrate knowledge of holidays and other cultural events 	<ul style="list-style-type: none"> • Struggles to identify characters (peers, family members, and others) in everyday life • Struggles to identify costumes (clothes) in everyday life • Struggles to identify sets (locations) in everyday life • Difficulty in using prior knowledge to understand some events in dramatizations or performances
1	<ul style="list-style-type: none"> • Fails to imitate people, creatures, or things based on observation using body or facial expression • Lacks ability to use body or movement to create environments • Fails in creating dramatizations or scenes 	<ul style="list-style-type: none"> • Lacks the ability to use movement or facial expressions to convey feelings and emotions • Fails to use sounds to express character, feelings, and/or mood • Inability to follow a simple set of steps in a dramatic task 	<ul style="list-style-type: none"> • Unable to use body or voice to create characters from various ideas and events • Unable to use body or voice to create environments from various ideas and events • Unable to use body or voice to demonstrate knowledge of holidays and other cultural events 	<ul style="list-style-type: none"> • Unable to identify characters (peers, family members, and others) in everyday life • Unable to identify costumes (clothes) in everyday life • Unable to identify sets (locations) in everyday life • Does not use prior knowledge to understand some events in dramatizations or performances

Content Area: Drama and Theatre Arts

Preschool Grade Standard: Create, Perform, and Critically Respond

Create: 1. Demonstrate emotions and feelings in dramatic play

Perform: 1. Use dramatic play to imitate characters

Critically Respond: 1. Respond to stories and plays

	Create	Perform	Critically Respond
4	<ul style="list-style-type: none"> Identify how people show emotions and feelings Use facial expressions and movement to demonstrate emotions and feelings 	<ul style="list-style-type: none"> Use body and movement to depict various pretend characters Use body and voice to depict various everyday characters Initiate sustained dramatic play 	<ul 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
3	<ul style="list-style-type: none"> Identify how some people show emotions and feelings Use some facial expressions and movement to demonstrate emotions and feelings 	<ul style="list-style-type: none"> Use body or movement to depict some pretend characters Use body or voice to depict some everyday characters Participate sustained dramatic play 	<ul style="list-style-type: none"> Respond with others when exposed to a new performance, puppet show, or dramatization Demonstrate an interest in performances or dramatizations by asking a question
2	<ul style="list-style-type: none"> Struggles to identify how some people show emotions and feelings Has difficulty in using some facial expressions and movement to demonstrate emotions and feelings 	<ul style="list-style-type: none"> Struggles to use body or movement to depict some pretend characters Has difficulty in using body or voice to depict some everyday characters Struggles to participate in sustained dramatic play 	<ul style="list-style-type: none"> Struggles to respond with others when exposed to a new performance, puppet show, or dramatization Has difficulty demonstrating an interest in performances or dramatizations through questioning
1	<ul style="list-style-type: none"> Does not know that some people show emotions and feelings Unable to use facial expressions and movement to demonstrate emotions and feelings 	<ul style="list-style-type: none"> Does not use body or movement to depict some pretend characters Unable to use body or voice to depict some everyday characters Cannot participate in sustained dramatic play 	<ul style="list-style-type: none"> Does not respond with others when exposed to a new performance, puppet show, or dramatization Has difficulty demonstrating an interest in performances or dramatizations through questioning