



Prepared Graduates:

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

Grade Level Expectation:

1. Generate and conceptualize artistic ideas and work.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

2. Organize and develop artistic ideas and work.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

3. Refine and complete artistic work.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

3. Convey meaning through the presentation of artistic work.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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





Prepared Graduates:

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

Grade Level Expectation:

1. Perceive and analyze artistic work.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

2. Interpret intent and meaning in artistic work.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

3. Apply criteria to evaluate artistic work.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Inquiry Questions:

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

