



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. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
- b. Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.
- c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives and motivations in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a character and observing the characterization process validates the respect for exceptional performers, writers, artists and public personalities. (Entrepreneurial)
2. Analyzing characters and roles and performing them using the voice, body and ingenuity deepens one's understanding of oneself, one's peers and the adult community. (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. What makes a character believable?
2. How do performers use personal experiences to enhance a scene or improvisation?

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. Articulate and apply background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
- b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Using our own personal experiences helps to create believable characters and artistic situations on the stage. (Civic/Interpersonal & Professional Skills)
2. Collaborating with peers on a project and contributing to its management develops leadership skills. (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 do we use our own personal background knowledge about the theme of a dramatic work to inform our artistic decisions?
2. Why is collaboration essential to developing dramatic works?
3. Why are themes in theatre and history cyclical?

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. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
- b. Refine effective physical, vocal and physiological traits of characters in an improvised or scripted drama/theatre work.
- c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a character and observing the characterization process validates the respect for exceptional performers, writers, artists and public personalities. (Entrepreneurial & Personal Skills)
2. Analyzing characters and roles and performing them using the voice, body and ingenuity deepens one's understanding of oneself, one's peers and the adult community. (Entrepreneurial & Personal Skills)
3. Translating the written word into a hands-on experience in a theatrical production strengthens aptitudes for technical careers. (Entrepreneurial & Personal Skills)
4. 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. What makes a character believable?
2. How do performers use personal experiences to enhance a scene or improvisation?
3. How do technical elements enhance a theatrical performance?

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. Examine and analyze community issue through multiple perspectives in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building. (Entrepreneurial & Personal Skills)
2. 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. How do events in our community influence performance?
2. How does self-reflection inform a theatre artist's work?

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. Explore different pacing to better communicate the story in a drama/theatre work.
- b. Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Academic Context and Connections

Colorado Essential Skills:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building. (Personal & Professional Skills)
2. 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. What makes a character believable?
2. How do performers use personal experiences to enhance a scene or improvisation?

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. Develop a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
- b. Implement a variety of technical elements to create a design for a rehearsal or drama/theater production.

Academic Context and Connections

Colorado Essential Skills:

1. Performing with increased knowledge and awareness of characterization technique leads to more awareness of the need for technical control of the physical environment. For example, a character with a disability or a character portraying a specific historical figure requires a precise, controlled plan for the set design to ensure the character is placed within an appropriate environment; otherwise the character is less believable. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. How do performers use characterization techniques to strengthen performance?
2. How do technical elements enhance a theatrical performance?

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 rehearsed drama/theatre work for an audience.

Academic Context and Connections

Colorado Essential Skills:

1. Using a variety of familiar and unfamiliar stimuli including current or historical, social, cultural, or political themes or philosophies is valuable to play building. (Civic/Interpersonal & Personal Skills)
2. 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 contributes to an authentic and believable performance?
2. What is the relationship between the technician and the actor?



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. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Giving and taking constructive criticism increases the desire for and appreciation of excellence. (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 do theatre participants use their knowledge and opinions to constructively critique?
2. What is “polite” and “appropriate” behavior for the theatre, and how does it change depending on the show and venue?

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:

- a. Summarize and share artistic choices when participating in or observing a drama/theatre work.
- b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
- c. Apply personal aesthetics, preferences and beliefs to evaluate a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Discussing and debating the issues that arise from research helps to strengthen critical thought and language skills. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. Why is it fun to see history brought to life through theatrical design and character representation?
2. How do our individual cultural perspectives influence our opinions of theatrical performances?



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:

- a. Critique a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
- b. Analyze the production elements used in a drama/theatre work to assess aesthetic choices.
- c. Assess the impact of a drama/theatre work on a specific audience.

Academic Context and Connections

Colorado Essential Skills:

1. Giving and taking constructive criticism increases the desire for and appreciation of excellence. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. 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:

1. How might a designer's personal preference influence a theatrical performance?



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:

- a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
- b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Discussing and debating the issues that arise from research helps to strengthen critical thought and language skills. (Civic/Interpersonal & Professional Skills)
2. 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:

1. How does history influence our decisions in a theatrical performance?