

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. Integrate multiple perspectives and solutions to staging challenges in a drama/theater work.
- b. Explain and present possible solutions to design challenges in a drama/theater work.
- c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.

Academic Context and Connections

Colorado Essential Skills:

1. Utilizing movement, storytelling, literature, images, personal stories and experiences, music, creative writing, local community, media, government bodies and institutions, libraries or the internet as sources is key to obtaining the material used for play building. (Entrepreneurial)
2. Using improvisation as a form and key technique to devise play building improves spontaneity and builds group participation. (Entrepreneurial)
3. Investigating the possibilities of a technical performance broadens the imagination beyond emotion and intellect. (Entrepreneurial)
4. 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. Why does the location of the audience matter when telling a story in theatre?
2. How do designers adapt the technical requirements called for in scripts and plays?
3. How do you create and implement quality work?

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. Examine and justify original ideas and artistic choices in a drama/theater work based on background knowledge and historical and cultural context.
- b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing in rehearsal situations as a productive and responsible member of an acting ensemble demonstrates personal responsibility and commitment to a collaborative process. (Civic/Interpersonal & Professional Skills)
2. Building confidence in hands-on expression and skill builds respect for the personal space and expression of other people. (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. What makes an actor's performance of a character intriguing?
2. How do ensembles accomplish their goal?
3. What is the message of the story?

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. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.
- b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- c. Experiment with multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing, observing and listening in the rehearsal process increases one's awareness of personalities in the community and confidence in social situations. (Entrepreneurial & Personal Skills)
2. Attending various performances is good practice for learning social etiquette, which translates to all areas of one's social and professional environment. (Entrepreneurial & Personal Skills)
3. Using a performance space and scenic elements enhances the importance of a project. (Entrepreneurial & Personal Skills)
4. Understanding the complexity of devising a play aids in the appreciation of dramatic literature and playwrights. (Entrepreneurial & Personal Skills)
5. 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 careers are dependent on theatrical production?
2. Why do different texts require different acting styles?

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. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Designing and building for the stage aids in environmental awareness. Collaborating on a project and contributing to its outcome develops pride and a sense of belonging. (Entrepreneurial & Personal Skills)
2. Problem-solving within a collaborative group provides a more cohesive ensemble. (Entrepreneurial & Personal Skills)
3. 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 does one show respect for a space and the people who have worked to put together a performance?

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. Experiment various staging choices to enhance the story in a drama/theatre work.
- b. Apply various character objectives in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Performing a character and observing the characterization process increases language skills in all other disciplines such as politics, social sciences and retail and service industries. (Personal & Professional Skills)
2. Understanding theatrical conventions increases awareness of audience participation and the importance of technical support. (Personal & Professional Skills)
3. Using the imagination to interpret the written word in terms of physical surroundings enhances learning in sciences and mathematics. (Personal & Professional Skills)
4. 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 are the differences or similarities in a role versus a character? Or are they one and the same?
2. How does the ability to portray the same character from many perspectives enhance an actor's skill?

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. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.
- b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Participating in building a play enhances logical sequencing and problem-solving skills involved in other disciplines such as medical professions, aerospace, corporate administration, industrial films, computer programming and gaming. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Participating in and observing the construction of the scene helps to create flexibility and tolerance toward others with all types of skills including performance, management, writing and technical skills. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. Do inanimate objects have “character”?
2. How can a story move from place to place and scene to scene through time?

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. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Academic Context and Connections

Colorado Essential Skills:

1. Using the performance space to express one's social imagination creates confidence in the technical aspects of performance. (Civic/Interpersonal & Personal Skills)
2. Exploring scripted material by interpreting it in spoken scenes validates academic studies in literature. (Civic/Interpersonal & Personal Skills)
3. 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. Why does employing dramatic and theatrical vocabulary become essential when producing dramatic and theatrical works?
2. How can a theatre artist convey the theme of a story to an audience?

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. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Using video playbacks can determine the dynamics of an ensemble within a performance or scene. (Civic/Interpersonal & Entrepreneurial)
2. Learning to give constructive criticism and taking criticism facilitates flexibility and strengthens choices. (Civic/Interpersonal & Entrepreneurial)
3. Considering the validity of a theatre and film critic's work requires strong evaluation, technology and literacy skills and allows one to make informed decisions on the quality of one's work. (Civic/Interpersonal & Entrepreneurial)
4. 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. Why is criticism better than judgment?
2. What is "polite" and "appropriate" behavior for the theatre, and how does it change depending on the show and venue?
3. How can you respectfully discuss artistic choices?

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. Identify the artistic choices made based on personal experience in a drama/theatre work.
- b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
- c. Interpret how the use of personal aesthetics, preferences and beliefs can be used to discuss drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Exploring other performance spaces and comparing them to what is available allows one to feel respect for the art and those who practice it. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Acknowledging excellence in performers and performing groups enhances a vision of excellence for oneself.. Using appropriate language and terminology in discussion and debate strengthens critical thought processes. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. How does knowing proper vocabulary enhance the process of creating a theatrical work?
2. How do a theatre artist's personal preferences or experiences affect the work?

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:

- Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.
- Examine the aesthetics of the production elements in a drama/theatre work.
- Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Academic Context and Connections

Colorado Essential Skills:

- Analyzing the scripted material or the improvised story for physical necessities helps to make a reality of time and space. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Employing visual imagination and respect for the technically inclined personnel is strengthened through attention to technical requirements for a play such as staging, direction and all areas of design. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Organizing the methods of critique and formulating a response to a performance or a story creates confidence in understanding and enjoying the art. (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 much of a live performance should rely on new technology?
- Why is exposure to a range of performances necessary to develop strong critical evaluation skills?
- What is meant by “we are our own worst critic”?



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 and discuss how a playwright might have intended a drama/theatre work to be produced.
- b. Examine artifacts from a time period and geographical location to better understand performance and design choices in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Comparing forms and styles helps to place history and culture in context. (Civic/Interpersonal & Professional Skills)
2. Observing technological staging in all areas of design such as costumes, lighting, scenes, properties, makeup and sound throughout history helps one to envision the scope of history. (Civic/Interpersonal & Professional Skills)
3. 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 style come into play with technical elements?
2. How does studying theatre from a particular time period help us to better understand that time period and our current time period?