



### 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. Identify possible solutions to staging challenges in a drama/theatre work.
- b. Identify possible solutions to design challenges in a drama/theatre work.
- c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Exercising the imagination opens abilities in other studies such as computer science, writing, scientific invention and green energy technology. (Entrepreneurial)
2. Promoting discipline and understanding the roles required to produce a performance builds acceptance of responsibility in a community. (Entrepreneurial)
3. Creating original scenes and plays develops problem-solving skills. (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. What impact do technical elements have on production?
2. What is quality work?
3. How do you synthesize a variety of ideas to create a final product?
4. How does a designer make choices to affect the emotions of the audience?
5. How do designers collaborate with all members of a theatrical production?





### 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. Use artistic choices to improve, examine and evolve original ideas in a devised or scripted drama/theatre work.
- b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Participating in an ensemble to complete a theatrical project enhances strong goal orientation and focus in all lifelong endeavors. (Professional & Civic/Interpersonal)
2. Performing helps to foster respect for everyone involved in the production. (Professional & Civic/Interpersonal)
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 a “good” story?
2. In how many ways can one story be told?
3. What role does imagination play in a scene or 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. Articulate and refine choices in a devised or scripted drama/theatre work.
- b. Identify and employ effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing increases the awareness of the physical space and its technical capabilities. (Personal)
2. Comprehending and working with theatrical technologies enhances an appreciation of different vocations both in drama and theatre arts and in society in general. (Personal)
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. Why is a theatre artist's focus important?
2. How do you synthesize a variety of ideas to create a final product?
3. What roles do you play in your own life?

### 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. Explain how the actions and motivations of characters and theatre artists in an ensemble impact perspectives of a community or culture within a drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Making choices in vocal and physical characteristics helps the student discover more about themselves in relation to their community. (Entrepreneurial & Personal Skills)
2. Simulating situations through software provides opportunities to explore many aspects of the characterization process. (Entrepreneurial & Personal Skills)
3. Creating original dramatic works applies the skills of imagination and problem-solving. (Entrepreneurial & Personal Skills)
4. Collaborating is employed to create improvised works. (Entrepreneurial & Personal Skills)
5. 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 being in an ensemble help one approach other life situations?



### 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. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.
- b. Experiment with various physical and vocal choices to communicate character in a drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Creating original works through storyboards and available technology utilizes the skills that marketing firms, publishers, and film and television executives employ in their vocations. (Entrepreneurial & Professional Skills)
2. Understanding different kinds of staging and performance areas can stimulate the imagination and flexibility for adaptive skills. (Entrepreneurial & 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. What are the steps in the character development process?
2. What choices can theatre artists make to help tell a story?



### 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. Recognize how acting exercises and techniques can be applied to a drama/theatre work.
- b. Articulate how technical elements are integrated into a drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Performing for peers strengthens the sense of self. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Exploring forms, colors, textures and materials for technical and physical environment develops imagination and confidence in technology. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Creating scenes or plays can be used to gain confidence in storytelling. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
4. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

#### *Inquiry Questions:*

1. Why would actors find it necessary to create new characters or portrayals that differ from a script?



### 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. Adapt a drama/theatre work and present it for an audience.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Recognizing the technical possibilities of a theatrical work can lead to exciting and creative outcomes, and employ skills used in vocations such as architecture, film and television, and graphic design. (Civic/Interpersonal & Personal Skills)
2. Practicing appropriate audience behavior skills enhances social awareness. (Civic/Interpersonal & Personal Skills)
3. Hands-on learning helps to complete a well-rounded educational experience that prepares one for careers beyond the arts. (Civic/Interpersonal & Personal Skills)
4. 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. How does the creation of a story further enhance our understanding of literature?
2. How realistic should a characterization be delivered?
3. What do you want to convey to an audience about the world of the story?



### 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. Describe and record personal reactions to artistic choices in a drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Understanding the importance of constructive criticism and taking criticism helps to focus on the objectivity of study. (Civic/Interpersonal & Entrepreneurial)
2. Embracing theatre terminology and conventions familiarizes one with production and technical theatre. (Civic/Interpersonal & Entrepreneurial)
3. 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 do some people consider the theatre a “sacred space”?
2. Why does entering a theatre require special behavior?
3. In what ways can you share your ideas about artistic works?



### 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. Explain how artists make choices based on personal experience in a drama/theatre work.
- b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.
- c. Identify personal aesthetics, preferences and beliefs through participation in or observation of drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Providing artistic expression not connected to performing provides hands-on training for everyone and allows the inclusion of those who do not wish to perform. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Discussing one's feelings and emotional responses to theatre increases self-awareness and internal motivations. (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 a theatre artist make choices to affect the emotions of the audience?
2. How is it possible for one person or actor to play many different characters?



### 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:*

- Use supporting evidence and criteria to evaluate drama/theatre work.
- Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- Identify a specific audience or purpose for a drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Making critical evaluations expands the vocabulary and use of language.  
(Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Listening to others builds respect and communication skills.  
(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 the use of a prop, costume, music or other technical elements create a “history” with an audience?
- Why do different types of theatre elicit and require different audience responses?



### 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 analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.
- b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Becoming aware of technical vocations broadens the possibilities for the future. (Civic/Interpersonal & Professional Skills)
2. Analyzing plays and stories in drama supports analytic activities in other academic, social and professional situations. (Civic/Interpersonal & Professional Skills)
3. Becoming aware of historical theatre technologies enhances the appreciation and mastery of modern technologies. (Civic/Interpersonal & Professional Skills)
4. 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 do theatre artists collaborate with all members of a theatrical production?
2. How do theatre artists use creative drama processes and productions to inform their work?