



## 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. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
- b. Understand and apply technology to design solutions for a drama/theatre work.
- c. Develop a character that is believable and authentic in a drama/theatre work based on personal experiences and knowledge.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Using technology and the internet in cinema facilitates exploring characters and making alternative choices. (Entrepreneurial)
2. Creating believable characters such as literary and political figures enhances real-world connections to literary and historical figures and diverse cultures. (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. Why is research in the support of a theatrical production necessary?
2. Why is identifying and understanding design elements critical to the success of a 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. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
- b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Investigating historical progress and diverse cultures informs theatrical decisions. (Civic/Interpersonal & Professional Skills)
2. Examining the relationship between drama and theatre training and vocations provides awareness of career opportunities in the field and beyond such as professional theatre jobs, advertising, marketing and carpentry. (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 are the best methods to determine effective casting, staging and technical choices?
2. What types of themes and practices within a theatrical process can be identified and compared with other mediums?





## 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. Analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work through the use of the rehearsal process.
- b. Revise physical, vocal and physiological choices impacting the believability and relevance of a drama/theatre work by using research and script analysis.
- c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Making artistic choices based on research adds depth to the product and demonstrates the value of the research. (Entrepreneurial & Personal Skills)
2. 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 can current visual arts methods and materials aid in dramatic interpretation?
2. How can a musical instrument enhance a 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. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Applying knowledge in theatrical technical arts and production staffing leads to viable careers such as stage design, architecture, interior design, construction arts, television and film production. (Entrepreneurial & Personal Skills)
2. Employing self-directed study develops the initiative and responsibility of the individual. (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. What are the key components of assuming responsibility and coordinating the technical aspects of a production?
2. How do theatre etiquette and ethics enhance the theatrical experience?
3. What does improvisation do for the development of the individual?



## 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. Discover how unique choices shape believable and sustainable drama/theatre work.
- b. Assess essential text information, research from various sources, and the director's concept that influence artistic choices in a drama/theatre work.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Understanding the historical and cultural relevance of a play's structure helps to establish the connection among time, place, function and environment. (Personal & Professional Skills)
2. Using technology can recreate environment, enhance a production and bring a creative work to life. (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. What is the director's responsibility with regard to his or her commitment to the production concept?
2. What skills are essential in portraying a believable character?



## 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. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
- b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Using appropriate technology provides opportunities for meaningful theatrical experiences and expression by individuals who may not be performers. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
2. Locating the resources needed to support a production informs and determines the production concept and requires strong research, reasoning and problem-solving. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

### *Inquiry Questions:*

1. How is the creative process influenced by the technical aspects of a production?
2. What are the best practices to facilitate rehearsal?





## 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. Present a drama/theatre work using creative processes that shape the production for a specific audience.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Articulating the resources needed to support a production clarifies the relationship with the production team. (Civic/Interpersonal & Personal Skills)
2. Adjusting to other actor's decisions within a performance demonstrates advancement in an actor's problem-solving skill level. (Civic/Interpersonal & Personal Skills)
3. Producing interdisciplinary theatrical projects synthesizes interdisciplinary content through the application and assessment of knowledge. (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 production process impact the final product?
2. How do performance styles affect the outcome of a production?
3. What criteria make a play performance better or worse than another?





## 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 analyze artistic choices and to formulate meaningful feedback.

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Analyzing and articulating knowledge of theatrical works from various cultures enhances a personal engagement with dramatic literature and awareness of other cultures and lifestyles. (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 does objectivity relate to experiencing a piece of art?





## 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:*

- Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
- Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
- Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of drama/theatre work.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Understanding the different forms of drama and theatre and the use of a variety of conventional styles connects training in drama and theatre arts to industries such as film and television. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

#### *Inquiry Questions:*

- What does theatrical convention teach about style?
- How can theatre ethics be applied to one's own work?
- How can artistic choices affect a production?





## 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:*

- Analyze and assess a drama/theatre work by connecting it to art forms, history, culture and other disciplines using supporting evidence and criteria.
- Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- Verify how a drama/theatre work communicates for a specific purpose and audience.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Utilizing various resources in the research for a production, including cinema, internet and technical marketing, strengthens technical literacy. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
- Writing, speaking, or creating works about theatrical performances, artistry, media presentations or dramatic literature benefits the critic and the artist. (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:*

- Why is play creation significant?
- How can artistic choices affect a production?
- How do historical perspectives of theatrical accomplishments affect today's productions?



## 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. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.
- c. Connect drama/theatre knowledge, skills, training and self-discipline needed to pursue career and technical opportunities outside of theatre.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Responding to different viewpoints and beliefs develops a mature awareness, understanding, and acceptance of difference and diversity. (Civic/Interpersonal & Professional Skills)
2. Respecting the roles of the theatre family promotes maturity and social responsibility. (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. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?