



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. Synthesize knowledge from a variety of dramatic forms, theatrical conventions and technologies to create the visual composition of a drama/theatre work.
- b. Create a complete design for a drama/theatre work that incorporates all elements of technology.
- c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Taking risks and making interesting choices enhances character development. (Entrepreneurial)
2. Utilizing various resources in the research for a production, including cinema, internet and technical marketing, strengthens technical literacy. (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 creating a believable character affect the final product and inform the playwright's intent?
2. How can the use of character development techniques, both internal and external, result in well-rounded characters?

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. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research and Western or non-Western theatre traditions.
- b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Character development skills lead to learning about empathy and playing the objective, both of which are important in the mastery of acting. (Civic/Interpersonal & Professional Skills)
2. Determining relevance and truth in artistic choices expands one's global awareness about topics such as the power of negotiations, diplomacy, social interactions and critical awareness. (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 does the inclusion of media, cinema, film and environmental and technical effects enhance the theatrical product?
2. How can music, visual arts and dance be utilized in a theatrical performance?

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. Refine, transform and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form and conventions.
- b. Synthesize ideas from research, script analysis and context to create a performance that is believable, authentic and relevant in a drama/theatre work.
- c. Connect technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Exploring alternative choices in technology helps to convey a production concept. (Entrepreneurial & Personal Skills)
2. Acquiring the essential skills of drama and theatre supports interdisciplinary, multiple intelligences. (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 a believable character affect the final product and inform the playwright's intent?
2. Why is the technical design crucial to a theatrical endeavor?



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. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding the roles of live drama and theatre arts, film, cinema, television and electronic media help to deconstruct and reinvent the world at large. (Entrepreneurial & Personal Skills)
2. Incorporating multiple pathways through drama and theatre allows for one to apply his or her creative skills to livelihood and success. (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 do the efforts of theatrical managers, technical designers and artisans affect the final presentation or production?
2. How do performance styles affect the outcome of a production?





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. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.
- b. Formulate an approach to artistic choices in a drama/theatre work based on a variety of researched techniques.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a play may be enhanced through the use of current social, political, historical and cultural themes and issues and philosophies. (Personal & Professional Skills)
2. Exploring drama and theatre through media, film, cinema and internet sources enhances proficiency in the use and knowledge of information technology and the newest developments in media technology. (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. How can a one-act play that is relevant to a time, place or social situation be selected?
2. What is the importance of a director's vision?



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. Perform and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Academic Context and Connections

Colorado Essential Skills:

1. Developing improvisational skills contributes to spontaneous ingenuity and self-direction.
2. Incorporating technological advances to recreate environment builds one's awareness of the production process. (Entrepreneurial, Civic/Interpersonal, Professional & Personal Skills)
3. Students can participate in collaborative discussions by coming to discussions prepared. (Civic/Interpersonal)

Inquiry Questions:

1. How does improvisation aid in the development of believable dialogue and characters?
2. How can a one-act play that is relevant to a time, place or social situation be selected?



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 production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer and dramaturg.

Academic Context and Connections

Colorado Essential Skills:

1. Contributing to a creative work by utilizing various technical resources such as digital, projections and video/audio techniques enhances the overall production.
2. A stage manager ensures that a production runs smoothly by coordinating technical responsibilities with the instructions of the director. (Civic/Interpersonal & Personal Skills)
3. Understanding that theatrical production staffing mimics corporate structure broadens career possibilities. (Civic/Interpersonal & Personal Skills)
4. Problem-spotting and problem-solving in productions require the use of essential communication. (Civic/Interpersonal & Personal Skills)
5. 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 knowledge of historical periods impact overall production value?
2. What does performing in different forms and styles teach the actor?
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 justify meaningful feedback based on historical, cultural and personal context.

Academic Context and Connections

Colorado Essential Skills:

1. Creating a prompt book and researching the background of a play expands one's knowledge base and enhances the overall product. (Civic/Interpersonal & Entrepreneurial)
2. Understanding historical timelines and a play's influence on society gives one a basis for interpreting current events. (Civic/Interpersonal & Entrepreneurial)
3. Formulating historical and cultural aspects of a production assists in meeting the script's demands. (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 creating an interdisciplinary drama or theatre project significant?





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. Revise personal work and interpret the work of others when participating in or observing a drama/theatre work using detailed supporting evidence and appropriate criteria.
- b. Shape personal responses to drama/theatre work by utilizing new understandings of cultures and contexts.
- c. Support and explain aesthetics, preferences and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Academic Context and Connections

Colorado Essential Skills:

1. Understanding historical timelines and a play's influence on society gives one a basis for interpreting current events. (Civic/Interpersonal, Entrepreneurial, & Personal Skills)
2. Understanding the dramaturgical research strategies through the use of multiple technologies facilitates the director's relationship with his or her cast and production team. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
3. Students can synthesize information from multiple sources to demonstrate understanding of a topic. (Entrepreneurial)

Inquiry Questions:

1. Why is it important to understand numerous theatrical genres and styles?
2. How can awareness of theatre history affect the understanding of a production?
3. How do historical perspectives of theatrical accomplishments affect today's productions?



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. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choice.
- b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
- c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Academic Context and Connections

Colorado Essential Skills:

1. Utilizing advanced technological systems can assist in theatrical business practices and performances. (Civic/Interpersonal, Entrepreneurial & Personal Skills)
2. Analyzing the development of theatrical production within the social, historical, political and technological development of various cultures validates the knowledge of the interconnection and value of all cultures. (Civic/Interpersonal, Entrepreneurial, & Personal Skills)
3. 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 does playwriting form and structure assist in creating a one-act play?
2. What is the value of working independently on writing a one-act play?
3. Who is responsible for the collaboration of what happens on stage?



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. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.
- b. Present and support an opinion about the social, cultural and historical understandings of a drama/theatre work, based on critical research.
- c. Connect personal knowledge, skills, training and self-discipline needed to pursue personal career goals in theatre.

Academic Context and Connections

Colorado Essential Skills:

1. Investigating the importance of copyright laws in script writing, set and costume design, script adaptation and the use of music in production prepares one to work professionally in the performance arts. (Civic/Interpersonal & Professional Skills)
2. Securing rights and paying royalties validates the perception of the artist's rights and assures respect for the artistic product. (Civic/Interpersonal & Professional Skills)
3. Learning appropriate behavior in the production process and for public performances ensures respect and status in community, social structure and lifestyle. (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 does theatre vocabulary effectively communicate one's point of view for a theatrical observation?
2. What is the most effective relationship of a director with cast and crew?
3. Why is the leadership of a technical crew essential?