New York State Learning Standards for the Arts

Together we • Create • Perform • Produce • Respond • Connect

Theater

At-A-Glance Standards
NYS Learning Standards for the Arts
Revision Committee
THEATER
* Denotes Committee Chair

James Brannigan - Smithtown High School West
Lucy Cerezo-Scully - PS 61, Leonardo DaVinci
Benjamin Donald - Urban Assembly Maker Academy
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Holly Valentine - Gates Chili School District
Leslie Yolen, Associate in Visual Arts Education
Jennifer Childress, Art Education Consultant (editing, document design)

NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters
DA = Dance
MA = Media Arts
MU = Music
TH = Theatre
VA = Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter
Cr = Creating
Pr = Performing/Presenting/Producing
Re = Responding
Cn = Connecting

Each anchor standard is assigned a number
Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.
Performing/Presenting/Producing
4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
Connecting
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: 1.1, 1.2. ".1" follows the AS number even when there is only one Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral
PK = Pre-Kindergarten
K = Kindergarten
1,2,3,4,5,6,7,8 for grades 1 – 8
HSI for HS Proficient
HSII for HS Accomplished
HSIII for HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter even when there is only one Enduring Understanding.

Example Performance Indicator
TH:Cr2.1.a

Example Code
Artistic Process “Creating”

Discipline “Theater”

Guideline “1”

Anchor Standard “2”
Enduring Understanding “1”

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Anchor Standard • Artistic Process • Process Component p.
Anchor Standard 1 • Creating • Envision
Anchor Standard 2 • Creating • Develop
Anchor Standard 3 • Creating • Rehearse
Anchor Standard 4 • Performing • Select
Anchor Standard 5 • Performing • Prepare
Anchor Standard 6 • Performing • Share
Anchor Standard 7 • Responding • Reflect
Anchor Standard 8 • Responding • Interpret
Anchor Standard 9 • Responding • Evaluate
Anchor Standard 10 • Connecting • Relate
Anchor Standard 11 • Connecting • Interrelate, Research

Theater Example

Example Performance Indicator

Example

Performance Indicators are coded with a lower case alpha (a, b, c) even when there is only one in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

3rd Grade Scene Marks

Anticipate in Methods of Observation to desire technical opportunities.

New York State Learning Standards for the ARTS

Together We • Create • Perform • Produce • Respond • Connect

NYS Learning Standards for the ARTS

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<table>
<thead>
<tr>
<th>Enduring Understanding 1.1</th>
<th>Generate and conceptualize artistic ideas and work.</th>
<th>Pre-K TH:Cr1.1.PK</th>
<th>Kindergarten TH:Cr1.1.K</th>
<th>1st TH:Cr1.1.1</th>
<th>2nd TH:Cr1.1.2</th>
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<th>4th TH:Cr1.1.4</th>
<th>5th TH:Cr1.1.5</th>
<th>6th TH:Cr1.1.6</th>
<th>7th TH:Cr1.1.7</th>
<th>8th TH:Cr1.1.8</th>
<th>TH:Cr1.1.HSI</th>
<th>TH:Cr1.1.HSII</th>
<th>TH:Cr1.1.HSIII</th>
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</thead>
<tbody>
<tr>
<td>a. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play.</td>
<td>a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play.</td>
<td>a. Propose potential choices that characters could make in a guided drama experience.</td>
<td>a. Propose potential new details to plot and story in a guided drama experience.</td>
<td>a. Create roles, imagined worlds, and improvised stories.</td>
<td>a. Articulate the visual details of imagined worlds and improvised stories that support given circumstances.</td>
<td>a. Identify physical qualities that might reveal a character’s inner traits in an imagined world.</td>
<td>a. Identify possible solutions to staging challenges.</td>
<td>a. Investigate multiple perspectives and solutions to staging challenges.</td>
<td>a. Imagine and explore multiple perspectives and solutions to staging problems.</td>
<td>a. Apply basic research to construct ideas about the visual composition of a drama or theater work.</td>
<td>a. Investigate historical and cultural conventions and their effect on the visual composition of a drama or theater work.</td>
<td>a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama or theater work.</td>
<td>a. Create a complete design for a drama or theater work that incorporates technical elements.</td>
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<tr>
<td>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play.</td>
<td>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dynamic play.</td>
<td>b. Collaborate with peers to conceptualize costumes and props in a guided drama experience.</td>
<td>b. Collaborate with peers to conceptualize scenery in a guided drama experience.</td>
<td>b. Visualize and articulate ideas for costumes, props, and sets.</td>
<td>b. Propose design ideas that support a story and given circumstances.</td>
<td>b. Identify solutions to design challenges in a drama or theater work.</td>
<td>b. Explain and present solutions to design challenges in a drama or theater work.</td>
<td>b. Explore and collaborate to design solutions for a drama or theater work.</td>
<td>b. Explore the effect of technology on design choices.</td>
<td>b. Understand and apply technology to design solutions for a drama or theater work.</td>
<td>b. Collaborate to design solutions for a drama or theater work that incorporates technical elements.</td>
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<tr>
<td>c. With prompting and support, use gestures to tell a story in a dramatic play.</td>
<td>c. With prompting and support, use gestures to tell a story in dramatic play.</td>
<td>c. Identify ways in which gestures and movement may be used to create or retell a story in a guided drama experience.</td>
<td>c. Collaborate to determine how characters might move and speak to support a story and given circumstances.</td>
<td>c. Imagine how a character might move to support a story and given circumstances.</td>
<td>c. Identify how the inner thoughts of a character affect a story and given circumstances.</td>
<td>c. Explore the relationship between scripted or improvised characters and their given circumstances.</td>
<td>c. Envision and describe the inner thoughts and objectives of a character.</td>
<td>c. Develop a scripted or improvised character by articulating their inner thoughts, objectives, and motivations.</td>
<td>c. Use script analysis to generate ideas about a character who is believable and authentic.</td>
<td>c. Use personal experiences and knowledge to develop a character who is believable and authentic.</td>
<td>c. Integrate cultural and historical contexts with personal experiences to create a character who is believable and authentic.</td>
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<td>d. With prompting and support, use gestures to tell a story in a dramatic play.</td>
<td>d. With prompting and support, use gestures to tell a story in dramatic play.</td>
<td>d. Identify ways in which voice and sound may be used to create or retell a story in a guided drama experience.</td>
<td>d. Collaborate to determine how characters might move and speak to support a story and given circumstances.</td>
<td>d. Imagine how characters might move to support a story and given circumstances.</td>
<td>d. Identify the physical qualities that might reveal a character’s inner traits in an imagined world.</td>
<td>d. Identify possible solutions to staging challenges.</td>
<td>d. Investigate multiple perspectives and solutions to staging challenges.</td>
<td>d. Imagine and explore multiple perspectives and solutions to staging problems.</td>
<td>d. Apply basic research to construct ideas about the visual composition of a drama or theater work.</td>
<td>d. Investigate historical and cultural conventions and their effect on the visual composition of a drama or theater work.</td>
<td>d. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama or theater work.</td>
<td>d. Create a complete design for a drama or theater work that incorporates technical elements.</td>
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</tbody>
</table>
Anchor Standard 2 | Organize and develop artistic ideas and work.

**Enduring Understanding 2.1**

Theater artists work to discover different ways of communicating meaning.

**Essential Question**

What are the challenges to making artistic choices?

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<tr>
<th>Artistic Process Component</th>
<th>CREATING</th>
<th>DEVELOP</th>
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<tbody>
<tr>
<td>Pre-K TH:Cr2.1.PK</td>
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<tr>
<td>a. With prompting and support, contribute through gestures and words to dramatic play.</td>
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<td>b. With prompting and support, express original ideas in dramatic play.</td>
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<td>Kindergarten TH:Cr2.1.K</td>
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<tr>
<td>a. With prompting and support, interact with peers and contribute to dramatic play.</td>
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<tr>
<td>b. With prompting and support, express original ideas in dramatic play.</td>
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<tr>
<td>1st TH:Cr2.1.1</td>
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<tr>
<td>a. Contribute to the development of a sequential plot in a guided drama experience.</td>
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<td>b. Contribute ideas and make decisions as a group to advance a story.</td>
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<td>2nd TH:Cr2.1.2</td>
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<tr>
<td>a. Collaborate with peers to devise meaningful dialogue.</td>
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<td>b. Compare ideas with peers and make decisions that will enhance and deepen group drama or theater work.</td>
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<td>3rd TH:Cr2.1.3</td>
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<tr>
<td>a. Participate in methods of investigation to devise theatrical experiences.</td>
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<td>b. Make and discuss group decisions and identify responsibilities required to present a drama or theater work to peers.</td>
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<td>4th TH:Cr2.1.4</td>
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<tr>
<td>a. Collaborate to devise original ideas by asking questions about characters and plots.</td>
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<tr>
<td>b. Participate in defined responsibilities required to present a drama or theater work informally to an audience.</td>
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<td>5th TH:Cr2.1.5</td>
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<tr>
<td>a. Devise original ideas that reflect collective inquiry about characters and their given circumstances.</td>
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<td>b. Collaborate to devise a drama or theater work.</td>
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<td>6th TH:Cr2.1.6</td>
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<tr>
<td>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices.</td>
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<td>b. Inhabit a role and respect the roles of others in preparing or devising a drama or theater work.</td>
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<td>7th TH:Cr2.1.7</td>
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<tr>
<td>a. Examine and justify original ideas and artistic choices, based on critical analysis, historical, and cultural context.</td>
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<td>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama or theater work.</td>
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<td>8th TH:Cr2.1.8</td>
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<tr>
<td>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas.</td>
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<td>b. Investigate the collaborative nature of the actor, director, playwright, and designers and explain how their roles can be interdependent.</td>
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<tr>
<td>HS Proficient TH:Cr2.1.HSI</td>
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<tr>
<td>a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas.</td>
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<tr>
<td>b. Cooperate as a creative team to make interpretive choices.</td>
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<tr>
<td>HS Accomplished TH:Cr2.1.HSII</td>
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<tr>
<td>a. Devise and synthesize original ideas in a drama or theater work, utilizing critical analysis, historical and cultural context, research, and global theater traditions.</td>
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<tr>
<td>HS Advanced TH:Cr2.1.HSIII</td>
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<tr>
<td>a. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theater work.</td>
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</table>
Enduring Understanding 3.1

Essential Question

• How do theater artists transform and edit their initial ideas?

Pre-K
TH:Cr.G.3.1.PK
a. With prompting and support, ask and answer questions in dramatic play.

b. With prompting and support, participate in using sounds in dramatic play.

c. With prompting and support, use a single object in multiple representations in dramatic play.

Kindergarten
TH:Cr.G.3.1.K
a. With prompting and support, answer questions in dramatic play.

b. With prompting and support, participate in using sounds and movements in dramatic play.

c. Collaborate to imagine multiple representations of a single object in a guided drama experience.

1st
TH:Cr.G.3.1.1
a. Contribute to the adaptation of the plot in a guided drama experience.

b. Contribute to the adaptation of dialogue.

c. Independently generate multiple representations of a single object.

2nd
TH:Cr.G.3.1.2
a. Contribute to the adaptation of the plot in a guided drama experience.

b. Use and adapt sounds and movements in a guided drama experience.

c. Collaborate to imagine multiple representations of a single object in a guided drama experience.

3rd
TH:Cr.G.3.1.3
a. Collaborate with peers to revise, refine, and adapt ideas to fit given circumstances.

b. Develop physical and vocal exploration in an improvised or scripted drama or theater work.

c. Collaborate on solutions for design and technical problems.

4th
TH:Cr.G.3.1.4
a. Revise an improved or scripted drama or theater work through repetition and collaborative review.

b. Use physical and vocal exploration for character development.

c. Create innovative solutions for design and technical problems.

5th
TH:Cr.G.3.1.5
a. Revise an improved or scripted drama or theater work through repetition and self-review.

b. Use physical and vocal exploration for character development.

c. Expand a planned technical design during the rehearsal process.

6th
TH:Cr.G.3.1.6
a. Articulate and concentrate in the rehearsal process.

b. Identify effective physical and vocal traits of characters.

c. Refine and adapt physical and vocal choices to support the story of a devising or scripted drama or theater work.

7th
TH:Cr.G.3.1.7
a. Demonstrate focus and concentration in the rehearsal process.

b. Identify effective physical and vocal traits of characters.

c. Implement and refine a planned technical design, using simple technology during the rehearsal process.

8th
TH:Cr.G.3.1.8
a. Use repetition and analysis to refine a devised or scripted drama or theater work.

b. Revise physical, vocal, and physiological traits of characters.

c. Revise technical design choices to support the story of a devised or scripted drama or theater work.

Artistic Process
• CREATING

Process Component • REHEARSE

3.1.2

b. Develop effective physical and vocal expression for a devised or scripted drama or theater work.

b. Identify effective physical and vocal traits of characters.

b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

b. Revise technical design choices during a rehearsal process to enhance the story and emotional impact of a devised or scripted drama or theater work.

3.1.3

b. Develop effective physical and vocal expression for a devised or scripted drama or theater work.

b. Identify effective physical and vocal traits of characters.

b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

b. Revise technical design choices during a rehearsal process to enhance the story and emotional impact of a devised or scripted drama or theater work.

3.1.4

b. Use and adapt sounds and movements in a devised or scripted drama or theater work.

b. Identify similarities and differences in sounds and movements in a devised or scripted drama or theater work.

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b. Use and adapt sounds and movements in a devised or scripted drama or theater work.

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b. Use and adapt sounds and movements in a devised or scripted drama or theater work.
Anchor Standard 4  Select, analyze, and interpret artistic work for presentation.

### Essential Question
Why are strong choices essential to producing a drama or theater work?

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<th>Pre-K TH:Pr4.1.PK</th>
<th>Kindergarten TH:Pr4.1.K</th>
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<tr>
<td>a. With prompting and support, identify characters and setting in a guided drama experience.</td>
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<tr>
<td>b. With prompting and support, use body and voice to communicate emotions in a guided drama experience.</td>
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<tr>
<th>1st TH:Pr4.1.1</th>
<th>2nd TH:Pr4.1.2</th>
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</thead>
<tbody>
<tr>
<td>a. With prompting and support, identify characters and setting in a guided drama experience.</td>
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<tr>
<td>b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.</td>
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<th>3rd TH:Pr4.1.3</th>
<th>4th TH:Pr4.1.4</th>
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<tbody>
<tr>
<td>a. Apply the elements of dramatic structure to a story and create a drama or theater work.</td>
<td></td>
</tr>
<tr>
<td>b. Investigate how movement and voice are incorporated into theatrical experiences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th TH:Pr4.1.5</th>
<th>6th TH:Pr4.1.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the underlying thoughts and emotions that comprise the dramatic structure.</td>
<td></td>
</tr>
<tr>
<td>b. Experiment with various physical and vocal choices to create and communicate a character.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7th TH:Pr4.1.7</th>
<th>8th TH:Pr4.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify the essential events in a story or script that enhance the story.</td>
<td></td>
</tr>
<tr>
<td>b. Use various character objectives in a drama or theater work.</td>
<td></td>
</tr>
</tbody>
</table>

### Artistic Process Component • SELECT

<table>
<thead>
<tr>
<th>HS Proficient TH:Pr4.1.HSI</th>
<th>HS Accomplished TH:Pr4.1.HSII</th>
<th>HS Advanced TH:Pr4.1.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Consider various staging choices to enhance a story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use various character objectives and tactics to overcome an obstacle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Examine how character relationships affect telling a story.</td>
<td></td>
<td></td>
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<tr>
<td>b. Shape character choices by using given circumstances in a drama or theater work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Explore different pacing to better communicate a story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use theatrical research to determine choices that influence character.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Apply a variety of researched acting techniques as an approach to character choices.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Enduring Understanding 4.1**
The essence of theater is storytelling.

**Artistic Process • PERFORMING**

- **Process Component**
  - **SELECT**
THEATER ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 5

### Anchor Standard 5
Convey meaning through the presentation of artistic work.

| Enduring Understanding | Essential Question | Pre-K TH:PrS.1.PK | Kindergarten TH:PrS.1.K | 1st TH:PrS.1.1 | 2nd TH:PrS.1.2 | 3rd TH:PrS.1.3 | 4th TH:PrS.1.4 | 5th TH:PrS.1.5 | 6th TH:PrS.1.6 | 7th TH:PrS.1.7 | 8th TH:PrS.1.8 | Artistic Process Component | PERFORMING | SHARE |
|------------------------|-------------------|-------------------|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------|-------|
| 6.1.1 | What can I do to fully prepare a performance or technical design? | a. With prompting and support, use imagination in dramatic play. | a. With prompting and support, use sound and movement in dramatic play. | b. With prompting and support, engage in dramatic play. | a. Participate in a guided drama experience. | a. Demonstrate the relationship between body, voice, and mind in a guided drama experience. | a. Articulate how acting exercises and acting techniques can be used to improve theatrical experiences. | a. Apply acting exercises to enhance collaborative theatrical experiences. | a. Demonstrate the use of technical elements in theater. | b. Identify the basic technical elements in a guided drama experience. | b. Devise a theatrical experience and present it informally for an audience. | a. Articulate how acting exercises and acting techniques can be used to improve theatrical experiences. | Proficient TH:PrS.1.PKI | Advanced TH:PrS.1.PKII |
| 6.1.2 | What do people experience when theater artists and audiences share a creative experience? | a. With prompting and support, explore and experiment with various technical elements in dramatic play. | b. With prompting and support, explore and experiment with various technical elements in dramatic play. | b. With prompting and support, experiment with various technical elements in dramatic play. | b. Explore technical elements in a guided drama experience. | b. Demonstrate the use of technical elements in theater. | b. Demonstrate the use of technical elements in theater. | b. Demonstrate the use of technical elements in theater. | b. Demonstrate the use of technical elements in theater. | b. Demonstrate the use of technical elements in theater. | b. Demonstrate the use of technical elements in theater. | Proficient TH:PrS.1.PKI | Advanced TH:PrS.1.PKII |

### Anchor Standard 6
Enduring Understanding 6.1
Develop and refine artistic techniques and work for presentation.

| Essential Question | Pre-K TH:PrS.1.PK | Kindergarten TH:PrS.1.K | 1st TH:PrS.1.1 | 2nd TH:PrS.1.2 | 3rd TH:PrS.1.3 | 4th TH:PrS.1.4 | 5th TH:PrS.1.5 | 6th TH:PrS.1.6 | 7th TH:PrS.1.7 | 8th TH:PrS.1.8 | Artistic Process Component | PERFORMING | SHARE |
|-------------------|-------------------|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------|-------|
| What do I do to create a sustainable performance? | a. With prompting and support, use imagination in dramatic play. | a. With prompting and support, use sound and movement in dramatic play. | b. With prompting and support, engage in dramatic play. | a. Participate in a guided drama experience. | a. Demonstrate the relationship between body, voice, and mind in a guided drama experience. | a. Articulate how acting exercises and acting techniques can be used to improve theatrical experiences. | a. Apply acting exercises to enhance collaborative theatrical experiences. | a. Demonstrate the use of technical elements in theater. | b. Identify the basic technical elements in a guided drama experience. | b. Devise a theatrical experience and present it informally for an audience. | a. Articulate how acting exercises and acting techniques can be used to improve theatrical experiences. | Proficient TH:PrS.1.PKI | Advanced TH:PrS.1.PKII |

### Process Component

**PERFORMING**

- Artistic Process
- PREPARE
- Proficient
- Proficient

**SHARE**

- Artistic Process
- SHARE
- Proficient
- Proficient

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**New York State Learning Standards for the Arts**

**Together We • Create • Present • Perform • Respond • Connect**

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THEATER ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 7

Anchor Standard 7

Enduring Understanding 7.1

Understanding of theatrical experiences is deepened through reflection.

- How does theater stimulate artists and audiences?

Essential Question

• Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics.

TH:Re

Pre-K
TH:Re7.1.PK

- a. With prompting and support, recall an emotional response in dramatic play.

Kindergarten
TH:Re7.1.K

- a. With prompting and support, express an emotional response to characters in dramatic play.

1st
TH:Re7.1.1

- a. Recognize when artistic choices are made in a guided drama experience.

2nd
TH:Re7.1.2

- a. After a guided drama experience, recall why artistic choices were made.

3rd
TH:Re7.1.3

- a. Explain why artistic choices are made.

4th
TH:Re7.1.4

- a. Use participation and observation to identify artistic choices.

5th
TH:Re7.1.5

- a. Explain personal reactions to artistic choices.

6th
TH:Re7.1.6

- a. Describe and record personal reactions to artistic choices.

7th
TH:Re7.1.7

- a. Compare recorded personal and peer reactions to artistic choices.

8th
TH:Re7.1.8

- a. Apply criteria to the evaluation of artistic choices.

Artistic Process • RESPONDING

Process Component • REFLECT

HS Proficient
TH:Re7.1.HSI

- a. Respond to what is seen, felt, and heard in a drama or theater work to develop criteria for artistic choices.

HS Accomplished
TH:Re7.1.HSII

- a. Explain how multiple interpretations of a drama or theater work can influence future artistic choices.

HS Advanced
TH:Re7.1.HSIII

- a. Use historical and cultural context to structure and justify personal responses to a drama or theater work.

THEATER ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8

Anchor Standard 8

Enduring Understanding 8.1

Theater artists’ interpretations of drama or theater work are influenced by personal experiences and aesthetics.

- How can the same work of art communicate different messages to different people?

TH:Re

Pre-K
TH:Re8.1.PK

- a. With prompting and support, identify preferences in dramatic play.

Kindergarten
TH:Re8.1.K

- a. With prompting and support, identify preferences in dramatic play.

1st
TH:Re8.1.1

- a. Explain personal preferences and emotions in a guided drama experience.

2nd
TH:Re8.1.2

- a. Consider multiple personal experiences when participating in or observing a guided drama experience.

3rd
TH:Re8.1.3

- a. Explain how personal experiences and emotions affect an observer.

4th
TH:Re8.1.4

- a. Compare and contrast multiple personal experiences, when participating in or observing a drama or theater work.

5th
TH:Re8.1.5

- a. Connect personal experiences to theater as a participant or observer.

6th
TH:Re8.1.6

- a. Explain the relationship between artistic choices and personal experience.

7th
TH:Re8.1.7

- a. Identify the make-up choices based on personal experience.

8th
TH:Re8.1.8

- a. Recognize and share artistic choices when participating in or observing a drama or theater work.

Artistic Process • RESPONDING

Process Component • INTERPRET

HS Proficient
TH:Re8.1.HSI

- a. Analyze the influence of personal experiences in theatrical work.

HS Accomplished
TH:Re8.1.HSII

- a. Provide evidence to support an interpretation of artistic choices.

HS Advanced
TH:Re8.1.HSIII

- a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others.

New York State Learning Standards for the Arts

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The New York State Education Department

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Anchor Standard 9

Enduring Understanding 9.1

Essential Question
How are the theater artist processes and the audience perspectives affected by analysis and synthesis?

Pre-K TH:Re9.1.PK
a. With prompting and support, evaluate dramatic play.

b. With prompting and support, select props and costumes for use in dramatic play.
c. With prompting and support, discuss the experiences of characters in dramatic play.

Kindergarten TH:Re9.1.K
a. With prompting and support, evaluate dramatic play.
b. With prompting and support, select props and costumes for use in dramatic play.
c. With prompting and support, discuss the experiences of characters in dramatic play.

1st TH:Re9.1.1
a. Build on others’ ideas in a guided drama experience.
b. Identify props and costumes that belong in a guided drama experience.
c. Compare and contrast the experiences of characters in a guided drama experience.

2nd TH:Re9.1.2
a. Collaborate on a scene in a guided drama experience.
b. Use a prop or costume to enhance a guided drama experience.
c. Describe how characters respond to challenges in a guided drama experience.

3rd TH:Re9.1.3
a. Understand how and why a drama or theater work is evaluated.
b. Consider and analyze technical elements in theatrical experiences.
c. Evaluate and analyze problems and situations from an audience perspective.

4th TH:Re9.1.4
a. Propose a plan to evaluate a drama or theater work.
b. Investigate how technical elements may support a theme or idea in a drama or theater work.
c. Observe how character choices affect audience perspective.

5th TH:Re9.1.5
a. Develop and implement a plan to evaluate a drama or theater work.
b. Assess how technical elements represent the theme of a drama or theater work.
c. Recognize how character circumstances affect audience perspective.

6th TH:Re9.1.6
a. Use supporting evidence and criteria to evaluate a drama or theater work.
b. Consider technical elements used to assess aesthetic choices.
c. Identify a specific audience or purpose for a drama or theater work.

7th TH:Re9.1.7
a. Explain preferences, using supporting evidence and criteria to evaluate a drama or theater work.
b. Explore the aesthetics of technical elements.
c. Identify how the intended purpose of a drama or theater work targets a specific audience.

8th TH:Re9.1.8
a. Respond to a drama or theater work by using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
b. Articulate the aesthetics of technical elements in a drama or theater work.
c. Assess the effect of a drama or theater work on a specific audience.

Artistic Process • RESPONDING

Process Component • EVALUATE

HS Proficient TH:Re9.1.HSI
a. Analyze and assess a drama or theater work by using supporting evidence and criteria.
b. Critique the aesthetics of technical elements.
c. Examine a drama or theater work by connecting it to art forms, history, culture, and other disciplines.

HS Accomplished TH:Re9.1.HSII
a. Research and synthesize cultural and historical information related to a drama or theater work to support or evaluate artistic choices.
b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work.
c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences.
### Anchor Standard 10

Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

#### Enduring Understanding 10.1

Theater artists allow awareness of relationships between self and others to influence and inform their work.

#### Essential Question

- What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

#### Artistic Process • CONNECTING

**Process Component • RELATE**

<table>
<thead>
<tr>
<th>Pre-K TH:Cn10.1.PK</th>
<th>Kindergarten TH:Cn10.1.K</th>
<th>1st TH:Cn10.1.1</th>
<th>2nd TH:Cn10.1.2</th>
<th>3rd TH:Cn10.1.3</th>
<th>4th TH:Cn10.1.4</th>
<th>5th TH:Cn10.1.5</th>
<th>6th TH:Cn10.1.6</th>
<th>7th TH:Cn10.1.7</th>
<th>8th TH:Cn10.1.8</th>
<th>HS Proficient TH:Cn10.1.HSI</th>
<th>HS Accomplished TH:Cn10.1.HSI</th>
<th>HS Advanced TH:Cn10.1.HSIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, identify similarities between a story and personal experience in dramatic play.</td>
<td>a. With prompting and support, identify similarities between characters and oneself in dramatic play.</td>
<td>a. Identify character emotions in a guided drama experience and relate them to personal experience.</td>
<td>a. Relate character experiences to personal experiences in a guided drama experience.</td>
<td>a. Use personal experiences and knowledge to make connections to community and culture.</td>
<td>a. Identify the ways drama or theater work reflects a community or culture.</td>
<td>a. Explain how drama or theater connects oneself to a community or culture.</td>
<td>a. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a community or culture.</td>
<td>a. Incorporate multiple perspectives and diverse community ideas in a drama or theater work.</td>
<td>a. Examine a community issue through a theatrical experience.</td>
<td>a. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater work.</td>
<td>a. Choose and interpret a drama or theater work to reflect or question personal beliefs.</td>
<td>a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives.</td>
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</tbody>
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New York State Learning Standards for the Arts

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**THEATER ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~ 11**

**Anchor Standard 11**
Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

<table>
<thead>
<tr>
<th>Enduring Understanding 11.1 Essential Question</th>
<th>Pre-K TH: Cn11.1.PK</th>
<th>Kindergarten TH: Cn11.1.K</th>
<th>1st TH: Cn11.1.1</th>
<th>2nd TH: Cn11.1.2</th>
<th>3rd TH: Cn11.1.3</th>
<th>4th TH: Cn11.1.4</th>
<th>5th TH: Cn11.1.5</th>
<th>6th TH: Cn11.1.6</th>
<th>7th TH: Cn11.1.7</th>
<th>8th TH: Cn11.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater artists deliberately interrelate their creative process with the world around them.</td>
<td>a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play.</td>
<td>a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play.</td>
<td>a. Identify similarities and differences in stories from one’s own community in a guided drama experience.</td>
<td>a. Identify similarities and differences in stories from multiple cultures in a guided drama experience.</td>
<td>a. Explore how stories are adopted from literature to drama or theater work.</td>
<td>a. Analyze similarities and differences between stories set in different cultures.</td>
<td>a. Analyze two different versions of a drama or theater work to determine differences and similarities.</td>
<td>a. Research and discuss how a playwriting might have intended a drama or theater work to be produced.</td>
<td>a. Use different forms of drama or theater work to examine contemporary social, cultural, or global issues.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Enduring Understanding 11.2 Essential Question</th>
<th>Pre-K TH: Cn11.2.PK=</th>
<th>Kindergarten TH: Cn11.2.K</th>
<th>1st TH: Cn11.2.1</th>
<th>2nd TH: Cn11.2.2</th>
<th>3rd TH: Cn11.2.3</th>
<th>4th TH: Cn11.2.4</th>
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<th>6th TH: Cn11.2.6</th>
<th>7th TH: Cn11.2.7</th>
<th>8th TH: Cn11.2.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work.</td>
<td>a. With prompting and support, identify stories that are similar to one another in dramatic play.</td>
<td>b. With prompting and support, tell a short story in dramatic play.</td>
<td>a. Identify similarities and differences in stories from one’s own community in a guided drama experience.</td>
<td>b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.</td>
<td>b. Examine how artists have historically presented the same stories by using different art forms, genres, or theatrical conventions.</td>
<td>b. Identify historical sources that explain theater terminology and theatrical conventions.</td>
<td>b. Compare the theatrical conventions of a given time period with those of the present.</td>
<td>b. Investigate time period and place to better understand performance and design choices.</td>
<td>b. Research the story elements of a staged drama or theater work and compare them to another production of the same work.</td>
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**Artistic Process • CONNECTING Process Component • INTERRELATE**

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<tbody>
<tr>
<td>a. Explore how cultural, global, and historical belief systems affect creative choices in a drama or theater work.</td>
<td>a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work.</td>
<td>a. Develop a drama or theater work that identifies and questions cultural, global, and historical belief systems.</td>
<td></td>
</tr>
</tbody>
</table>

**Artistic Process • CONNECTING Process Component • RESEARCH**

<table>
<thead>
<tr>
<th>TH: Cn11.2.HSI</th>
<th>TH: Cn11.2.HSI</th>
<th>TH: Cn11.2.HSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use theater research to formulate creative choices for a devised or scripted drama or theater work.</td>
<td>a. Use basic theater research methods to better understand the social and cultural background of a drama or theater work.</td>
<td>a. Present and support an opinion about the social, cultural, and historical understandings of a drama or theater work, based on critical research.</td>
</tr>
</tbody>
</table>