

Toolkit Document for

A Self-Guided Tour of the NYS Learning Standards for the Arts: Theater

Goal: To provide educators with essential questions and discussion points as they work through: ***A Self-Guided Tour of the NYS Learning Standards for the Arts: Theater***

Before You Begin

Have you seen or participated in OVERVIEW of the New York State Learning Standards for the Arts?

- The THEATER STANDARDS Self-Guided Tour is intended to follow the [New York State Arts Standards Overview Webinars](#). If you have not had an overview training or seen the webinars, please begin by viewing the Overview Webinars. The OVERVIEW covers the following information essential to understanding and navigating the Arts Standards:
 - Foundations, Framework and Structure
 - Deciphering the Standards Coding
 - Navigating Resources
 - Artistic Processes, Anchor Standards, Performance Indicators
 - Enduring Understandings and Essential Questions

Getting Started

Here are some resources you will need before you begin the Self-Guided Tour of the Theater Standards. All resources for the New York State Learning Standards for the Arts are found on the [NYS ED Arts Learning Standards Web Page](#).

This presentation refers to several Arts Standards resources. Downloading the following documents and referring to them as you work through the Self-Guided Tour will increase your understanding of the key ideas in this presentation.

- [THEATER Standards At-A-Glance](#)
- [THEATER Process Anchor EU Tables Poster](#)
- [THEATER Process Anchor EU EQ Poster](#)
- [THEATER Standards Glossary](#)
- [NYS Arts Standards Implementation Guide](#)

How to Use this Presentation

This Self-Guided Tour can be used by individuals for self-study or to facilitate interactive learning in a group session.

- Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more “hands-on” experience.
- **THINK slides** in the presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within the Standards.

STOP 1: Guiding Principles

This stop is intended to introduce participants to important principles that form the foundations of the new NYS Learning Standards for Theater. These guiding principles explore the importance of student development, interdisciplinary connections, expertise, theater opportunities, sequenced engagement, access and equity.

STOP 2: Navigating the NYS Learning Standards for Theater

The introduction to the standards is essential to the contextualization and understanding of the standards, how they are structured, organized, and how they are to be applied at each grade level. This stop is intended to introduce participants to the structure of the new standards. The Theater Standards are based on the National Core Arts Standards and a “Backward Design” curriculum model. They are guided by Enduring Understandings and Essential questions.

THINK: (or discuss in a small group)

- *What differences do you notice in the structure and framework of the new 2017 Theater Standards compared to the 1996 Standards?*

STOP 3: New and Noteworthy

This section focuses on what is most notable within the content of the new Standards so you’ll know where to look and what you can refer to as you develop curriculum.

Creating: THINK (or discuss in a small group)

- *What College and Career opportunities do your students currently have related to the Theater industry? What additional opportunities would you like them to have?*
- *How can you help students understand how theatrical decisions are made? Where can you build in opportunities for them to share some of the decision-making regarding their individual and/or collaborative theatrical performance?*

Responding: THINK (or discuss in a small group)

- *How can you help students place themselves in the position of viewers with a broad range of cultural and experiential backgrounds to become more aware of the various ways their performance might be interpreted?*

Connecting: THINK (or discuss in a small group)

- *How can students leverage theater as a tool for social change?*
- *How do you currently use research to enhance students' theatrical experiences?*
- *How can you expand opportunities for research? How can you empower your students to seek out research opportunities themselves?*

STOP 4: Implementing the Standards

Here are some things to consider as you begin to develop curriculum, instruction, and/or assessments for your classroom, school, or district.

- How can new standards transform old curriculum?
- How do we transition from using the language of the old standards to articulating curriculum, instruction, and assessments to reflect the new standards? What are the next steps in this transition?

STOP 5: The Sliding Scale

School Districts vary widely in the resources they can commit to Theater Education. Many schools don't offer a sequential Theater Education program. In such cases, Theater teachers may need to customize their curriculum to begin where students are and develop a level-appropriate curriculum that moves them forward at a somewhat accelerated pace.

Because Theater Education is not widely implemented in all districts at all levels, a sliding scale has been developed to facilitate, when necessary, the writing of curriculum suitable to the students' experience and training, rather than grade level. An overview of the sliding scale is provided in the following slides. For a more detailed explanation, see the Arts Standards Implementation Guide pages 31-32.

THINK: (or discuss in a small group)

- *If your district does not offer PreK-12 sequential Theater courses, where do your students fall on the sliding scale at the beginning of your course? Where would you like them to be at the end of your course?*

STOP 5: Additional Resources

- At-a-Glance, Glossaries and Posters
www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources
- Interactive Training Webinars
www.nysed.gov/curriculum-instruction/arts-overview-webinars
- Customized Standard Workbooks
- Links to Student Exemplars
www.nyartsstandards.org/