



				Artistic Process	~ CREATING ~	Conceiving and	developing new	v artistic ideas a	and work					
Anchor Standard 1 Enduring Understanding 1.1	Generate and conceptualize artistic idea Creativity is a foundation of theatrical practice.	s and work.												
Process Component Essential Question	ENVISION • What happens when theater artists use their imaginations and/o	TH:Cr1.1.PK	TH:Cr1.1.K a. With prompting and	TH:Cr1.1.1 a. Propose potential choices	TH:Cr1.1.2 a. Propose potential new	TH:Cr1.1.3 a. Create roles, imagined	TH:Cr1.1.4 a. Articulate the visual details	TH:Cr1.1.5 a. Identify physical qualities	TH:Cr1.1.6 a. Identify possible solutions	TH:Cr1.1.7 a. Investigate multiple	TH:Cr1.1.8 a. Imagine and explore	TH:Cr1.1.HSI a. Apply basic research to	TH:Cr1.1.HSII a. Investigate historical and	TH:Cr1.1.HSIII a. Synthesize knowledge
	learned theater skills while engaged in creative exploration?	support, transition between imagination and reality in dramatic play.	support, invent and inhabit an imaginary elsewhere in dramatic play.	that characters could make in a guided drama experience.	details to plot and story in a guided drama experience.	worlds, and improvised stories.	of imagined worlds and improvised stories that support given	that might reveal a character's inner traits in an imagined world.	to staging challenges.	perspectives and solutions to staging challenges.	multiple perspectives and solutions to staging problems.	construct ideas about the visual composition of a drama or theater work.	cultural conventions and their effect on the visual composition of a drama or	forms, theatrical conventions , and
							circumstances.						theater work.	technologies to create the visual composition of a drama or theater work.
		b. With prompting and support, use non-representational materials	b. With prompting and support, use non- representational	b. Collaborate with peers to conceptualize costumes and props in a guided drama	b. Collaborate with peers to conceptualize scenery in a guided drama	b. Imagine and articulate ideas for costumes, props, and sets.	b. Visualize and design technical elements that support a story and given	b. Propose design ideas that support a story and given circumstances.	b. Identify solutions to design challenges in a drama or theater work.	b. Explain and present solutions to design challenges in a drama or	b. Explore and collaborate to design solutions for a drama or theater work.	b. Explore the effect of technology on design choices.	b. Understand and apply technology to design solutions for a drama or	b. Create a complete design for a drama or theater work that incorporates technical
		to create props, puppets, and costume pieces for dramatic play.	for dramatic play.	experience.	experience.		circumstances.			theater work.			theater work.	elements.
		c. With prompting and support, use gestures to tell a story in dr amatic play.	c. With prompting and support, use gestures to tell a story in dramatic play.	c. Identify ways in which gestures and movement may be used to create or	c. Identify ways in which voice and sounds may be used to create or retell a story	1 11 7	c. Imagine how a character might move to support a story and given	c. Identify how the inner thoughts of a character affect a story and given	c. Explore the relationship between scripted or improvised characters and	c. Envision and describe the inner thoughts and objectives of a character.	c. Develop a scripted or improvised character by articulating their inner	c. Use script analysis to generate ideas about a character who is believable	c. Use personal experiences and knowledge to develop a character who is believable	c. Integrate cultural and historical contexts with personal experiences to
Anchor Standard 2	Organize and develop artistic ideas and	work.		retell a story in a guided drama experience.	in a guided drama experience.	and given circumstances.	circumstances.	circumstances.	their given circumstances.		thoughts, objectives, and motivations.	and authentic.	and authentic.	create a character who is believable and authentic.
Enduring Understanding 2.1 Process Component	Theater artists work to discover different ways of communic DEVELOP	rating meaning. TH:Cr2.1.PK	TH:Cr2.1.K	TH:Cr2.1.1	TH:Cr2.1.2	TH:Cr2.1.3	TH:Cr2.1.4	TH:Cr2.1.5	TH:Cr2.1.6	TH:Cr2.1.7	TH:Cr2.1.8	TH:Cr2.1.HSI	TH:Cr2.1.HSII	TH:Cr2.1.HSIII
Essential Question	What are the challenges to making artistic choices?	a. With prompting and support, contribute through gestures and words to	a. With prompting and support, interact with peers and contribute to dramatic	a. Contribute to the development of a sequential plot in a guided drama	a. Collaborate with peers to devise meaningful dialogue.	a. Participate in methods of investigation to devise theatrical experiences.	a. Collaborate to devise original ideas by asking questions about characters	a. Devise original ideas that reflect collective inquiry about characters and their	a. Use critical analysis to improve, refine, and evolve original ideas and artistic	a. Examine and justify original ideas and artistic choices, based on critical	a. Articulate and apply critical analysis, background knowledge, research , and	a. Explore the function of history and culture in the development of a dramatic	a. Refine a dramatic concept to demonstrate a critical understanding of	a. Develop and synthesize original ideas in a drama or theater work, utilizing critical
		dramatic play.	play.	experience.			and plots.	given circumstances.	choices.	analysis, historical, and cultural context.	historical and cultural context to the development of original ideas.	concept through a critical analysis of original ideas.	historical and cultural influences applied to a drama or theater work.	analysis, historical and cultural context, research, and global theater traditions.
		b. With prompting and support, express original ideas in dramatic play.	b. With prompting and support, express original ideas in dramatic play.	b. With prompting and support, participate in group decision making in a quided		b. Compare ideas with peers and make selections that will enhance and deepen group	b. Make and discuss group decisions and identify responsibilities required to	b. Participate in defined responsibilities required to present a drama or theater	b. Collaborate to devise a drama or theater work.	b. Inhabit a role and respect the roles of others in preparing or devising a	b. Share leadership and responsibilities to develop collaborative goals when	b. Investigate the collaborative nature of the actor, director, playwright,	b. Cooperate as a creative team to make interpretive choices.	b. Collaborate as a creative team to discover artistic solutions and make
				drama experience.	·	drama or theater work.	present a drama or theater work to peers.	work informally to an audience.		drama or theater work.	preparing or devising a drama or theater work.	and designers and explain how their roles can be interdependent.		interpreted choices in a devised or scripted drama or theater work.
Anchor Standard 3 Refine and complete artistic work. Enduring Understanding 3.1 Theater artists refine their work and practice their craft through rehearsal and active participation.														
Process Component Essential Question	REHEARSE • How do theater artists transform and edit their initial ideas?	TH:Cr3.1.PK a. With prompting and	TH:Cr3.1.K a. With prompting and	TH:Cr3.1.1 a. Contribute to the	TH:Cr3.1.2 a. Contribute to the	TH:Cr3.1.3 a. Collaborate with peers to	TH:Cr3.1.4 a. Revise an improvised or	TH:Cr3.1.5 a. Revise an improvised or	TH:Cr3.1.6 a. Articulate and examine	TH:Cr3.1.7 a. Demonstrate focus and	TH:Cr3.1.8 a. Use repetition and analysis		TH:Cr3.1.HSII a. Analyze the dramatic	TH:Cr3.1.HSIII a. Refine the style, genre,
		support, answer questions in dramatic play.	support, ask and answer questions in dramatic play.	adaptation of the plot in a guided drama experience.	adaptation of dialogue.	revise, refine, and adapt ideas to fit given circumstances.	scripted drama or theater work through repetition and collaborative review.	scripted drama or theater work through repetition and self-review.	choices to refine a devised or scripted drama or theater work.	concentration in the rehearsal process.	to revise a devised or scripted drama or theater work.	conventions to revise a devised or scripted drama or theater work.	concept and technical design elements of a devised or scripted drama or theater work.	form, and theatrical conventions of a devised or scripted work.
		b. With prompting and support, participate in using	b. With prompting and support, participate in using	b. Identify similarities and differences in sounds and	b. Use and adapt sounds and movements in a guided	and vocal exploration in an	b. Develop physical and vocal exercise techniques for		b. Identify effective physical and vocal traits of characters.	b. Develop effective physical and vocal traits of characters.	and physiological traits of	b. Use physical and vocal choices to develop a	b. Use research and script analysis to revise physical	b. Synthesize research , script analysis , and context
		sounds and movements in dramatic play.	sounds and movements in dramatic play.	movements in a guided drama experience.	drama experience.	improvised or scripted drama or theater work.	an improvised or scripted drama or theater work.	development.			characters.	performance that is believable , authentic, and relevant.	and vocal choices to enhance the believability and relevance of a drama or theater work.	to create a performance that is believable , authentic, and relevant.
		c. With prompting and support, use a single object in multiple representations in	c. With prompting and support, use a single object in multiple representations in	c. Collaborate to imagine multiple representations of a single object in a guided	c. Independently generate multiple representations of a single object.	c. Refine object transformation to support an improvised or scripted	c. Collaborate on solutions for design and technical problems.	c. Create innovative solutions for design and technical problems.	c. Expand a planned technical design during the rehearsal process.	c. Consider multiple planned technical design elements during the	c. Implement and refine a planned technical design , using simple technology	c. Refine technical design choices to support the story of a devised or scripted	c. Revise technical design choices during a rehearsal process to enhance the story	c. Apply technical proficiency to support the story and emotional effect of a
		dramatic play.	dramatic play.	drama experience.	single object.	drama or theater work.	problems.	problems.	ше тепеатзаг ргосезь.	rehearsal process.	during the rehearsal process.	drama or theater work.	and emotional impact of a devised or scripted work.	devised or scripted drama or theater work.
Anchon Carrilla	Colors analysis and there are the	yk for nere	Artistic Pro	cess ~ PERFOR	MING ~ Realizin	ıg artistic ideas	and work throu	gh interpretation	on and presenta	tion				
Anchor Standard 4 Enduring Understanding 4.1	The essence of theater is storytelling.	•	 -			<u></u> -								
Process Component Essential Question	• Why are strong choices essential to producing a drama or theater work?	a. With prompting and support, identify characters	TH:Pr4.1.K a. With prompting and support, identify characters	TH:Pr4.1.1 a. Describe a story's character actions and dialogue in a	a. Interpret story elements in a guided drama	TH:Pr4.1.3 a. Apply the elements of dramatic structure to a	TH:Pr4.1.4 a. Modify the dialogue and action to change a story in a	TH:Pr4.1.5 a. Describe the underlying thoughts and emotions that	TH:Pr4.1.6 a. Identify the essential events in a story or script	TH:Pr4.1.7 a. Consider various staging choices to enhance the story.	TH:Pr4.1.8 a. Explore different pacing to better communicate a story.	TH:Pr4.1.HSI a. Examine how character relationships affect telling a	TH:Pr4.1.HSI a. Discover how unique choices shape believable	TH:Pr4.1.HSII a. Apply reliable theatrical research of directors' styles
		and setting in dramatic play or a guided drama experience.	and setting in dramatic play or a guided drama experience.	guided drama experience.	experience.	story and create a drama or theater work.	drama or theater work.	create dialogue and action in a theatrical experience .	that comprise the dramatic structure .			story.	and sustainable theatrical experiences.	to form unique choices for a directorial concept.
		b. With prompting and support, use body and voice to communicate emotions in	to communicate emotions in	b. Use body, face, gestures , and voice to communicate character traits and	expand and articulate nuances of a character in a	and voice are incorporated into theatrical	b. Make physical and vocal choices to create a character.		b. Experiment with various physical and vocal choices to communicate character.		b. Use various character objectives and tactics to overcome an obstacle.	b. Shape character choices by using given circumstances in a drama or theater work.	b. Use theatrical research to determine choices that influence character.	b. Apply a variety of researched acting techniques as an approach
Anchor Standard 5	Develop and refine artistic techniques a	a guided drama experience.	a guided drama experience.	emotions in a guided drama experience.	guided drama experience.	experiences.								to character choices.
Enduring Understanding 5.1 Process Component	Theater artists develop personal processes and skills for a pe		TH:Pr5.1.K	TH:Pr5.1.1	TH:Pr5.1.2	TH:Pr5.1.3	TH:Pr5.1.4	TH:Pr5.1.5	TH:Pr5.1.6	TH:Pr5.1.7	TH:Pr5.1.8	TH:Pr5.1.HSI	TH:Pr5.1.HSII	TH:Pr5.1.HSIII
Essential Question	What can I do to fully prepare a performance or technical design?	a. With prompting and support, use imagination in	a. With prompting and support, use sound and	a. With prompting and support, identify and use	a. Demonstrate the relationship between body,	a. Participate in a variety of physical , vocal , and	a. Practice acting exercises that can be used in a group	a. Apply acting exercises to enhance collaborative	a. Articulate how acting exercises and acting	a. Participate in a variety of acting exercises and acting	a. Practice a variety of acting techniques to increase skills	a. Apply various acting techniques to expand skills	a. Refine a range of acting skills to build a believable	a. Use and justify a collection of acting exercises from
		dramatic play.	movement in dramatic play.	voice and gesture in a guided drama experience.	voice, and mind in a guided drama experience.	cognitive exercises that can be used in a group setting.	setting.	theatrical experiences.	techniques can be used to improve theatrical experiences.	techniques that can be applied in a rehearsal.	in a rehearsal.	in a rehearsal.	and sustainable performance.	reliable resources to prepare a believable and sustainable performance.
		b. With prompting and support, explore and experiment with various technical elements in	b. With prompting and support, explore and experiment with various technical elements in	b. With prompting and support, identify technical elements that can be used in a guided drama	b. Explore technical elements in a guided drama experience.	b. Identify the basic technical elements of theater.	b. Articulate how technical elements are used in theater.	b. Demonstrate the use of technical elements in theater.	b. Propose the integration of technical elements in theatrical experiences.	b. Choose a variety of technical elements that can be applied to a theatrical design.	b. Use a variety of technical elements to create a design for a theater	b. Use research to enhance a technical design.	technical elements to create a design that	b. Explain and justify the technical design used to communicate a theatrical
Anchor Standard 6	Convey meaning through the presentation	dramatic play.	dramatic play.	experience.						tneatrical design.	performance.		communicates a theatrical concept.	concept.
Enduring Understanding 6.1 Process Component	Theater artists share and present stories, ideas, and envision SHARE	ned worlds to explore the hui	nan experience. TH:Pr6.1.K	TH:Pr6.1.1	TH:Pr6.1.2	TH:Pr6.1.3	TH:Pr6.1.4	TH:Pr6.1.5	TH:Pr6.1.6	TH:Pr6.1.7	TH:Pr6.1.8	TH:Pr6.1.HSI	TH:Pr6.1.HSII	TH:Pr6.1.HSIII
Essential Question	What happens when theater artists and audiences share a creative experience?		a. With prompting and support, communicate mood in dramatic play.	a. With prompting and support, communicate emotions in a guided	a. Contribute to group guided drama experiences and informally	a. Share reflections on a theatrical experience	a. Perform a small-group drama or theater work for peers.	a. Perform drama or theater work informally for an audience.	a. Devise a theatrical experience and present it informally to an audience.	a. Participate in rehearsals for a drama or theater work that will be shared with an	a. Perform a rehearsed drama or theater work for an audience.	a. Perform a scripted drama or theater work for a specific audience.		a. Demonstrate a critical awareness of the relationship between the production and
				drama experience.	share with peers.					audience.			a specific audience.	its audience.
Anchor Standard 7	Perceive and analyze artistic work.		Artı	STIC Process ~ R	ESPONDING ~ U	inderstanding a	ind evaluating h	ow the arts con	vey meaning					
Enduring Understanding 7.1 Process Component	Understanding of theatrical experiences is deepened through	h reflection. TH:Re7.1.PK	TH:Re7.1.K	TH:Re7.1.1	TH:Re7.1.2	TH:Re7.1.3	TH:Re7.1.4	TH:Re7.1.5	TH:Re7.1.6	TH:Re7.1.7	TH:Re7.1.8	TH:Re7.1.HSI	TH:Re7.1.HSII	TH:Re7.1.HSIII
Essential Question	How does theater stimulate artists and audiences?	a. With prompting and support, recall an emotional response in dramatic play.	a. With prompting and support, express an emotional response to	a. Recognize when artistic choices are made in a guided drama	a. After a guided drama experience , recall why artistic choices were made.	a. Explain why artistic choices are made.	a. Use participation and observation to identify artistic choices.	a. Explain personal reactions to artistic choices.	a. Describe and record personal reactions to artistic choices.	a. Compare recorded personal and peer reactions to artistic choices.	a. Apply criteria to the evaluation of artistic choices.	a. Respond to what is seen, felt, and heard in a drama or theater work to develop	a. Explain how multiple interpretations of a drama or theater work can influence	a. Use historical and cultural context to structure and justify personal responses to
Anchor Standard 8	Interpret meaning in artistic work.		characters in dramatic play.	experience.								criteria for artistic choices.	future artistic choices.	a drama or theater work.
Enduring Understanding 8.1 Process Component	Theater artists' interpretations of drama or theater work are i INTERPRET	TH:Re8.1.PK	TH:Re8.1.K	TH:Re8.1.1	TH:Re8.1.2	TH:Re8.1.3	TH:Re8.1.4	TH:Re8.1.5	TH:Re8.1.6	TH:Re8.1.7	TH:Re8.1.8	TH:Re8.1.HSI	TH:Re8.1.HSII	TH:Re8.1.HSIII
Essential Question	How can the same work of art communicate different messages to different people?	a. With prompting and support, identify preferences in dramatic play.	a. With prompting and support, identify preferences in dramatic play.	a. Explain preferences and emotions in a guided drama experience.	a. Consider multiple personal experiences when participating in or observing a guided drama	preferences and emotions affect an observer.	a. Compare and contrast multiple personal experiences, when participating in or observing	a. Connect personal experiences to theater as a participant or observer.	a. Identify the relationship between artistic choices and personal experience.	a. Explain how artists make choices based on personal experience.	a. Recognize and share artistic choices when participating in or observing a drama or theater work.	a. Analyze the influence of personal experiences in theatrical work.	a. Provide evidence to support an interpretation of artistic choices.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work
		b. Use pictures to make connections between oneself	b. Use pictures to make connections between oneself	b. Explain how personal emotions and choices relate	experience. b. Suggest similarities between the emotions of real	b. Examine how connections are made between oneself	a drama or theater work. b. Identify and discuss physical changes connected	b. Investigate the effects of emotions on posture,	b. Identify personal aesthetics through	b. Evaluate how personal aesthetics can be used to	b. Apply personal aesthetics to evaluate a drama or	b. Justify personal aesthetics through	b. Debate and distinguish multiple aesthetics through	of others. b. Gather evidence and explain aesthetics to create
		and a character.	and a character.	to characters.	people and those of characters in a story.	and the emotions of a character.	to the emotions of a character.	gesture, breathing, and vocal intonation.	participation in or observation of a drama or theater work.	discuss a theatrical experience.	theater work.	theatrical experience.	theatrical experience.	a context for critical research that informs artistic decisions.
Anchor Standard 9 Enduring Understanding 9.1	Apply criteria to evaluate artistic work. Theater artists apply criteria to investigate, explore, and asse	ess drama and theater work.												
Process Component Essential Question	EVALUATE How are the theater artist processes and the audience perspectives.	TH:Re9.1.PK a. With prompting and	TH:Re9.1.K a. With prompting and	TH:Re9.1.1 a. Build on others' ideas in a			TH:Re9.1.4 a. Propose a plan to evaluate	TH:Re9.1.5 a. Develop and implement a	TH:Re9.1.6 a. Use supporting evidence	TH:Re9.1.7 a. Explain preferences, using	TH:Re9.1.8 a. Respond to a drama or	TH:Re9.1.HSI a. Examine a drama or theater		
	affected by analysis and synthesis?	1 1 3		guided drama experience.	guided drama experience.	drama or theater work is evaluated.	a drama or theater work.	plan to evaluate a drama or	and criteria to evaluate a	supporting evidence and criteria to evaluate a drama or	theater work by using supporting evidence,	work by using supporting evidence and criteria, while considering art forms,	or theater work by connecting it to art forms, history, culture, and other disciplines,	cultural and historical information related to a
						evaluateu.		theater work.	drama or theater work.	theater work.	personal aesthetics , and		Heina cunnating !- !-	Sunnort or ovaluatet'
		b. With prompting and	b. With prompting and	b. Identify props and	b. Use a prop or costume to	b. Consider and analyze	b. Investigate how technical	b. Assess how technical	b. Consider technical	b. Explore the aesthetics of	artistic criteria. b. Articulate the aesthetics	history, culture, and other disciplines. b. Critique the aesthetics of	using supporting evidence and criteria. b. Draw on personal	support or evaluate artistic choices. b. Analyze and evaluate the
		b. With prompting and support, select props and costumes for use in dramatic play.	b. With prompting and support, select props and costumes for use in dramatic play.	b. Identify props and costumes that belong in a guided drama experience.	b. Use a prop or costume to enhance a guided drama experience.		b. Investigate how technical elements may support a theme or idea in a drama or theater work.				artistic criteria.	history, culture, and other disciplines.	b. Draw on personal aesthetics and technical elements to construct meaning in a drama or	choices.
		support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a	enhance a guided drama experience. c. Describe how characters respond to challenges in a	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for a drama or	b. Explore the aesthetics of technical elements. c. Identify how the intended purpose of a drama or theater	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	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in	b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater
		support, select props and costumes for use in dramatic play. c. With prompting and	support, select props and costumes for use in dramatic play. c. With prompting and	costumes that belong in a guided drama experience. c. Compare and contrast the	enhance a guided drama experience. c. Describe how characters	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience	b. Explore the aesthetics of technical elements. c. Identify how the intended	b. Articulate the aesthetics of technical elements in a drama or theater work. c. Assess the effect of a drama	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a	b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection
		support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play.	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. Artistic Proc	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience.	enhance a guided drama experience. c. Describe how characters respond to challenges in a guided drama experience.	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from an audience perspective.	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective.	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for 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.	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	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in order to deepen	and criteria. b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater work and contemporary issues that may affect
Enduring Understanding 10.1	Relate and synthesize knowledge and per Theater artists allow awareness of relationships between self a	c. With prompting and support, discuss the experiences of characters in dramatic play. c. Wath prompting and support, discuss the experiences of characters in dramatic play.	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. Artistic Proconing and information their work.	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience.	c. Describe how characters respond to challenges in a guided drama experience. ING ~ Relating	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from an audience perspective.	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience perspective.	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective.	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for 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.	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.	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in order to deepen understanding.	and criteria. b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific audience.	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences.
	, , , , , , , , , , , , , , , , , , ,	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. sonal experiences that the company is and others to influence and in the company is a with prompting and in the cost of	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. Artistic Proco	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience.	c. Describe how characters respond to challenges in a guided drama experience. ING ~ Relating TH:Cn10.1.2 a. Relate character experiences to personal	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from an audience perspective.	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience perspective.	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective.	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for 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.	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	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in order to deepen	and criteria. b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences. TH:Cn10.1.HSIII a. Collaborate on a drama or theater work that examines a
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Enduring Understanding 10.1 Process Component	Theater artists allow awareness of relationships between self a RELATE What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. sonal experiences that and others to influence and in TH:Cn10.1.PK a. With prompting and support, identify similarities between a story and personal experience in dramatic play. uenced by societal,	c. With prompting and support, discuss the experiences of characters in dramatic play. Artistic Proconform their work. TH:Cn10.1.K a. With prompting and support, identify similarities between characters and oneself in dramatic play.	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience. CESS ~ CONNECT martistic work. TH:Cn10.1.1 a. Identify character emotions in a guided drama experience and relate them to personal experience.	c. Describe how characters respond to challenges in a guided drama experience. ING ~ Relating TH:Cn10.1.2 a. Relate character experiences to personal experiences in a guided drama experiences in a guided drama experience.	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from an audience perspective. TH:Cn10.1.3 a. Use personal experiences and knowledge to make connections to community and culture.	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience perspective. TH:Cn10.1.4 a. Identify the ways drama or theater work reflects a community or culture.	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective. TH:Cn10.1.5 a. Explain how drama or theater connects oneself to a community or culture.	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for a drama or theater work. TH:Cn10.1.6 a. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a	b. Explore the aesthetics of technical elements. c. Identify how the intended purpose of a drama or theater work targets a specific audience. TH:Cn10.1.7 a. Incorporate multiple perspectives and diverse community ideas in a drama	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. TH:Cn10.1.8 a. Examine a community issue through a theatrical	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in order to deepen understanding. TH:Cn10.1.HSI a. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater	b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific audience. TH:Cn10.1.HSII a. Choose and interpret a drama or theater work to	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences. TH:Cn10.1.HSIII a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural
Enduring Understanding 10.1 Process Component Essential Question Anchor Standard 11	Theater artists allow awareness of relationships between self at RELATE What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Investigate ways that artistic work is inflict. Theater artists deliberately interrelate their creative process work in the interrelate the interrelate the interrelate their creative process work in the interrelate the interrelate the interrelate the interrelate the interrelate the interrelate the interre	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. sonal experiences to influence and in TH:Cn10.1.PK a. With prompting and support, identify similarities between a story and personal experience in dramatic play. uenced by societal, with the world around them. TH:Cn11.1.PK a. With prompting and	c. With prompting and support, discuss the experiences of characters in dramatic play. Artistic Procompting and support, discuss the experiences of characters in dramatic play. Artistic Procompting and informatic play. TH:Cn10.1.K a. With prompting and support, identify similarities between characters and oneself in dramatic play. Cultural, and history. TH:Cn11.1.K a. With prompting and	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience. CSS ~ CONNECT martistic work. TH:Cn10.1.1 a. Identify character emotions in a guided drama experience and relate them to personal experience. TH:Cn11.1.1 a. Apply skills and knowledge	c. Describe how characters respond to challenges in a guided drama experience. ING ~ Relating TH:Cn10.1.2 a. Relate character experiences to personal experiences in a guided drama experiences in a guided drama experience. In turn, how artisti TH:Cn11.1.2 a. Determine appropriate	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from an audience perspective. TH:Cn10.1.3 a. Use personal experiences and knowledge to make connections to community and culture. c ideas shape culture. TH:Cn11.1.3 a. Identify connections to	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience perspective. TH:Cn10.1.4 a. Identify the ways drama or theater work reflects a community or culture. TH:Cn11.1.4 a. Respond to community	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective. TH:Cn10.1.5 a. Explain how drama or theater connects oneself to a community or culture. TH:Cn11.1.5 a. Investigate historical,	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for a drama or theater work. TH:Cn10.1.6 a. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a community or culture. TH:Cn11.1.6 a. Identify universal themes	b. Explore the aesthetics of technical elements. c. Identify how the intended purpose of a drama or theater work targets a specific audience. TH:Cn10.1.7 a. Incorporate multiple perspectives and diverse community ideas in a drama or theater work. TH:Cn11.1.7 a. Incorporate music, dance,	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. TH:Cn10.1.8 a. Examine a community issue through a theatrical experience. TH:Cn11.1.8 a. Use different forms of	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in order to deepen understanding. TH:Cn10.1.HSI a. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater work. TH:Cn11.1.HSI a. Explore how cultural,	and criteria. b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific audience. TH:Cn10.1.HSII a. Choose and interpret a drama or theater work to reflect or question personal beliefs. TH:Cn11.1.HSII a. Integrate conventions and	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences. TH:Cn10.1.HSIII a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives. TH:Cn11.1.HSIII a. Develop a drama or theater
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Enduring Understanding 10.1 Process Component Essential Question Anchor Standard 11 Enduring Understanding 11.1 Process Component Essential Question	Theater artists allow awareness of relationships between self at RELATE What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Investigate ways that artistic work is influence artists deliberately interrelate their creative process with the interrelate their creative process with the interrelate artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? Theater artists critically inquire into the ways others have thouse RESEARCH In what ways can research into histories, theories, literature, and	support, select props and costumes for use in dramatic play. c. 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Enduring Understanding 10.1 Process Component Essential Question Anchor Standard 11 Enduring Understanding 11.1 Process Component Essential Question Enduring Understanding 11.2 Process Component	Theater artists allow awareness of relationships between self at RELATE What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Investigate ways that artistic work is influence artists deliberately interrelate their creative process was INTERRELATE What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? Theater artists critically inquire into the ways others have thou RESEARCH	c. With prompting and support, discuss the experiences of characters in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. c. With prompting and support, discuss the experience and in TH:Cn10.1.PK a. With prompting and support, identify similarities between a story and personal experience in dramatic play. uenced by societal, with the world around them. TH:Cn11.1.PK a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play. ught about and created theat TH:Cn11.2.PK	c. With prompting and support, discuss the experiences of characters in dramatic play. Artistic Procompting and support, discuss the experiences of characters in dramatic play. Artistic Procompting and inform their work. TH:Cn10.1.K a. With prompting and support, identify similarities between characters and oneself in dramatic play. cultural, and histo TH:Cn11.1.K a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play.	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience. CESS ~ CONNECT martistic work. TH:Cn10.1.1 a. Identify character emotions in a guided drama experience and relate them to personal experience. rical context and, if TH:Cn11.1.1 a. Apply skills and knowledge from different art forms and content areas in a guided drama experience. ons to inform their own work TH:Cn11.2.1	c. Describe how characters respond to challenges in a guided drama experience. TH:Cn10.1.2 a. Relate character experiences to personal experiences in a guided drama experiences in a guided drama experiences for turn, how artisti TH:Cn11.1.2 a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience. k. TH:Cn11.2.2	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from an audience perspective. TH:Cn10.1.3 a. Use personal experiences and knowledge to make connections to community and culture. c ideas shape culture. TH:Cn11.1.3 a. Identify connections to community, social issues, and other content areas in a drama or theater work.	elements may support a theme or idea in a drama or theater work. c. Observe how character choices affect audience perspective. TH:Cn10.1.4 a. Identify the ways drama or theater work reflects a community or culture. TH:Cn11.1.4 a. Respond to community and social issues and incorporate other content areas in a drama or theater work. TH:Cn11.2.4	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective. TH:Cn10.1.5 a. Explain how drama or theater connects oneself to a community or culture. TH:Cn11.1.5 a. Investigate historical, global, and social issues expressed in a drama or theater work. TH:Cn11.2.5	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for a drama or theater work. TH:Cn10.1.6 a. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a community or culture. TH:Cn11.1.6 a. Identify universal themes or common social issues and express them through 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. TH:Cn10.1.7 a. Incorporate multiple perspectives and diverse community ideas in a drama or theater work. TH:Cn11.1.7 a. Incorporate music, dance, art, and media to strengthen the meaning and conflict in a drama or theater work with a particular cultural, global, or historical context. TH:Cn11.2.7 a. Research and discuss how a playwright might have	TH:Cn11.1.8 a. Use different forms of drama or theater work to examine contemporary social, cultural, or global issues. TH:Cn11.2.8	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in order to deepen understanding. TH:Cn10.1.HSI a. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater work. TH:Cn11.1.HSI a. Explore how cultural, global, and historical belief systems affect creative choices in a drama or theater work.	and criteria. b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific audience. TH:Cn10.1.HSII a. Choose and interpret a drama or theater work to reflect or question personal beliefs. TH:Cn11.1.HSII a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work. TH:Cn11.2.HSII	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences. TH:Cn10.1.HSIII a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives. TH:Cn11.1.HSIII a. Develop a drama or theater work that identifies and questions cultural, global, and historical belief systems.
Enduring Understanding 10.1 Process Component Essential Question Anchor Standard 11 Enduring Understanding 11.1 Process Component Essential Question Enduring Understanding 11.2 Process Component	Theater artists allow awareness of relationships between self at RELATE What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Investigate ways that artistic work is influence artists deliberately interrelate their creative process with the interrelate their creative process with the interrelate artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? Theater artists critically inquire into the ways others have thouse RESEARCH In what ways can research into histories, theories, literature, and	support, select props and costumes for use in dramatic play. c. With prompting and support, discuss the experiences of characters in dramatic play. sonal experiences to influence and in the control of the control o	c. With prompting and support, discuss the experiences of characters in dramatic play. Artistic Procompting and support, discuss the experiences of characters in dramatic play. Artistic Procompting and support, identify similarities between characters and oneself in dramatic play. TH:Cn11.1.K a. With prompting and support, apply skills and knowledge acquired elsewhere to dramatic play. TH:Cn11.2.K a. With prompting and support, identify stories that are different from one	costumes that belong in a guided drama experience. c. Compare and contrast the experiences of characters in a guided drama experience. CESS ~ CONNECT m artistic work. TH:Cn10.1.1 a. Identify character emotions in a guided drama experience and relate them to personal experience. TH:Cn11.1.1 a. Apply skills and knowledge from different art forms and content areas in a guided drama experience. Ons to inform their own work TH:Cn11.2.1 a. Identify similarities and differences in stories from one's own community in a guided drama experience. b. Collaborate on the creation described to the creation of the creat	c. Describe how characters respond to challenges in a guided drama experience. TH:Cn10.1.2 a. Relate character experiences to personal experiences in a guided drama experiences in a guided drama experiences in a guided drama experience. TH:Cn11.1.2 a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience. k. TH:Cn11.2.2 a. Identify similarities and differences in stories from multiple cultures in a guided drama experience. b. Collaborate on the creation	b. Consider and analyze technical elements in theatrical experiences. c. Evaluate and analyze problems and situations from an audience perspective. TH:Cn10.1.3 a. Use personal experiences and knowledge to make connections to community and culture. cideas shape culture. TH:Cn11.1.3 a. Identify connections to community, social issues, and other content areas in a drama or theater work. TH:Cn11.2.3 a. Explore how stories are adapted from literature to drama or theater work. b. Examine how artists have historically presented the	theme or idea in a drama or theater work. c. Observe how character choices affect audience perspective. TH:Cn10.1.4 a. Identify the ways drama or theater work reflects a community or culture. TH:Cn11.1.4 a. Respond to community and social issues and incorporate other content areas in a drama or theater work. TH:Cn11.2.4 a. Investigate cross-cultural approaches to storytelling. b. Identify historical sources that explain theater	b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective. TH:Cn10.1.5 a. Explain how drama or theater connects oneself to a community or culture. TH:Cn11.1.5 a. Investigate historical, global, and social issues expressed in a drama or theater work. TH:Cn11.2.5 a. Analyze similarities and differences between stories set in different cultures.	b. Consider technical elements used to assess aesthetic choices. c. Identify a specific audience or purpose for a drama or theater work. TH:Cn10.1.6 a. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a community or culture. TH:Cn11.1.6 a. Identify universal themes or common social issues and express them through a drama or theater work. TH:Cn11.2.6 a. Analyze two different versions of a drama or theater work to determine differences and similarities. b. Investigate time period	b. Explore the aesthetics of technical elements. c. Identify how the intended purpose of a drama or theater work targets a specific audience. TH:Cn10.1.7 a. Incorporate multiple perspectives and diverse community ideas in a drama or theater work. TH:Cn11.1.7 a. Incorporate music, dance, art, and media to strengthen the meaning and conflict in a drama or theater work with a particular cultural, global, or historical context. TH:Cn11.2.7 a. Research and discuss how a playwright might have intended a drama or theater work to be produced. b. Examine artifacts from a time period and place to	TH:Cn10.1.8 a. Examine a community issue through a theater work to examine contemporary social, cultural, or global issues. TH:Cn11.2.8 a. Research the story elements of a staged drama or theater work and compare them to another production of the same work. b. Identify and use artifacts from a time period and place	history, culture, and other disciplines. b. Critique the aesthetics of technical elements in a drama or theater work. c. Consider the purpose of a drama or theater work in order to deepen understanding. TH:Cn10.1.HSI a. Investigate how cultural perspectives, community ideas and personal beliefs affect a drama or theater work. TH:Cn11.1.HSI a. Explore how cultural, global, and historical belief systems affect creative choices in a drama or theater work. TH:Cn11.2.HSI a. Research how theater artists apply creative processes to tell stories. b. Use basic theater research methods to better	and criteria. b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific audience. TH:Cn10.1.HSII a. Choose and interpret a drama or theater work to reflect or question personal beliefs. TH:Cn11.1.HSII a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work. TH:Cn11.2.HSII a. Use theater research to formulate creative choices for a devised or scripted drama or theater work. b. Explore how personal	choices. b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theater work. c. Debate the connection between a drama or theater work and contemporary issues that may affect audiences. TH:Cn10.1.HSIII a. Collaborate on a drama or theater work that examines a global issue, using personal, community, and cultural perspectives. TH:Cn11.1.HSIII a. Develop a drama or theater work that identifies and questions cultural, global, and historical belief systems. TH:Cn11.2.HSIII a. Use an informed understanding to justify the creative choices made in a devised or scripted drama or theater work. b. Present and support an opinion about the social,