



THEATRE

ARTISTIC PROCESS CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Enduring Understanding: Artists rely on intuition, curiosity, and a variety of source materials to generate inquiry and artistic ideas.

Essential Question: How do theatre artists use imagination, learned theatre skills and a variety of source materials to engage in creative exploration of theatre/drama practices?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
TH:CR1a-K	TH:CR1a-1	TH:CR1a-2	TH:CR1a-3	TH:CR1a-4	TH:CR1a-5	TH:CR1a-6	TH:CR1a-7	TH:CR1a-8	TH:CR1a-HSP	TH:CR1a-HSAC	TH:CR1a-HSAD
a. With prompting and support, transition between imagination and reality to invent and inhabit an imaginary elsewhere in dramatic play and in a guided drama/theatre experience (e.g., story drama, creative drama).	a. Propose potential character choices in a guided drama/theatre experience.	a. Propose potential new details to plot and story in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds and improvised stories in a drama/theatre work.	a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.	a. Identify physical qualities that reveal a character's inner traits in the imagined world of a drama/theatre work.	a. Identify possible solutions to staging or blocking challenges in a drama/theatre work.	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Investigate and explore multiple perspectives and solutions to staging problems in a drama/theatre work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a drama/theatre work.
TH:CR1b-K	TH:CR1b-1	TH:CR1b-2	TH:CR1b-3	TH:CR1b-4	TH:CR1b-5	TH:CR1b-6	TH:CR1b-7	TH:CR1b-8	TH:CR1b-HSP	TH:CR1b-HSAC	TH:CR1b-HSAD
b. With prompting and support, interact with non-representational materials such as, puppets, and costume pieces for a guided drama/theatre experience.	b. Collaborate with peers about which costumes and props to use in a guided drama/theatre experience.	b. Collaborate with peers to discuss scenery in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Visualize and devise ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	b. Invent and design technical elements that support the story and given circumstances in a drama/theatre work.	b. Propose design ideas that support the story and given circumstances in a drama/theatre work.	b. Identify solutions to design challenges in a drama/theatre work.	b. Present and explain solutions to design challenges in drama/theatre work.	b. Explore and discuss solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Understand and apply technology to design solutions for a drama/theatre work.	b. Design and implement a complete design for a drama/theatre work that incorporates all elements of technology necessary for a piece/production (e.g., lighting, scenery, sound, props, costumes, media, makeup, rights and royalties).
TH:CR1c-K	TH:CR1c-1	TH:CR1c-2	TH:CR1c-3	TH:CR1c-4	TH:CR1c-5	TH:CR1c-6	TH:CR1c-7	TH:CR1c-8	TH:CR1c-HSP	TH:CR1c-HSAC	TH:CR1c-HSAD
c. With prompting and support identify ways in which movements create or retell a story in guided drama/theatre experiences.	c. Identify ways in which gestures and movement create or retell a story in guided drama/theatre experiences.	c. Identify ways in which voice and sounds create or retell a story in guided drama/theatre experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters move and speak to support the story and given circumstances in drama/theatre work.	c. Imagine how a character moves and speaks to support the story and given circumstances in drama/theatre work.	c. Depict how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.	c. Explore a scripted or improvised character by imagining the given circumstances in drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in drama/theatre work.	c. Develop a scripted or improvised character by discussing the character's inner thoughts, objectives, and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and convincing in a drama/theatre work.	c. Use personal experiences and background knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.

Anchor Standard #2 - Organize and develop artistic ideas and work

Enduring Understanding: Theatre artists explore and experiment with different ways of communicating meaning.

Essential Question: What influences theatre artists' creative choices?

Kindergarten-2nd			3rd-5th			6th-8th			HS Proficient	HS Accomplished	HS Advanced
TH:CR2a-K	TH:CR2a-1	TH:CR2a-2	TH:CR2a-3	TH:CR2a-4	TH:CR2a-5	TH:CR2a-6	TH:CR2a-7	TH:CR2a-8	TH:CR2a-HSP	TH:CR2a-HSAC	TH:CR2a-HSAD
a. With prompting and support, interact with peers and contribute to a guided drama/theatre experience.	a. Describe and contribute to the development of a sequential plot in a guided drama/theatre experience.	a. Collaborate with peers to devise meaningful dialogue in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for drama/theatre work.	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	a. Devise original ideas for drama/theatre work that reflect collective inquiry about characters and their given circumstances.	a. Analyze original ideas and artistic choices to improve, refine, and evolve a devised or scripted drama/theatre work.	a. Examine and justify original ideas and artistic choices in drama/theatre work based on critical analysis, background knowledge and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research and historical and cultural context to the development of original ideas for drama/theatre work.	a. Discuss the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to drama/theatre work.	a. Develop and synthesize original ideas in drama/theatre work utilizing critical analysis, historical and cultural context, research and western or non-western theatre traditions.
TH:CR2b-K	TH:CR2b-1	TH:CR2b-2	TH:CR2b-3	TH:CR2b-4	TH:CR2b-5	TH:CR2b-6	TH:CR2b-7	TH:CR2b-8	TH:CR2b-HSP	TH:CR2b-HSAC	TH:CR2b-HSAD
b. With prompting and support, express original ideas in a guided drama/theatre experience.	b. Participate in group decision making to create a drama/theatre work.	b. Contribute ideas and make decisions as a group to advance a story in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	b. Make and discuss group decisions and identify responsibilities required to present drama/theatre work to peers.	b. Participate in defined responsibilities required to present drama/theatre work informally to peers.	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share responsibilities and leadership roles to develop collaborative goals when preparing or devising drama/theatre work.	b. Collaborate as the actor, director, playwright and designers to explore their interdependent roles in drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for drama/theatre work.	b. Collaborate as a creative team to create artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Anchor Standard #3 - Refine and complete artistic work

Enduring Understanding: Theatre artists build technique, refine their work and practice their craft through reflection and rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas using critical analysis and experimentation?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:CR3a-K	TH:CR3a-1	TH:CR3a-2	TH:CR3a-3	TH:CR3a-4	TH:CR3a-5	TH:CR3a-6	TH:CR3a-7	TH:CR3a-8	TH:CR3a-HSP	TH:CR3a-HSAC	TH:CR3a-HSAD
a. With prompting and support, ask and answer questions in a guided drama/theatre experience.	a. Collaborate in the adaptation of the plot in a guided drama/theatre experience.	a. Collaborate in the adaptation of dialogue in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given guidelines of a drama/theatre work.	a. Discuss and revise an improvised or scripted drama/theatre work through repetition and collaborative review.	a. Discuss and revise an improvised or scripted drama/theatre work through repetition and self-reflection.	a. Discuss and identify artistic choices to refine a devised or scripted drama/theatre work.	a. Analyze and refine artistic choices in a devised or scripted drama/theatre work.	a. Use rehearsal and analysis to refine a devised or scripted theatrical work.	a. Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement).	a. Analyze and critique the dramatic concept of a devised or scripted drama/theatre work during rehearsal.	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
TH:CR3b-K	TH:CR3b-1	TH:CR3b-2	TH:CR3b-3	TH:CR3b-4	TH:CR3b-5	TH:CR3b-6	TH:CR3b-7	TH:CR3b-8	TH:CR3ca-HSP	TH:CR3b-HSAC	TH:CR3b-HSPAD
b. Using guided dramatic play, include sounds in a drama/theatre experience.	b. Identify similarities and differences in sounds and movements in a guided drama/theatre experience.	b. Adapt and use sounds and movements in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	b. Demonstrate effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Refine effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to drama/theatre work.	b. Research and analyze scripts to revise physical, vocal, and physiological choices which impact the believability and relevance of drama/theatre work.	b. Synthesize ideas from research, script analysis, and context to create a believable, authentic, and relevant piece of drama/theatre work.
TH:CR3c-K	TH:CR3c-1	TH:CR3c-2	TH:CR3c-3	TH:CR3c-4	TH:CR3c-5	TH:CR3c-6	TH:CR3c-7	TH:CR3c-8	TH:CR3c-HSP	TH:CR3c-HSAC	TH:CR3c-HSAD
c. Identify single objects used in a guided drama/theatre experience (e.g., sun/circle, bus/rectangle).	c. Discuss multiple representations of a single object in a guided drama/theatre experience.	c. Suggest multiple representations of a single object in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Collaboratively create multiple representations of a single/multiple object(s) in a drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Collaborate on solutions to technical issues that arise in rehearsal for a drama/theatre work.	c. Identify technical elements that occur in rehearsal for a drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Discuss a planned technical design during the rehearsal process for a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Research multiple technical design elements for a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Implement and refine a planned technical design using simple technology for devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Justify technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup, media).	c. Conceptualize and construct technical design choices to enhance the story and emotional impact of a devised or scripted drama/theatre work. (e.g. lighting, sound, scenery, props, costumes, makeup).	c. Employ a high level of technical proficiency to support the story and emotional impact of a devised or scripted drama/theatre work (e.g. safely utilize technical theatre practices).



THEATRE

ARTISTIC PROCESS
PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4 - Select, analyze, and interpret artistic work for performance

Enduring Understanding: Following inquiry and experimentation, theatre artists make strong choices to effectively convey meaning within a given form.

Essential Question: Why are thoughtful choices essential to interpreting a drama or theatre piece?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:PR4a-K	TH:PR4a-1	TH:PR4a-2	TH:PR4a-3	TH:PR4a-4	TH:PR4a-5	TH:PR4a-6	TH:PR4a-7	TH:PR4a-8	TH:PR4a-HSP	TH:PR4a-HSAC	TH:PR4a-HSAD
a. With prompting and support, identify characters and setting in a guided drama/theatre experience.	a. Describe a character's actions and dialogue in a guided drama/theatre experience.	a. Interpret story elements in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Apply the elements of dramatic structure in a story to create a drama/theatre work.	a. Modify the dialogue and action to change the story in a drama/theatre work.	a. Describe the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	a. Discuss various character objectives (choices) in a drama/theatre work.	a. Demonstrate character choices using given circumstances and pacing in a drama/theatre work.	a. Examine how character relationships assist in telling the story of a drama/theatre work.	a. Analyze how unique choices shape believable and sustainable drama/theatre work.	a. Apply reliable research of directors' styles to create unique choices for a directorial concept in a drama/theatre work.
TH:PR4b-K	TH:PR4b-1	TH:PR4b-2	TH:PR4b-3	TH:PR4b-4	TH:PR4b-5	TH:PR4b-6	TH:PR4b-7	TH:PR4b-8	TH:PR4b-HSP	TH:PR4b-HSAC	TH:PR4b-HSAD
b. Use body and voice to communicate character traits and emotions in a guided theatrical experience.	b. Use movement, facial expressions, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience.	b. Alter voice and body to expand and articulate nuances of a character in a guided theatrical experience (e.g., process drama, story drama, creative drama).	b. Investigate how movement and voice are incorporated into drama/theatre work.	b. Discuss physical choices to develop a character in a drama/theatre work.	b. Experiment with various physical choices to communicate character in a drama/theatre work.	b. Demonstrate various physical choices to create meaning in a drama/theatre work.	b. Discuss various staging choices to enhance the story in a drama/theatre work.	b. Describe how character relationships assist in telling a story of a drama/theatre work.	b. Shape character choices using given circumstances in a drama/theatre work.	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	b. Apply a variety of researched acting techniques to character choices in a drama/theatre work.

Anchor Standard #5 - Develop and refine artistic work for presentation

Enduring Understanding: Theatre artists develop individual processes and skills to prepare for performances or production designs.

Essential Question: What skills or techniques does a theatre artist need to prepare for a performance or theatre design?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:PR5a-K	TH:PR5a-1	TH:PR5a-2	TH:PR5a-3	TH:PR5a-4	TH:PR5a-5	TH:PR5a-6	TH:PR5a-7	TH:PR5a-8	TH:PR5a-HSP	TH:PR5a-HSAC	TH:PR5a-HSAD
a. With prompting and support demonstrate the use of voice and sound in guided drama/theatre experience.	a. With prompting and support, demonstrate physical movement in a guided theatrical experience.	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for a theatrical work.	a. Demonstrate the relationship between and among body, voice, and mind in a guided theatrical experience (e.g., process drama, story drama, creative drama).	a. Participate in a variety of acting exercises and techniques.	a. Participate in and choose a variety of acting exercises and techniques.	a. Participate in a variety of acting exercises and techniques that can be applied to a drama/theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied to a drama/theatre work.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Use a variety of acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Apply and justify a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.
TH:PR5b-K	TH:PR5b-1	TH:PR5b-2	TH:PR5b-3	TH:PR5b-4	TH:PR5b-5	TH:PR5b-6	TH:PR5b-7	TH:PR5b-8	TH:PR5b-HSP	TH:PR5b-HSAC	TH:PR5b-HSAD
b. With prompting and support, demonstrate the use of various technical elements in a guided drama/theatre experience.	b. With prompting and support, identify technical elements that can be used in a guided theatrical experience.	b. Identify the basic technical elements that can be used in a theatrical work. (e.g. process drama, story drama, creative drama).	b. Discuss and explore technical elements that can be used in a guided drama/theatre work.	b. Propose the use of technical elements in a drama/theatre work.	b. Articulate how technical elements are integrated into a theatrical work.	b. Choose a variety of technical elements that can be applied to a design in a theatrical work.	b. Demonstrate the use of technical elements in a theatrical work.	b. Use a variety of technical elements to create a design for a rehearsal or theatrical work.	b. Use researched technical elements to increase the impact of design in a drama/theatre work.	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre concept.

Anchor Standard #6 -- Perform, present and/or produce artistic work

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Questions: What happens when theatre artists and audiences share a creative experience? How does that experience reflect who we are?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:PR6a-K	TH:PR6a-1	TH:PR6a-2	TH:PR6a-3	TH:PR6a-4	TH:PR6a-5	TH:PR6a-6	TH:PR6a-7	TH:PR6a-8	TH:PR6a-HSP	TH:PR6a-HSAC	TH:PR6a-HSAD
a. Engage in dramatic play or with prompting and support, perform in a guided drama/theatre experience.	a. Engage in dramatic play or with prompting and support, perform in a guided drama/theatre experience using voice and movement.	a. With prompting and support, use voice and gesture to communicate in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Contribute to and practice group guided drama/theatre experiences.	a. Practice drama/theatre work and share reflections individually and in small groups.	a. Use movement and gestures to communicate emotions and experiences in a guided drama/theatre experience (e.g. process drama, story drama, creative drama).	a. Incorporate voice, movement and gestures to communicate emotions in a guided drama/theatre experience.	a. Perform in a group guided drama/theatre experience and present it informally to an audience.	a. Perform a rehearsed drama/theatre work for an audience.	a. Perform a scripted drama/theatre work for a specific audience.	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.



THEATRE

ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Perceive and analyze artistic work, including those from diverse cultural traditions

Enduring Understanding: Identifying and reflecting upon the qualities and characteristics of theatre impacts artistic appreciation.

Essential Question: How do theatre participants recognize and understand drama practices and theatre forms?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:RE7a-K	TH:RE7a-1	TH:RE7a-2	TH:RE7a-3	TH:RE7a-4	TH:RE7a-5	TH:RE7a-6	TH:RE7a-7	TH:RE7a-8	TH:RE7a-HSP	TH:RE7a-HSAC	TH:RE7a-HSAD
a. With prompting and support, express an emotional response to characters in a drama/theatre experience.	a. Recall choices made in a guided drama/theatre experience.	a. Identify when artistic choices are made in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Understand and discuss why artistic choices are made in a drama/theatre work.	a. Identify artistic choices made in a drama/theatre work through participation and observation.	a. List ways to develop characters using physical characteristics and design choices that reflect cultural perspectives in drama/theatre work.	a. Describe and record personal reactions to artistic choices in a drama/theatre work.	a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: Interpretations of theatre work are influenced by aesthetics and personal experiences of the artist and the audience.

Essential Question: How can the same work of art communicate different messages to different people?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:RE8a-K	TH:RE8a-1	TH:RE8a-2	TH:RE8a-3	TH:RE8a-4	TH:RE8a-5	TH:RE8a-6	TH:RE8a-7	TH:RE8a-8	TH:RE8a-HSP	TH:RE8a-HSAC	TH:RE8a-HSAD
a. With prompting and support, identify preferences in dramatic play, a guided drama experience or age-appropriate drama/theatre performance.	a. Explain preferences and emotions in a guided drama experience, or age-appropriate drama/theatre performance.	a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience, or age-appropriate drama/theatre performance.	a. Consider multiple personal experiences when participating in or observing a drama/theatre work.	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.	a. Explain how artists make choices based on personal experience in a drama/theatre work.	a. Identify the artistic choices made based on personal experience in a drama/theatre work.	a. Apply character choices based on other artists' or personal experiences in a drama/theatre work.	a. Analyze and compare character choices developed from personal experiences in multiple drama/theatre works.	a. Develop supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.
TH:RE8b-K	TH:RE8b-1	TH:RE8b-2	TH:RE8b-3	TH:RE8b-4	TH:RE8b-5	TH:RE8b-6	TH:RE8b-7	TH:RE8b-8	TH:RE8b-HSP	TH:RE8b-HSAC	TH:RE8b-HSAD
b. With prompting and support, name and describe settings in dramatic a guided drama/theatre experience.	b. With prompting and support, name and describe details in settings in a dramatic play or a guided drama/theatre experience.	b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Express multiple ways to develop a character using physical characteristics, props or costumes that reflect cultural perspectives in drama/theatre work.	b. Demonstrate the physical characteristics and environment of characters in a drama/theatre work.	b. Describe how cultural perspectives influence drama/ theatre work.	b. Identify multiple cultural perspectives that influence a drama/ theatre work.	b. Describe how specific cultural perspectives can influence drama/ theatre work.	b. Analyze how cultural perspectives influence the evaluation of a drama/ theatre work.	b. Identify and compare cultural perspectives and contexts that influence the evaluation of drama/ theatre work.	b. Apply concepts from drama/ theatre work for personal realization about cultural perspectives and understanding.	b. Apply new understandings of cultures and contexts to drama/ theatre work.
TH:RE8c-K	TH:RE8c-1	TH:RE8c-2	TH:RE8c-3	TH:RE8c-4	TH:RE8c-5	TH:RE8c-6	TH:RE8c-7	TH:RE8c-8	TH:RE8c-HSP	TH:RE8c-HSAC	TH:RE8c-HSAD
c. With prompting and support, name and describe characters in a guided drama/theatre experience.	c. Use text and draw pictures to describe personal emotions in a guided theatrical experience.	c. Use text and draw pictures to describe others' emotions in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Describe connections made between personal emotions and a character's emotions in drama/ theatre work.	c. Identify and discuss physiological changes connected to character's emotions in drama/ theatre work.	c. Discuss and demonstrate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.	c. Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	c. Interpret and discuss how personal aesthetics, preferences, and beliefs are used in drama/ theatre work.	c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Provide multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Justify multiple aesthetics, preferences, and beliefs that informs artistic decisions in drama/theatre work.

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: Criteria for evaluating theatre practices vary across genres, styles and cultures.

Essential Question: What criteria are used to evaluate theatre?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:RE9a-K	TH:RE9a-1	TH:RE9a-2	TH:RE9a-3	TH:RE9a-4	TH:RE9a-5	TH:RE9a-6	TH:RE9a-7	TH:RE9a-8	TH:RE9a-HSP	TH:RE9a-HSAC	TH:RE9a-HSAD
a. With prompting and support, actively engage with others in a guided drama/theatre experience.	a. Build on others' ideas in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Collaborate on a scene in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Explain how to evaluate a drama/ theatre work.	a. With specific criteria, evaluate character in a drama/theatre work.	a. Develop and implement a plan to evaluate drama/theatre work.	a. Use supporting evidence and criteria to evaluate a drama/theatre work.	a. Explain preferences, using supporting evidence and criteria to evaluate a drama/theatre work.	a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Analyze and assess a drama/ theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
TH:RE9b-K	TH:RE9b-1	TH:RE9b-2	TH:RE9b-3	TH:RE9b-4	TH:RE9b-5	TH:RE9b-6	TH:RE9b-7	TH:RE9b-8	TH:RE9b-HSP	TH:RE9b-HSAC	TH:RE9b-HSAD
b. Use imagination to transform objects.	b. Identify props and costumes that might be used in a guided drama/ theatre experience (e.g., process drama, story drama, creative drama).	b. Use a prop or costume in a guided drama/theatre experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	b. Use props and costumes to enhance a drama/theatre work.	b. Explain how technical elements may support a theme or idea in a drama/theatre work.	b. Assess how technical elements represent the theme of a drama/ theatre work.	b. Use one or more production elements in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/ theatre work.	b. Evaluate the production elements used in a drama/theatre work to assess aesthetic choices.	b. Apply the aesthetics of the production elements in a drama/ theatre work.	b. Construct meaning in a drama/theatre work, taking into consideration, personal aesthetics and knowledge of production elements while respecting others' interpretations.	b. Analyze and evaluate varied aesthetic interpretations of production elements for a drama/ theatre work.
TH:RE9c-K	TH:RE9c-1	TH:RE9c-2	TH:RE9c-3	TH:RE9c-4	TH:RE9c-5	TH:RE9c-6	TH:RE9c-7	TH:RE9c-8	TH:RE9c-HSP	TH:RE9c-HSAC	TH:RE9c-HSAD
c. Name and describe experiences and feelings of characters in a guided theatrical experience.	c. Compare and contrast the experiences of characters in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	c. Describe how characters respond to challenges in a guided drama/ theatre experience (e.g., process drama, story drama, creative drama).	c. Identify a specific audience or purpose in a drama/theatre work.	c. Explain how a character's choices impact an audience member's perspective in a drama/theatre work.	c. Recognize how a character's circumstances impact an audience member's perspective in a drama/ theatre work.	c. Evaluate and analyze issues and situations in a drama/theatre work from an audience member's perspective.	c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	c. Assess the impact of a drama/ theatre work on a specific audience.	c. Describe the playwright's purpose for an intended audience in a drama/theatre work.	c. Justify how a drama/theatre work communicates a specific purpose for an audience.	c. Compare and debate the connection between a drama/ theatre work and contemporary issues that may impact an audience.



THEATRE

ARTISTIC PROCESS CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: Theatre participants articulate and connect personal experiences, prior knowledge and relationships in creation, performance and response.

Essential Question: How does participating in theatre foster critical awareness, social responsibility, and the exploration of empathy?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:Cn10a-K	TH:Cn10a-1	TH:Cn10a-2	TH:Cn10a-3	TH:Cn10a-4	TH:Cn10a-5	TH:Cn10a-6	TH:Cn10a-7	TH:Cn10a-8	TH:CN10a-HSP	TH:CN10a-HSAC	TH:CN10a-HSAD
C.A 1-7 Culturally-knowledgeable students are well-grounded in the cultural heritage and traditions of their community.						C.B 1-4 Culturally-knowledgeable students are able to build on the knowledge and skills of the local culture community as a foundation from which to achieve personal and academic success throughout life.					
a. With prompting and support, retell a personal experience in a guided drama/theatre experience.	a. With prompting and support identify character emotions and relate to personal experience in dramatic play or a guided theatrical experience.	a. Relate character experiences to personal experiences in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	a. Explain how a drama/theatre work connects to oneself and to a community or culture.	a. Identify the ways a drama/theatre work reflects the perspectives of a community or culture.	a. Examine a community issue through multiple perspectives in a drama/theatre work.	a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
TH:Cn10b-K	TH:Cn10b-1	TH:Cn10b-2	TH:Cn10b-3	TH:Cn10b-4	TH:Cn10b-5	TH:Cn10b-6	TH:Cn10b-7	TH:Cn10b-8	TH:CN10b-HSP	TH:CN10b-HSAC	TH:CN10b-HSAD
C.B. 1-4 Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.						C. C 1-4 Culturally-knowledgeable students are able to actively participate in various cultural environments.					
b. With prompting and support, identify skills and knowledge from personal experiences in dramatic play or a guided drama/theatre experience.	b. Select skills and knowledge from different art forms and content areas to apply in a guided drama/theatre experience.	b. Apply skills and knowledge from different art forms and content areas in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	b. Identify connections to community, social issues and other content areas in drama/theatre work.	b. Respond to community and social issues and incorporate other content areas in drama/theatre work.	b. Investigate historical, global and social issues expressed in drama/theatre work.	b. Identify universal themes or common social issues and express them through a drama/theatre work.	b. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	b. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	b. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	b. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	b. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Theatre participants understand and are able to communicate about creative processes as they analyze the way the world may be understood. Theatre participants research and investigate diverse theatre practices and productions to inform their own understanding and work.

Essential Questions: How do theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? How does this understanding impact the viewer's experience of the work? In what ways can research into diverse theatre traditions and forms alter the way a theatre practice or production is understood?

Kindergarten - 2nd			3rd - 5th			6th - 8th			HS Proficient	HS Accomplished	HS Advanced
TH:Cn11a-k	TH:Cn11a-1	TH:Cn11a-2	TH:Cn11a-3	TH:Cn11a-4	TH:Cn11a-5	TH:Cn11a-6	TH:Cn11a-7	TH:Cn11a-8	TH:CN11a-HSP	TH:CN11a-HSAC	TH:CN11a-HSAD
C.C 1-4 Culturally-Knowledgeable students are able to actively participate in various cultural environments.						C.D 1-6 Culturally-Knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.					
a. With prompting and support, identify stories that are different from one another in a guided drama/theatre experience.	a. Identify similarities and differences in stories from one's own community in a guided drama/theatre experience.	a. Identify similarities and differences in stories from multiple cultures in a guided drama/theatre experience (e.g., process drama, story drama, creative drama).	a. Explore how stories are adapted from literature to drama/theatre work.	a. Investigate cross-cultural approaches to storytelling in drama/theatre work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	a. Research and discuss how a playwright might have intended a theatrical work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work.	a. Formulate creative choices for a devised or scripted drama/theatre work based on research about the selected topic.	a. Document and justify the creative choices made in a devised or scripted drama/theatre work based on critical interpretation of specific data from theater research.
TH:Cn11b-K	TH:Cn11b-1	TH:Cn11b-2	TH:Cn11b-3	TH:Cn11b-4	TH:Cn11b-5	TH:Cn11b-6	TH:Cn11b-7	TH:Cn11b-8	TH:CN11b-HSP	TH:CN11b-HSAC	TH:CN11b-HSAD
C. D 1-6 Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and doing.						C. E 1-8 Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.					
b. With prompting and support, tell a short story in dramatic play, or in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify historical sources that explain drama/theatre terminology and conventions.	b. Investigate the time period and place of a drama/theatre work to understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	b. Explore and document how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	b. Document, present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

According to the Alaska Department of Education & Early Development, "The content standards stipulate what students should know and be able to do; the cultural standards provide guidance on how to engage students in learning through the local culture. It is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." The Alaska Standards for Culturally Responsive Schools outlines the Cultural Standards for Students, which aligns with the artistic process of Connecting. In the Alaska Arts Performance Standards for each discipline, the cultural standards for students is embedded under the artistic process of Connecting: relating artistic ideas and work with personal meaning and external context.