



★
Colorado
Academic Standards

Drama and Theatre Arts



DRAFT REVISION RECOMMENDATIONS:
NOVEMBER 2021



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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**2021 Recommended Revisions for
Colorado Academic Standards - Drama and Theatre Arts**

Recommended revisions are noted in **RED** font

Preschool, Standard 1. Create

Prepared Graduates:

1. Theatre artists rely on intuition, curiosity, and critical inquiry.

Preschool Learning and Development Expectation:

1. Generate and conceptualize artistic ideas and work.

LDE Code: DT.P.1.1

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

- a. **With prompting and support**, create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (story drama, creative drama, movement stories, pantomimes, puppetry, etc.).
- b. **With prompting and support, creatively manipulate objects in a variety of dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).**

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. **Utilize storytelling, pictures, or books, etc. to provide ideas for character and environment creation**
2. **Model dramatic play**
3. **Utilize common items found in the environment as tools in dramatic play**

Examples of Learning/Children May:

1. Identify an emotion or feeling in connection to a particular action, facial expression, or word.
2. Use speech or sounds to imitate a person or object.

Colorado Essential Skills:

1. **Communicator: Interpersonal Communication**
2. **Problem Solver: Creativity and Innovation**
3. **Community Member: Social Awareness**
4. **Empowered Individual: Self-Advocacy and Initiative**

Preschool, Standard 1. Create

Prepared Graduates:

2. Theatre artists work to discover different ways of communicating meaning.

1 **Preschool Learning and Development Expectation:**

- 2 2. Organize and develop artistic ideas and work.

3 LDE Code: DT.P.1.2

4 **Indicators of Progress**

5 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 6 a. With prompting and support, explore characters and environments using imagination in dramatic
7 play or a guided drama experience (e.g., process drama, story drama, creative drama).

8 **Examples of High-Quality Teaching and Learning Experiences**

9 *Supportive Teaching Practices/Adults May:*

- 10 1. Ask students to draw a picture or tell stories of their own experiences as a prompt for dramatic
11 play.
12 2. Engage students' background knowledge through questioning as a prompt for dramatic play. (For
13 example, "When was a time you were courageous?")

14 *Examples of Learning/Children May:*

- 15 1. Draw pictures or tell stories of their own experiences in order to form dramatic play.

16 *Colorado Essential Skills:*

- 17 1. Problem Solver: Creativity and Innovation
18 2. Community Member: Social Awareness
19 3. Empowered Individual :Self-Management
20 4. Empowered Individual: Self-Advocacy and Initiative

21 **Preschool, Standard 1. Create**

22 **Prepared Graduates:**

- 23 3. ~~4.~~ 3. Theatre artists seek awareness of interrelationships between self and others to influence and
24 inform their work.

25 **Preschool Learning and Development Expectation:**

- 26 3. ~~4.~~ 3. Connect artistic ideas to personal experience and varied perspectives

27 LDE Code: ~~DT.P.1.4~~ DT.P.1.3

28 **Indicators of Progress**

29 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 30 a. With prompting and support, identify similarities between a story and personal experience in
31 dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

32 **Examples of High-Quality Teaching and Learning Experiences**

33 *Supportive Teaching Practices/Adults May:*

- 34 1. Model by sharing a personal or shared class experience.

1 *Examples of Learning/Children May:*

- 2 1. Recall an experience while exploring within dramatic play.

3 *Colorado Essential Skills:*

- 4 1. Communicator: Interpersonal Communication
5 2. Problem Solver: Critical Thinking and Analysis
6 3. Community Member: Social Awareness
7 4. Empowered Individual: Self-Awareness

8 **Preschool, Standard 1. Create**

9 **Prepared Graduates:**

- 10 4. ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

11 **Preschool Learning and Development Expectation:**

- 12 4. ~~3.~~ 4. Refine **towards completion of** artistic work

13 LDE Code: ~~DT.P.1.3~~ DT.P.1.4

14 **Indicators of Progress**

15 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 16 a. **With prompting and support, expand characters and environments in dramatic play or a guided**
17 **drama experience (e.g., process drama, story drama, creative drama).**

18 **Examples of High-Quality Teaching and Learning Experiences**

19 *Supportive Teaching Practices/Adults May:*

- 20 1. Tell or read a story as a jumping-off point for dramatic play.

21 *Examples of Learning/Children May:*

- 22 1. Listen to stories and use them as a jumping-off point for dramatic play.

23 *Colorado Essential Skills:*

- 24 1. Communicator: Interpersonal Communication
25 2. Problem Solver: Creativity and Innovation
26 3. Empowered Individual: Self-Advocacy and Initiative
27 4. Empowered Individual: Perseverance and Resilience

28 **Preschool, Standard 2. Perform**

29 **Prepared Graduates:**

- 30 5. Theatre artists make strong choices to effectively convey meaning.

31 **Preschool Learning and Development Expectation:**

- 32 1. Select, analyze, and interpret artistic work for presentation.

33 LDE Code: DT.P.2.1

1 **Indicators of Progress**

2 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 3 a. **With prompting and support, select a story for guided dramatic play or a guided drama experience**
4 **(e.g., process drama, story drama, creative drama).**

5 **Examples of High-Quality Teaching and Learning Experiences**

6 *Supportive Teaching Practices/Adults May:*

- 7 1. Describe or share about a cultural experience.
8 2. Build or re-create cultural experiences for children.

9 *Examples of Learning/Children May:*

- 10 1. React to shared cultural or everyday experiences.

11 *Colorado Essential Skills:*

- 12 1. **Empowered Individual: Self-Advocacy and Initiative**
13 2. **Empowered Individual: Perseverance and Resilience**

14 **Preschool, Standard 2. Perform**

15 **Prepared Graduates:**

- 16 6. Theatre artists develop personal processes and skills for a performance or design.

17 **Preschool Learning and Development Expectation:**

- 18 2. Develop and refine artistic techniques, choices, and work for presentation.

19 LDE Code: DT.P.2.2

20 **Indicators of Progress**

21 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 22 a. **With prompting and support, create characters using body and voice for a story through dramatic**
23 **play or a guided drama experience (e.g., process drama, story drama, creative drama).**
24 b. **With prompting and support, interact with various items to create an environment for a story.**

25 **Examples of High-Quality Teaching and Learning Experiences**

26 *Supportive Teaching Practices/Adults May:*

- 27 1. Model characters or utilize books, movies, real life community members, animals, etc. as a way to
28 show various characters.
29 2. Discuss and create experiences showing how technical elements help to tell stories, create mood,
30 build environments, and define characters.

31 *Examples of Learning/Children May:*

- 32 1. Create a character using voice, body, and facial expression from an adult's modeling.
33 2. Utilize technical elements such as lighting, costumes, props, etc. to help tell stories, create moods,
34 build environments, and define characters.

- 1 *Colorado Essential Skills:*
2 1. Communicator: Digital Literacy
3 2. Problem Solver: Creativity and Innovation
4 3. Problem Solver: Adaptability and Flexibility
5 4. Empowered Individual: Self-Awareness

6 **Preschool, Standard 2. Perform**

7 **Prepared Graduates:**

- 8 7. Theatre artists understand and can communicate their creative process as they analyze the way
9 the world may be understood.

10 **Preschool Learning and Development Expectation:**

- 11 3. Connect artistic work with audience, community, and ensemble

12 LDE Code: DT.P.2.3

13 **Indicators of Progress**

14 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 15 a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a
16 guided drama experience (e.g., process drama, story drama, creative drama).

17 **Examples of High-Quality Teaching and Learning Experiences**

18 *Supportive Teaching Practices/Adults May:*

- 19 1. Model a reflective process identifying how certain skills or background knowledge might help
20 inform creative choices.

21 *Examples of Learning/Children May:*

- 22 1. Share how they decided what a character might say
23 2. Express why a creative choice was made

24 *Colorado Essential Skills:*

- 25 1. Problem Solver: Adaptability and Flexibility
26 2. Community Member: Social Awareness
27

28 **Preschool, Standard 2. Perform**

29 **Prepared Graduates:**

- 30 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
31 experience.

32 **Preschool Learning and Development Expectation:**

- 33 4. Convey meaning through the presentation of artistic work.

34 LDE Code: ~~DT.P.2.3~~ DT.P.2.4

1 **Indicators of Progress**

2 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 3 b. **With prompting and support, perform character choices and emotions using voice and body in**
4 **dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).**

5 **Examples of High-Quality Teaching and Learning Experiences**

6 *Supportive Teaching Practices/Adults May:*

- 7 1. Model various facial expressions, body movements, and gestures to express emotions.
8 2. Lead discussions to compare emotions and ways to portray each.

9 *Examples of Learning/Children May:*

- 10 1. Choose various facial expressions, body movements, gestures, and vocal choices to express
11 character emotions to character choices.

12 *Colorado Essential Skills:*

- 13 1. **Communicator: Interpersonal Communication**
14 2. **Communicator: Media Literacy**
15 3. **Community Member: Social Awareness**
16 4. **Empowered Individual: Self-Awareness**

17 **Preschool, Standard 3. Critically Respond**

18 **Prepared Graduates:**

- 19 ~~8.~~ **9.** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

20 **Preschool Learning and Development Expectation:**

- 21 1. Perceive and analyze artistic work.

22 LDE Code: DT.P.3.1

23 **Indicators of Progress**

24 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 25 a. **With prompting and support, recall an emotional response in dramatic play or a guided drama**
26 **experience (e.g., process drama, story drama, creative drama).**

27 **Examples of High-Quality Teaching and Learning Experiences**

28 *Supportive Teaching Practices/Adults May:*

- 29 1. Ask reflective questions concerning a dramatic play or guided drama such as, “How did your
30 character feel when the wolf knocked on the door?” “What did you do when your character felt
31 that way?”

32 *Examples of Learning/Children May:*

- 33 1. Express (through vocalizations or movements) how his/her character felt, moved, vocalized, or
34 gestured when thinking about various moments in a dramatic play or guided drama.

1 *Colorado Essential Skills:*

- 2 1. Communicator: Media Literacy
- 3 2. Problem Solver: Critical Thinking and Analysis

4 **Preschool, Standard 3. Critically Respond**

5 **Prepared Graduates:**

- 6 ~~9.~~ 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
7 and aesthetics.

8 **Preschool Learning and Development Expectation:**

- 9 2. Interpret intent and meaning in artistic work.

10 LDE Code: DT.P.3.2

11 **Indicators of Progress**

12 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 13 a. **With prompting and support**, reflect on choices in dramatic play or a guided drama experience
14 (e.g., process drama, story drama, creative drama).
- 15 b. **With prompting and support**, name and describe characters in dramatic play or a guided drama
16 experience (e.g., process drama, story drama, creative drama).

17 **Examples of High-Quality Teaching and Learning Experiences**

18 *Supportive Teaching Practices/Adults May:*

- 19 1. Ask reflective "what questions" on student experiences such as, "What did your biggest shape look
20 like? or "What movement was the most sharp"?
- 21 2. Utilize story to have students define a character's appearance and feelings. For example, "Which
22 characters came to help?" "What did the animals look like?" "What did the characters do when
23 they received help?"

24 *Examples of Learning/Children May:*

- 25 1. Answer questions using vocalizations or movements to define and describe characters.

26 *Colorado Essential Skills:*

- 27 1. Communicator: Media Literacy
- 28 2. Communicator: Data Literacy
- 29 3. Problem Solver: Critical Thinking and Analysis

30 **Preschool, Standard 3. Critically Respond**

31 **Prepared Graduates:**

- 32 11. Theatre artists critically inquire into the ways others have thought about and created drama
33 processes and productions to inform their own work.

1 **Preschool Learning and Development Expectation:**
2 ~~4.~~ **3. Connect artistic experiences to our world; past, present, and future**

3 LDE Code: ~~DT.P.3.4~~ DT.P.3.3

4 **Indicators of Progress**

5 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 6 a. **With prompting and support**, identify and connect stories and cultural experiences that are similar
7 to one another in dramatic play or a guided drama experience.

8 **Examples of High-Quality Teaching and Learning Experiences**

9 *Supportive Teaching Practices/Adults May:*

- 10 1. Ask reflective questions that connect personal experiences to a story, for example, “What are ways
11 your family celebrates different holidays?”

12 *Examples of Learning/Children May:*

- 13 1. Connect personal experiences and express ideas in reaction to a story through movements or
14 vocalization.

15 *Colorado Essential Skills:*

- 16 1. **Communicator: Digital Literacy**
17 2. **Community Member: Global and Cultural Awareness**
18 3. **Empowered Individual: Career Awareness**

19 **Preschool, Standard 3. Critically Respond**

20 **Prepared Graduates:**

- 21 ~~10.~~ **12.** Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

22 **Preschool Learning and Development Expectation:**

- 23 ~~3.~~ **4.** Apply criteria to evaluate artistic work.

24 LDE Code: ~~DT.P.3.3~~ DT.P.3.4

25 **Indicators of Progress**

26 *By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- 27 a. **With prompting and support**, recognize artistic choices **by actively engaging in dramatic play or a**
28 **guided drama experience (e.g., process drama, story drama, creative drama).**

29 **Examples of High-Quality Teaching and Learning Experiences**

30 *Supportive Teaching Practices/Adults May:*

- 31 1. Use questions to lead discussion, for example, “When was the character really scared?” “What did
32 we do to create the environment?” “What was your favorite...”

1 *Examples of Learning/Children May:*

- 2 1. Answer questions and express ideas through movements or vocalizations that define their artistic
3 choices.

4 *Colorado Essential Skills:*

5 1. Communicator: Media Literacy

6 2. Communicator: Data Literacy

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1 **Kindergarten, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.K.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Create characters, environments, and stories using imagination through prompted and supported
10 dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
11 b. Creatively manipulate objects in a variety of ways in dramatic play or a guided drama experience
12 (e.g., process drama, story drama, creative drama).

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. Communicator: Interpersonal Communication
16 2. Problem Solver: Critical Thinking and Analysis
17 3. Problem Solver: Creativity and Innovation
18 4. Community Member: Social Awareness
19 5. Empowered Individual: Self-Advocacy and Initiative

20 *Inquiry Questions:*

- 21 1. How can you create an idea with your body and voice? (a)
22 2. What do you have in your classroom that could become a prop or a costume for your story? (b)
23 3. Did your class believe your item was the prop or costume for your dramatic play? (b)

24 **Kindergarten, Standard 1. Create**

25 **Prepared Graduates:**

- 26 2. Theatre artists work to discover different ways of communicating meaning.

27 **Grade Level Expectation:**

- 28 2. Organize and develop artistic ideas and work.

29 GLE Code: DT.K.1.2

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. Explore characters, environments, and stories using imagination through prompted and supported
33 dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

- 1 b. Collaborate with peers to contribute to dramatic play or a guided drama experience (e.g., process
2 drama, story drama, creative drama).
3

4 **Academic Context and Connections**

5 *Colorado Essential Skills:*

- 6 1. Communicator: Interpersonal Communication
7 2. Problem Solver: Creativity and Innovation
8 3. Problem Solver: Collaboration and Teamwork
9 4. Problem Solver: Adaptability and Flexibility
10 5. Community Member: Social Awareness
11 6. Empowered Individual: Self-Management
12 7. Empowered Individual: Self-Advocacy and Initiative

13 *Inquiry Questions:*

- 14 1. What are ways you can solve the problem? (a)
15 2. What was the idea of your dramatic play? (a)
16 3. How did it change as you played? (a)
17 4. What do you do if there is a conflict when you are working with a group? (b)

18 **Kindergarten, Standard 1. Create**

19 **Prepared Graduates:**

- 20 ~~4.~~ 3. Theatre artists seek awareness of interrelationships between self and others to influence and
21 inform their work.

22 **Grade Level Expectation:**

- 23 ~~4.~~ 3. Connect artistic ideas to personal experience and varied perspectives

24 GLE Code: ~~DT.K.1.4~~ DT.K.1.3

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. With prompting and support, identify similarities between characters and oneself in dramatic play
28 or a guided drama experience (e.g., process drama, story drama, creative drama).

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Communicator: Interpersonal Communication
32 2. Problem Solver: Critical Thinking and Analysis
33 3. Community Member: Social Awareness
34 4. Empowered Individual: Self-Awareness

1 *Inquiry Questions:*

- 2 1. What do you have in common with the character? (a)
- 3 2. Do they seem like they could be part of your community? (a)

4 **Kindergarten, Standard 1. Create**

5 **Prepared Graduates:**

- 6 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

7 **Grade Level Expectation:**

- 8 ~~3.~~ 4. Refine **towards completion of** artistic work

9 GLE Code: ~~DT.K.1.3~~ DT.K.1.4

10 **Evidence Outcomes**

11 *Students Can:*

- 12 a. Expand characters, environments, and stories through prompted and supported dramatic play or a
13 guided drama experience (e.g., process drama, story drama, creative drama).

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Communicator: Interpersonal Communication
- 17 2. Problem Solver: Creativity and Innovation
- 18 3. Problem Solver: Collaboration and Teamwork
- 19 4. Community Member: Social Awareness
- 20 5. Empowered Individual: Self-Advocacy and Initiative
- 21 6. Empowered Individual: Perseverance and Resilience

22 *Inquiry Questions:*

- 23 1. How can you make your question more clear? (a)
- 24 2. Are there any more details you can add to your answer? (a)

25 **Kindergarten, Standard 2. Perform**

26 **Prepared Graduates:**

- 27 5. Theatre artists make strong choices to effectively convey meaning.

28 **Grade Level Expectation:**

- 29 1. Select, analyze, and interpret artistic work for presentation.

30 GLE Code: DT.K.2.1

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. **With prompting and support**, identify characters and setting in a story for dramatic play or a
4 guided drama experience (e.g., process drama, story drama, creative drama).

5 **Academic Context and Connections**

6 *Colorado Essential Skills:*

- 7 1. **Empowered Individual: Self-Advocacy and Initiative**
8 2. **Empowered Individual: Perseverance and Resilience**

9 *Inquiry Questions:*

- 10 1. Who are the people, animals, or other characters in your dramatic play? **(a)**
11 2. Where does it take place? **(a)**

12 **Kindergarten, Standard 2. Perform**

13 **Prepared Graduates:**

- 14 6. Theatre artists develop personal processes and skills for a performance or design.

15 **Grade Level Expectation:**

- 16 2. Develop and refine artistic techniques, choices, and work for presentation.

17 GLE Code: DT.K.2.2

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. **With prompting and support**, experiment with voice and body within dramatic play and guided
21 drama experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry,
22 etc.).
23 b. **With prompting and support**, explore and experiment with various technical elements used in
24 dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories,
25 pantomime, puppetry, etc.).

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. **Problem Solver: Creativity and Innovation**
29 2. **Problem Solver: Adaptability and Flexibility**
30 3. **Empowered Individual: Self-Awareness**

31 *Inquiry Questions:*

- 32 1. **Why did your character have the voice they did?** **(a)**
33 2. **Why did you move your body that way?** **(a)**
34 3. **What sounds, props or costumes did you use in your dramatic play?** **(b)**
35 4. **How did your addition of sounds, props or costumes change your play?** **(b)**

1 **Kindergarten, Standard 2. Perform**

2 **Prepared Graduates:**

- 3 7. Theatre artists understand and can communicate their creative process as they analyze the way
4 the world may be understood.

5 **Grade Level Expectation:**

- 6 3. Connect artistic work with audience, community, and ensemble

7 GLE Code: ~~DT.K.2.3~~

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. With prompting and support, use skills and knowledge from other areas in dramatic play or a
11 guided drama experience (e.g., process drama, story drama, creative drama).

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Problem Solver: Adaptability and Flexibility
15 2. Community Member: Social Awareness
16 3. Community Member: Civic Engagement

17 *Inquiry Questions:*

- 18 1. When have you acted out a story for someone else? (a)

19 **Kindergarten, Standard 2. Perform**

20 **Prepared Graduates:**

- 21 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
22 experience.

23 **Grade Level Expectation:**

- 24 4. Convey meaning through the presentation of artistic work.

25 GLE Code: ~~DT.K.2.3~~ DT.K.2.4

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. With prompting and support, use voice, body, and facial expressions to demonstrate character in a
29 dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 4. Communicator: Interpersonal Communication
33 5. Communicator: Media Literacy

1 6. **CommunityMember: Social Awareness**

2 7. **Empowered Individual: Self-Awareness**

3 *Inquiry Questions:*

4 2. How do you change your voice to become the character? (a)

5 3. How did you change your body? (a)

6 4. How did your character walk? (a)

7 5. How did you move your hands? (a)

8 6. What facial expressions did you use? Why? (a)

9

10 **Kindergarten, Standard 3. Critically Respond**

11 **Prepared Graduates:**

12 & 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

13 **Grade Level Expectation:**

14 1. Perceive and analyze artistic work.

15 GLE Code: DT.K.3.1

16 **Evidence Outcomes**

17 *Students Can:*

18 a. **With prompting and support, express an emotional response to characters in dramatic play or a**
19 **guided drama experience (e.g., process drama, story drama, creative drama).**

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

22 1. **Communicator: Media Literacy**

23 2. **Problem Solver: Critical Thinking and Analysis**

24 *Inquiry Questions:*

25 1. What choices did the character make that you liked? (a)

26 2. What actions would you have changed? (a)

27 3. How does a story or play make you feel? (a)

28 4. What happened to make you feel that way? (a)

29 **Kindergarten, Standard 3. Critically Respond**

30 **Prepared Graduates:**

31 & 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
32 and aesthetics.

33 **Grade Level Expectation:**

34 2. Interpret intent and meaning in artistic work.

1 GLE Code: DT.K.3.2

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. With prompting and support, identify preferences in dramatic play or a guided drama experience
- 5 (e.g., process drama, story drama, creative drama).
- 6 b. With prompting and support, name and describe settings in dramatic play or a guided drama
- 7 experience (e.g., process drama, story drama, creative drama).

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. Communicator: Media Literacy
- 11 2. Communicator: Data Literacy
- 12 3. Problem Solver: Critical Thinking and Analysis

13 *Inquiry Questions:*

- 14 1. What choices were made in your dramatic play or experience? (a)
- 15 2. How did those choices affect your play? (a)
- 16 3. Did other students make choices within your dramatic play? (a)
- 17 4. Who were your favorite characters? Why? (b)
- 18 5. Where did it take place? (b)
- 19 6. How can you describe the setting? (b)

20 **Kindergarten, Standard 3. Critically Respond**

21 **Prepared Graduates:**

- 22 11. Theatre artists critically inquire into the ways others have thought about and created drama
- 23 processes and productions to inform their own work.

24 **Grade Level Expectation:**

- 25 4- 3. Connect artistic experiences to our world; past, present, and future

26 GLE Code: ~~DT.K.3.4~~ DT.K.3.3

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. With prompting and support, identify stories that are different from one another in dramatic play
- 30 or a guided drama experience (e.g., process drama, story drama, creative drama).

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Communicator: Digital Literacy
- 34 2. Community Member: Global and Cultural Awareness
- 35 3. Empowered Individual: Career Awareness

1 *Inquiry Questions:*

- 2 1. What are the similarities between your family and families found in stories? (a)
- 3 2. What questions do you have about the performance? (a)
- 4 3. What interested you the most? (a)
- 5 4. What else would you like to know about how a performance is put together? (a)

6 **Kindergarten, Standard 3. Critically Respond**

7 **Prepared Graduates:**

8 ~~10.~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

9 **Grade Level Expectation:**

10 ~~3.~~ 4. Apply criteria to evaluate artistic work.

11 GLE Code: ~~DT.K.3.3~~ DT.K.3.4

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. **With prompting and support**, respond to visual, movement, or vocal choices **by actively engaging**
- 15 **with others in dramatic play or a guided drama experience** ((e.g., process drama, story drama,
- 16 **creative drama).**

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

- 19 1. **Communicator: Media Literacy**
- 20 2. **Communicator: Data Literacy**

21 *Inquiry Questions:*

- 22 1. Did you enjoy **creating with others? Why or why not?** (a)
- 23 2. What was your favorite part of the experience? (a)
- 24 3. What was your least favorite part? Why? (a) First Grade, Standard 1. Create

25 **Prepared Graduates:**

26 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

27 **Grade Level Expectation:**

28 1. Generate and conceptualize artistic ideas and work.

29 GLE Code: DT.1.1.1

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. **Propose potential choices characters could make in dramatic play or guided drama experience.**
- 33 b. Collaborate with peers to conceptualize costumes and props in a dramatic play or guided drama
- 34 experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).

- 1 c. Identify ways in which gesture and movement may be used to create stories in dramatic play or
2 guided drama experiences.

3 **Academic Context and Connections**

4 *Colorado Essential Skills:*

- 5 1. Communicator: Interpersonal Communication
6 2. Problem Solver: Critical Thinking and Analysis
7 3. Problem Solver: Creativity and Innovation
8 4. Problem Solver: Collaboration and Teamwork
9 5. Community Member: Social Awareness
10 6. Community Member: Civic Engagement
11 7. Empowered Individual: Self-Management
12 8. Empowered Individual: Self-Advocacy and Initiative

13 *Inquiry Questions:*

- 14 1. How does where a character lives affect how it acts? (a)
15 2. How do costumes and props add to a theatrical experience? (b)
16 3. Why is movement important to storytelling? (c)

17

1 **First Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 2. Theatre artists work to discover different ways of communicating meaning.

4 **Grade Level Expectation:**

- 5 2. Organize and develop artistic ideas and work.

6 GLE Code: DT.1.1.2

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Contribute to the development of a sequential plot in a dramatic play or guided drama experience
10 (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).
11 b. **With prompting and support, participate in group decision making (collaboration) in dramatic play
12 or guided drama experience.**

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. **Communicator: Interpersonal Communication**
16 2. **Problem Solver: Creativity and Innovation**
17 3. **Problem Solver: Collaboration and Teamwork**
18 4. **Community Member: Social Awareness**
19 5. **Community Member: Civic Engagement**
20 6. **Empowered Individual: Self-Management**
21 7. **Empowered Individual: Self-Advocacy and Initiative**

22 *Inquiry Questions:*

- 23 1. Why is plot important to a story? **(a)**
24 2. Do all stories have a beginning, middle and end structure? **(a)**
25 3. How can you solve a problem if one arises when working with a group? **(b)**

26 **First Grade, Standard 1. Create**

27 **Prepared Graduates:**

- 28 4- **3.** Theatre artists **seek** awareness of interrelationships between self and others to influence and
29 inform their work.

30 **Grade Level Expectation:**

- 31 4- **3. Connect artistic ideas to personal experience and varied perspectives**

32 GLE Code: ~~DT.1.1.4~~ DT.1.1.3

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. **With prompting and support**, identify character emotions using personal experiences and/or
- 4 cultural identities in a dramatic play or guided drama experience (e.g., story drama, creative
- 5 drama, movement stories, pantomime, etc.).
- 6 b. **Collaborate on the creation of a short scene based on a fictional literary source in a guided drama**
- 7 **experience (e.g., process drama, story drama, creative drama).**

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. **Communicator: Interpersonal Communication**
- 11 2. **Problem Solver: Critical Thinking and Analysis**
- 12 3. **Problem Solver: Creativity and Innovation**
- 13 4. **Problem Solver: Adaptability and Flexibility**
- 14 5. **Community Member: Social Awareness**
- 15 6. **Empowered Individual: Self-Awareness**
- 16 7. **Empowered Individual: Self-Advocacy and Initiative**

17 *Inquiry Questions:*

- 18 1. **How are you similar or different from your character? (a)**
- 19 2. **How is your scene similar to the story? How is it different? (b)**

20 **First Grade, Standard 1. Create**

21 **Prepared Graduates:**

- 22 ~~3.~~ **4. Theatre artists refine their work and practice their craft through rehearsal.**

23 **Grade Level Expectation:**

- 24 ~~3.~~ **4. Refine towards completion of artistic work**

25 GLE Code: ~~DT.1.1.3~~ DT.1.1.4

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. **Clarify or alter story choices in dramatic play or guided drama experience.**
- 29 b. **Identify similarities and differences in voice and movements to improve dramatic play or guided**
- 30 **drama experience.**
- 31 c. **Create multiple representations of objects and environments in a dramatic play or guided drama**
- 32 **experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).**

33 **Academic Context and Connections**

34 *Colorado Essential Skills:*

- 35 1. **Communicator: Interpersonal Communication**
- 36 2. **Problem Solver: Critical Thinking and Analysis**

- 1 3. **Problem Solver: Creativity and Innovation**
- 2 4. **Problem Solver: Collaboration and Teamwork**
- 3 5. **Community Member: Social Awareness**
- 4 6. **Empowered Individual: Self-Advocacy and Initiative**
- 5 7. **Empowered Individual: Perseverance and Resilience**

6 *Inquiry Questions:*

- 7 1. How did your group clarify or alter the story? **(a)**
- 8 2. How did you decide to alter your voice and movement to make your dramatic play better? **(a)**
- 9 3. Did it make it better? Would you have made more changes? **(b)**
- 10 4. What did you use to create objects and environments in your dramatic play? **(c)**
- 11 5. Was it easy for the other students you were dramatizing with to understand what your object was?
- 12 **(c)**

13

14 **First Grade, Standard 2. Perform**

15 **Prepared Graduates:**

- 16 5. Theatre artists make strong choices to effectively convey meaning.

17 **Grade Level Expectation:**

- 18 1. Select, analyze, and interpret artistic work for presentation.

19 GLE Code: DT.1.2.1

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. **With prompting and support, describe character actions and dialogue from a story.**
- 23 b. **With prompting and support, select character traits and emotions, and demonstrate them through**
- 24 **body and voice choices.**

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. **Problem Solver: Critical Thinking and Analysis**
- 28 2. **Community Member: Social Awareness**
- 29 3. **Empowered Individual: Self-Awareness**
- 30 4. **Empowered Individual: Self-Advocacy and Initiative**
- 31 5. **Empowered Individual: Perseverance and Resilience**

32 *Inquiry Questions:*

- 33 1. Why did you choose certain actions and dialogue for your character? **(a)**
- 34 2. What did your choices tell about your character? **(b)**

1 **First Grade, Standard 2. Perform**

2 **Prepared Graduates:**

3 6. Theatre artists develop personal processes and skills for a performance or design.

4 **Grade Level Expectation:**

5 2. Develop and refine artistic techniques, choices, and work for presentation.

6 GLE Code: DT.1.2.2

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. With prompting and support, develop facial expression, body, and voice choices.
10 b. With prompting and support, explore and experiment with various costumes, props, etc. that can
11 be used in guided dramatic play.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Problem Solver: Adaptability and Flexibility
15 2. Community Member: Social Awareness
16 3. Empowered Individual: Self-Awareness

17 *Inquiry Questions:*

- 18 1. How can facial expression change a conversation? (a)
19 2. How can changes in your body change the way others react to you? (a)
20 3. How can vocal changes alter other’s reactions to you? (a)
21 4. Which costumes or props might make your story better? (b)

22 **First Grade, Standard 2. Perform**

23 **Prepared Graduates:**

24 7. Theatre artists understand and can communicate their creative process as they analyze the way
25 the world may be understood.

26 **Grade Level Expectation:**

27 3. Connect artistic work with audience, community, and ensemble

28 GLE Code: DT.1.2.3

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Apply skills and knowledge from different art forms and content areas in a guided drama
32 experience (e.g., process drama, story drama, creative drama).

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. **Problem Solver: Adaptability and Flexibility**
- 4 2. **Community Member: Social Awareness**
- 5 3. **Community Member: Civic Engagement**

6 *Inquiry Questions:*

- 7 1. **How can adding music or scenery make your performance better for an audience? (a)**
- 8 2. **How is performing a story different from reading a story? (a)**

9 **First Grade, Standard 2. Perform**

10 **Prepared Graduates:**

- 11 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
- 12 experience.

13 **Grade Level Expectation:**

- 14 4. Convey meaning through the presentation of artistic work.

15 GLE Code: ~~DT.1.2.3~~ DT.1.2.4

16 **Evidence Outcomes**

17 *Students Can:*

- 18 a. **With prompting and support, select and demonstrate appropriate face, body, and voice choices for**
- 19 **dramatic play.**
- 20 b. **With prompting and support, choose costumes, props, etc., and use them in guided dramatic play.**

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. **Communicator: Interpersonal Communication**
- 24 2. **Communicator: Media Literacy**
- 25 3. **Problem Solver: Creativity and Innovation**
- 26 4. **Community Member: Social Awareness**
- 27 5. **Empowered Individual: Self-Awareness**

28 *Inquiry Questions:*

- 29 1. **Why did your character's face and body move the way they did? (a)**
- 30 2. **How did you decide what voice to use? (a)**
- 31 3. **What props, costumes, sounds, sets or lights did you use for your dramatic experience? (b)**
- 32 4. **Why did you choose those items? (b)**

1 **First Grade, Standard 3. Critically Respond**

2 **Prepared Graduates:**

3 ~~8.~~ 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

4 **Grade Level Expectation:**

5 1. Perceive and analyze artistic work.

6 GLE Code: DT.1.3.1

7 **Evidence Outcomes**

8 *Students Can:*

9 a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative
10 drama)

11 **Academic Context and Connections**

12 *Colorado Essential Skills:*

13 1. Communicator: Media Literacy

14 2. Problem Solver: Critical Thinking and Analysis

15 *Inquiry Questions:*

16 1. How did the students with whom you played change their bodies and voices to create a character?
17 (a)

18 2. What costumes, props, sets, sounds or lights did they use to create the drama experience? (a)

19 **First Grade, Standard 3. Critically Respond**

20 **Prepared Graduates:**

21 ~~9.~~ 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
22 and aesthetics.

23 **Grade Level Expectation:**

24 2. Interpret intent and meaning in artistic work.

25 GLE Code: DT.1.3.2

26 **Evidence Outcomes**

27 *Students Can:*

28 a. Explain preferences and emotions in a guided drama experiences (e.g., process drama, story
29 drama, creative drama)

30 b. Identify causes of character actions in a guided drama experience (e.g., process drama, story
31 drama, creative drama)

32 c. Compare personal emotions and choices to the emotions and choices of characters in a guided
33 drama experience (e.g., process drama, story drama, creative drama)

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Media Literacy
- 4 2. Communicator: Data Literacy
- 5 3. Problem Solver: Critical Thinking and Analysis

6 *Inquiry Questions:*

- 7 1. How did the experience make you feel? **What was your favorite part? (a)**
- 8 2. Why did the character make its choice? **(b)**
- 9 3. Did the character feel the same way you would have? **If not, how would you have felt? (c)**

10 **First Grade, Standard 3. Critically Respond**

11 **Prepared Graduates:**

- 12 11. Theatre artists critically inquire into the ways others have thought about and created drama
13 processes and productions to inform their own work.

14 **Grade Level Expectation:**

- 15 ~~4.~~ 3. **Connect artistic experiences to our world; past, present, and future**

16 GLE Code: ~~DT.1.3.4~~ DT.1.3.3

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. **Identify similarities and differences in stories from one’s own community in a guided drama**
20 **experience (e.g., process drama, story drama, creative drama).**

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. Communicator: Digital Literacy
- 24 2. Community Member: Global and Cultural Awareness
- 25 3. Empowered Individual: Career Awareness

26 *Inquiry Questions:*

- 27 1. How are your experiences similar and different to those of a friend’s? **(a)**
- 28 2. What questions could you ask your group about your dramatic play? **(a)**

29 **First Grade, Standard 3. Critically Respond**

30 **Prepared Graduates:**

- 31 ~~10.~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

32 **Grade Level Expectation:**

- 33 ~~3.~~ 4. Apply criteria to evaluate artistic work.

1 GLE Code: ~~DT.1.3.3~~ DT.1.3.4

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative
5 drama).
- 6 b. Identify props and costumes that might be used in a guided drama experience (e.g., process
7 drama, story drama, creative drama).
- 8 c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process
9 drama, story drama, creative drama).

10 **Academic Context and Connections**

11 *Colorado Essential Skills:*

- 12 1. Communicator: Media Literacy
- 13 2. Communicator: Data Literacy

14 *Inquiry Questions:*

- 15 1. Why did you make the choices you did in the dramatic experience? (a)
- 16 2. Why did other students make the choices they did? (a)
- 17 3. What were the costumes and props used in each of the dramatic experiences? (b)
- 18 4. How were the characters' experiences similar? **What made them different?** (c)
- 19

1 **Second Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.2.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Propose new details to plot and story in a variety of dramatic experiences (e.g., story drama,
10 creative drama, movement pieces, pantomime, puppetry, etc.).
- 11 b. Collaborate with peers to conceptualize scenery in a variety of guided dramatic experiences (e.g.,
12 story drama, creative drama, movement pieces, pantomime, etc.).
- 13 c. Identify ways in which voice and movement may be used to create a variety of dramatic
14 experiences (e.g., story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. Communicator: Interpersonal Communication
- 18 2. Problem Solver: Creativity and Innovation
- 19 3. Problem Solver: Collaboration and Teamwork
- 20 4. Problem Solver: Adaptability and Flexibility
- 21 5. Community Member: Social Awareness
- 22 6. Community Member: Civic Engagement
- 23 7. Empowered Individual: Self-Management
- 24 8. Empowered Individual: Self-Advocacy and Initiative

25 *Inquiry Questions:*

- 26 1. How does changing one element of a story change the rest of the story? (a)
- 27 2. What parts of a story can be changed easily? (a)
- 28 3. What can we create together to develop scenery? (b)
- 29 4. How does a performer’s vocal quality convey a message about the character? (c)
- 30 5. How does a performer’s movement convey a message about a character? (c)

31 **Second Grade, Standard 1. Create**

32 **Prepared Graduates:**

- 33 2. Theatre artists work to discover different ways of communicating meaning.

34 **Grade Level Expectation:**

- 35 2. Organize and develop artistic ideas and work.

36 GLE Code: DT.2.1.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Collaborate with peers to devise meaningful dialogue in guided dramatic experiences (e.g., story
- 4 drama, creative drama, movement pieces, pantomime, etc.).
- 5 b. Contribute ideas and make decisions as a group to advance a story in guided dramatic experiences
- 6 (e.g., story drama, creative drama, movement pieces, pantomime, etc.).

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Communicator: Interpersonal Communication
- 10 2. Problem Solver: Creativity and Innovation
- 11 3. Problem Solver: Collaboration and Teamwork
- 12 4. Problem Solver: Adaptability and Flexibility
- 13 5. Community Member: Social Awareness
- 14 6. Community Member: Civic Engagement
- 15 7. Empowered Individual: Self-Management
- 16 8. Empowered Individual: Self-Advocacy and Initiative

17 *Inquiry Questions:*

- 18 1. What do you think these characters might say in this situation? (a)
- 19 2. Why are character, setting and plot important in a dramatization? (b)
- 20 3. How can we contribute ideas without minimizing the role of other collaborators? (a)(b)

21 **Second Grade, Standard 1. Create**

22 **Prepared Graduates:**

- 23 4. 3. Theatre artists seek awareness of interrelationships between self and others to influence and
- 24 inform their work.

25 **Grade Level Expectation:**

- 26 4. 3. Connect artistic ideas to personal experience and varied perspectives

27 GLE Code: ~~DT.2.1.4~~ DT.2.1.3

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Relate character experiences to personal experiences in guided dramatic experiences (e.g., story
- 31 drama, creative drama, movement pieces, pantomime, etc.).
- 32 b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided
- 33 drama experience (e.g., process drama, story drama, creative drama).

34 **Academic Context and Connections**

35 *Colorado Essential Skills:*

- 36 1. Communicator: Interpersonal Communication

- 1 2. Problem Solver: Critical Thinking and Analysis
- 2 3. Problem Solver: Adaptability and Flexibility
- 3 4. Community Member: Social Awareness
- 4 5. Empowered Individual: Self-Awareness

5 *Inquiry Questions:*

- 6 1. How are you similar or different from your character? (a)
- 7 2. How can we develop a scene from this story? (b)

8 **Second Grade, Standard 1. Create**

9 **Prepared Graduates:**

- 10 ~~3.~~ 3. Theatre artists refine their work and practice their craft through rehearsal.

11 **Grade Level Expectation:**

- 12 ~~3.~~ 4. Refine **towards completion of** artistic work

13 GLE Code: ~~DT.2.1.3~~ DT.2.1.4

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. Contribute to the adaptation of dialogue in guided dramatic experiences (e.g., story drama,
- 17 creative drama, movement pieces, pantomime, etc.).
- 18 b. Use and adapt voice and movements in guided dramatic experiences (e.g., story drama, creative
- 19 drama, movement pieces, pantomime, etc.).
- 20 c. Generate multiple representations of a single object in a variety of dramatic experiences (e.g.,
- 21 story drama, creative drama, movement pieces, pantomime, puppetry, etc.).

22 **Academic Context and Connections**

23 *Colorado Essential Skills:*

- 24 1. Communicator: Interpersonal Communication
- 25 2. Problem Solver :Critical Thinking and Analysis
- 26 3. Problem Solver: Creativity and Innovation
- 27 4. Problem Solver: Collaboration and Teamwork
- 28 5. Community Member: Social Awareness
- 29 6. Empowered Individual: Self-Advocacy and Initiative
- 30 7. Empowered Individual: Perseverance and Resilience

31 *Inquiry Questions:*

- 32 1. How can this dialogue be clearer? (a)
- 33 2. How can our voice and movement choices demonstrate our characters more clearly? (b)
- 34 3. How might an audience know that a character is cooking, if the character doesn't have a stove or
- 35 kitchen utensils? (c)

1 **Second Grade, Standard 2. Perform**

2 **Prepared Graduates:**

3 5. Theatre artists make strong choices to effectively convey meaning.

4 **Grade Level Expectation:**

5 1. Select, analyze, and interpret artistic work for presentation.

6 GLE Code: DT.2.2.1

7 **Evidence Outcomes**

8 *Students Can:*

9 a. With prompting and support, interpret story elements in a variety of dramatic experiences.

10 **Academic Context and Connections**

11 *Colorado Essential Skills:*

12 1. Problem Solver: Creativity and Innovation

13 2. Empowered Individual: Self-Advocacy and Initiative

14 3. Empowered Individual: Perseverance and Resilience

15 *Inquiry Questions:*

16 1. How does acting out short stories help you remember key elements of the story? (a)

17 **Second Grade, Standard 2. Perform**

18 **Prepared Graduates:**

19 6. Theatre artists develop personal processes and skills for a performance or design.

20 **Grade Level Expectation:**

21 2. Develop and refine artistic techniques, choices, and work for presentation.

22 GLE Code: DT.2.2.2

23 **Evidence Outcomes**

24 *Students Can:*

25 a. With prompting and support, experiment with changing voice and movement of a character in a
26 variety of dramatic experiences.

27 b. With prompting and support, explore stage directions and the use of space in a dramatic
28 presentation.

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

31 1. Communicator: Media Literacy

32 2. Problem Solver: Creativity and Innovation

33 3. Problem Solver: Adaptability and Flexibility

1 **4. Empowered Individual - Self-Awareness**

2 *Inquiry Questions:*

- 3 1. How would a change in a character's action change the outcome of a scene? (a)
4 2. Why are stage directions important? (b)
5 3. How do decisions made about space affect a performance? (b)

6 **Second Grade, Standard 2. Perform**

7 **Prepared Graduates:**

- 8 7. Theatre artists understand and can communicate their creative process as they analyze the way
9 the world may be understood.

10 **Grade Level Expectation:**

- 11 3. Connect artistic work with audience, community, and ensemble

12 GLE Code: ~~DT.2.2.3~~

13 **Evidence Outcomes**

14 *Students Can:*

- 15 a. Determine appropriate skills and knowledge from different art forms and content areas to apply in
16 a guided drama experience (e.g., process drama, story drama, creative drama).

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

- 19 1. Problem Solver: Adaptability and Flexibility
20 2. Community Member: Social Awareness
21 3. Community Member: Civic Engagement

22 *Inquiry Questions:*

- 23 1. Can you select music or scenery to make your performance better for an audience? (a)
24 2. How might you know what artistic skills to use in a performance? (a)

25 **Second Grade, Standard 2. Perform**

26 **Prepared Graduates:**

- 27 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
28 experience.

29 **Grade Level Expectation:**

- 30 4. Convey meaning through the presentation of artistic work.

31 GLE Code: ~~DT.2.2.3~~ DT.2.2.4

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. With prompting and support, contribute to an ensemble in a variety of dramatic experiences.
- 4 b. With prompting and support, consistently demonstrate emotions and other characterizations
- 5 through movement and voice in a variety of dramatic experiences.

6 **Academic Context and Connections**

7 *Colorado Essential Skills:*

- 8 1. Communicator: Interpersonal Communication
- 9 2. Problem Solver: Collaboration and Teamwork
- 10 3. Community Member: Social Awareness
- 11 4. Empowered Individual: Self-Management

12 *Inquiry Questions:*

- 13 1. What are your responsibilities as a member of an ensemble? (a)
- 14 2. How does being a member of an ensemble change the creative process? (a)
- 15 3. How do emotions affect the way a character moves and speaks? (b)

16 **Second Grade, Standard 3. Critically Respond**

17 **Prepared Graduates:**

- 18 & 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

19 **Grade Level Expectation:**

- 20 1. Perceive and analyze artistic work.

21 GLE Code: DT.2.3.1

22 **Evidence Outcomes**

23 *Students Can:*

- 24 a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story
- 25 drama, creative drama)

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. Communicator: Media Literacy
- 29 2. Problem Solver: Critical Thinking and Analysis

30 *Inquiry Questions:*

- 31 1. Which elements of the drama stand out? (a)
- 32 2. How are the different elements of the dramatic experience connected? (a)

1 **Second Grade, Standard 3. Critically Respond**

2 **Prepared Graduates:**

3 ~~9.~~ 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
4 and aesthetics.

5 **Grade Level Expectation:**

6 2. Interpret intent and meaning in artistic work.

7 GLE Code: DT.2.3.2

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Explain how personal preferences and experiences impact audience response in a guided drama
11 experience (e.g., story drama, creative drama, movement pieces, pantomime, etc.).
12 b. Identify causes and effects of character actions in a guided drama experience (e.g., story drama,
13 creative drama, movement pieces, pantomime, etc.).
14 c. Explain or use text and pictures to describe how others' emotions and choices may compare to the
15 emotions and choices of characters in a guided drama experience (e.g., process drama, story
16 drama, creative drama).

17 **Academic Context and Connections**

18 *Colorado Essential Skills:*

- 19 1. Communicator: Media Literacy
20 2. Communicator: Data Literacy
21 3. Problem Solver: Critical Thinking and Analysis

22 *Inquiry Questions:*

- 23 1. How can different members of an audience have different reactions to a dramatization? (a)
24 2. When might critics allow their feelings to impact how they evaluate a dramatization? (a)
25 3. How do various characters' actions impact a scene? (b)
26 4. Who would react the same as the characters in the same situation? Who would react differently?
27 (c)
28

29 **Second Grade, Standard 3. Critically Respond**

30 **Prepared Graduates:**

31 11. Theatre artists critically inquire into the ways others have thought about and created drama
32 processes and productions to inform their own work.

33 **Grade Level Expectation:**

34 ~~4.~~ 3. Connect artistic experiences to our world; past, present, and future

35 GLE Code: ~~DT.2.3.4~~ DT.2.3.3

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Identify similarities and differences in stories from **multiple cultures in a guided drama experience**
4 **(e.g., process drama, story drama, creative drama).**

5 **Academic Context and Connections**

6 *Colorado Essential Skills:*

- 7 1. **Communicator: Digital Literacy**
8 2. **Community Member: Global and Cultural Awareness**
9 3. **Empowered Individual: Career Awareness**

10 *Inquiry Questions:*

- 11 1. Why are there so many plots that revolve around community and family stories? **(a)**
12 2. What plot elements tend to be similar in various stories? **(a)**
13 3. What can we learn from our collaborations? **(a)**

14 **Second Grade, Standard 3. Critically Respond**

15 **Prepared Graduates:**

16 ~~10:~~ **12.** Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

17 **Grade Level Expectation:**

18 ~~3:~~ **4.** Apply criteria to evaluate artistic work.

19 GLE Code: ~~DT.2.3.3~~ DT.2.3.4

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. With prompting and support **reflect on collaboration in a scene in a guided drama experience (e.g.,**
23 **process drama, story drama, creative drama).**
24 b. With prompting and support **discuss the use a prop or costume in a guided drama experience (e.g.,**
25 **process drama, story drama, creative drama) to describe characters, settings, or events.**
26 c. With prompting and support **describe how characters respond to challenges in a guided drama**
27 **experience (e.g., process drama, story drama, creative drama)**

28 **Academic Context and Connections**

29 *Colorado Essential Skills:*

- 30 1. **Communicator: Media Literacy**
31 2. **Communicator: Data Literacy**

32 *Inquiry Questions:*

- 33 1. How are performers impacted by feedback? **(a)**
34 2. Why is it important to use theatre-based vocabulary when discussing dramatizations? **(b)**
35 3. **How did the character react to the obstacles? (c)**

1 **Third Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.3.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. **Create roles, imagined worlds, and improvised stories in creative drama and theatre.**
10 b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in
11 drama/theatre work.
12 c. Investigate through collaboration to determine how characters might move and speak to support
13 the story and given circumstances in creative drama and theatre.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. **Communicator: Interpersonal Communication**
17 2. **Problem Solver: Critical Thinking and Analysis**
18 3. **Problem Solver: Creativity and Innovation**
19 4. **Problem Solver: Collaboration and Teamwork**
20 5. **Community Member: Social Awareness**
21 6. **Community Member: Civic Engagement**
22 7. **Empowered Individual: Self-Management**
23 8. **Empowered Individual: Self-Advocacy and Initiative**

24 *Inquiry Questions:*

- 25 1. What parts of your body are most used to portray a character? **(a)**
26 2. What parts of your body change to portray different characters? **(a)**
27 3. What do you need to know about your character before you can bring him or her to life? **(a)**
28 4. **What might the audience see that helps them know where this story takes place? (b)**
29 5. What etiquette is important in the collaboration process? **(c)**

30 **Third Grade, Standard 1. Create**

31 **Prepared Graduates:**

- 32 2. Theatre artists work to discover different ways of communicating meaning.

33 **Grade Level Expectation:**

- 34 2. Organize and develop artistic ideas and work.

35 GLE Code: DT.3.1.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Devise original ideas for creative drama and theatre through various forms of independent,
4 collaborative, and whole class investigation.

5 **Academic Context and Connections**

6 *Colorado Essential Skills:*

- 7 1. Communicator :Interpersonal Communication
8 2. Problem Solver: Creativity and Innovation
9 3. Problem Solver: Collaboration and Teamwork
10 4. Problem Solver: Adaptability and Flexibility
11 5. Community Member: Social Awareness
12 6. Community Member: Civic Engagement
13 7. Empowered Individual: Self-Management
14 8. Empowered Individual: Self-Advocacy and Initiative

15 *Inquiry Questions:*

- 16 1. Why must scenes have a beginning, middle and end? (a)

17 **Third Grade, Standard 1. Create**

18 **Prepared Graduates:**

- 19 4- 3. Theatre artists **seek** awareness of interrelationships between self and others to influence and
20 inform their work.

21 **Grade Level Expectation:**

- 22 4- 3. **Connect artistic ideas to personal experience and varied perspectives**

23 GLE Code: ~~DT.3.1.4~~ DT.3.1.3

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Use personal experience and background knowledge to create connections to community and
27 culture in creative drama and theatre.
28 b. **Explore how stories are adapted from literature to drama/theatre work.**

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Communicator: Interpersonal Communication
32 2. Problem Solver: Critical Thinking and Analysis
33 3. Problem Solver: Adaptability and Flexibility
34 4. Community Member: Social Awareness
35 5. Empowered Individual: Self-Awareness

1 *Inquiry Questions:*

- 2 1. How are these characters representative of their community or culture? (a)
- 3 2. How could we develop a play from this story or piece of literature? (b)

4 **Third Grade, Standard 1. Create**

5 **Prepared Graduates:**

- 6 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

7 **Grade Level Expectation:**

- 8 ~~3.~~ 4. Refine **towards completion of** artistic work

9 GLE Code: ~~DT.3.1.3~~ DT.3.1.4

10 **Evidence Outcomes**

11 *Students Can:*

- 12 a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of creative
- 13 drama and theatre.
- 14 b. Participate and contribute to physical and vocal exploration in an improvised or scripted work.
- 15 c. Practice and refine design and technical choices to support a devised or scripted work.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. Communicator: Interpersonal Communication
- 19 2. Problem Solver: Critical Thinking and Analysis
- 20 3. Problem Solver: Creativity and Innovation
- 21 4. Problem Solver: Collaboration and Teamwork
- 22 5. Problem Solver: Adaptability and Flexibility
- 23 6. Community Member: Social Awareness
- 24 7. Community Member: Civic Engagement
- 25 8. Empowered Individual: Self-Management
- 26 9. Empowered Individual: Self-Advocacy and Initiative
- 27 10. Empowered Individual: Perseverance and Resilience

28 *Inquiry Questions:*

- 29 1. Why is it important to consider your use of time? (a)
- 30 2. How is working alone different from working with a partner? (a)
- 31 3. What are the extents of your voice? (b)
- 32 4. What are the extents to your physical movements? (b)
- 33 5. Why is it good to refine and practice design and technical choices? (c)

34 **Third Grade, Standard 2. Perform**

35 **Prepared Graduates:**

- 36 5. Theatre artists make strong choices to effectively convey meaning.

1 **Grade Level Expectation:**

- 2 1. Select, analyze, and interpret artistic work for presentation.

3 GLE Code: DT.3.2.1

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. With prompting and support, identify and apply the elements of dramatic structure to a creative
7 drama or theatre work.
8 b. With support, investigate how movement and voice enhance a creative drama or theatre work.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Problem Solver: Critical Thinking and Analysis
12 2. Problem Solver: Creativity and Innovation
13 3. Empowered Individual: Self-Advocacy and Initiative
14 4. Empowered Individual Perseverance and Resilience

15 *Inquiry Questions:*

- 16 1. What is the idea that grabs your attention in a favorite story? (a)
17 2. How do theatrical performances and creative drama portray dramatic structure? (a)
18 3. How are movement and voice similar? (b)

19 **Third Grade, Standard 2. Perform**

20 **Prepared Graduates:**

- 21 6. Theatre artists develop personal processes and skills for a performance or design.

22 **Grade Level Expectation:**

- 23 2. Develop and refine artistic techniques, choices, and work for presentation.

24 GLE Code: DT.3.2.2

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. With prompting and support, collaborate as an ensemble to integrate movement and vocal choices
28 in a creative drama or theatre work.
29 b. With prompting and support, explore alternative basic technical elements (e.g. setting, props and
30 costumes) used in a creative drama or theatre work.

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Communicator: Media Literacy
34 2. Problem Solver: Collaboration and Teamwork

1 3. Problem Solver: Adaptability and Flexibility

2 4. Empowered Individual: Self-Awareness

3 *Inquiry Questions:*

4 1. How do the skills needed to create theatre change as the size of your group changes? (a)

5 2. How do the different elements of technical theatre impact an audience? (b)

6 **Third Grade, Standard 2. Perform**

7 **Prepared Graduates:**

8 7. Theatre artists understand and can communicate their creative process as they analyze the way
9 the world may be understood.

10 **Grade Level Expectation:**

11 3. Connect artistic work with audience, community, and ensemble

12 GLE Code: DT.3.2.3

13 **Evidence Outcomes**

14 *Students Can:*

15 a. Identify connections to community, social issues, and other content areas in drama/theatre work.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

18 1. Problem Solver: Critical Thinking and Analysis

19 2. Problem Solver: Adaptability and Flexibility

20 3. Community Member: Social Awareness

21 4. Community Member: Civic Engagement

22 *Inquiry Questions:*

23 1. Do you see any connections between a story and your own life? (a)

24 **Third Grade, Standard 2. Perform**

25 **Prepared Graduates:**

26 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
27 experience.

28 **Grade Level Expectation:**

29 4. Convey meaning through the presentation of artistic work.

30 GLE Code: ~~DT.3.2.3~~

DT.3.2.4

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. **With prompting and support, use individual, small ensemble and/or audience feedback to guide**
4 **performance choices in creative drama and theatre works.**

5 **Academic Context and Connections**

6 *Colorado Essential Skills:*

- 7 1. **Communicator: Interpersonal Communication**
8 2. **Communicator: Media Literacy**
9 3. **Community Member: Social Awareness**

10 *Inquiry Questions:*

- 11 1. How do you make your scene understandable to your audience? **(a)**
12 2. How does the audience's response to a performance alter the way it is performed? **(a)**

13 **Third Grade, Standard 3. Critically Respond**

14 **Prepared Graduates:**

- 15 ~~9.~~ **9.** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

16 **Grade Level Expectation:**

- 17 1. Perceive and analyze artistic work.

18 GLE Code: DT.3.3.1

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. **Understand and interpret why artistic choices are made in creative drama and theatre.**

22 **Academic Context and Connections**

23 *Colorado Essential Skills:*

- 24 1. **Communicator: Media Literacy**
25 2. **Problem Solver: Critical Thinking and Analysis**

26 *Inquiry Questions:*

- 27 1. What do you think about when watching a performance? **(a)**
28 2. How do the surroundings such as sets, props and costumes influence your opinion of a
29 performance? **(b)**

30 **Third Grade, Standard 3. Critically Respond**

31 **Prepared Graduates:**

- 32 ~~9.~~ **10.** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
33 and aesthetics.

1 **Grade Level Expectation:**
2 2. Interpret intent and meaning in artistic work.

3 GLE Code: DT.3.3.2

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Utilize various personal experiences and background knowledge to analyze creative drama and
7 theatre performances.
- 8 b. **Examine and analyze the different ways characters are developed through the inclusion of props,
9 costume design, and makeup that reflect cultural perspectives in creative drama and theatre.**
- 10 c. Examine how connections are made between oneself and a character’s emotions in creative drama
11 and theatre.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. **Communicator: Media Literacy**
- 15 2. **Communicator: Data Literacy**
- 16 3. **Problem Solver: Critical Thinking and Analysis**

17 *Inquiry Questions:*

- 18 1. How can personal experiences affect how audience members feel when viewing a performance?
19 (a)
- 20 2. What are the technical choices that develop characters? (b)
- 21 3. What are the physical choices that show how an actor connects his/herself to a character’s
22 emotions? (c)

23 **Third Grade, Standard 3. Critically Respond**

24 **Prepared Graduates:**

- 25 11. Theatre artists critically inquire into the ways others have thought about and created drama
26 processes and productions to inform their own work.

27 **Grade Level Expectation:**

28 4. **3. Connect artistic experiences to our world; past, present, and future**

29 GLE Code: ~~DT.3.3.4~~ DT.3.3.3

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. **Examine how artists have historically presented the same stories using different art forms, genres,
33 or drama/theatre conventions.**

34 **Academic Context and Connections**

35 *Colorado Essential Skills:*

- 36 1. **Communicator: Digital Literacy**

1 2. Community Member: Global and Cultural Awareness

2 3. Empowered Individual: Career Awareness

3 *Inquiry Questions:*

4 1. How is theatre in the United States different from other cultures? **How is it similar? (a)**

5 2. Why do various cultures seem to tell the same stories? **How do these similar stories differ? (a)**

6 3. How can we adapt our stories to understand other perspectives? **(a)**

7 4. How can we adapt our perspectives to understand other stories? **(a)**

8 **Third Grade, Standard 3. Critically Respond**

9 **Prepared Graduates:**

10 ~~10-~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

11 **Grade Level Expectation:**

12 ~~3-~~ 4. Apply criteria to evaluate artistic work.

13 GLE Code: ~~DT.3.3.3~~ DT.3.3.4

14 **Evidence Outcomes**

15 *Students Can:*

16 a. Identify the processes that groups use to evaluate creative drama and theatre work.

17 b. Consider and analyze design or technical elements from multiple drama/theatre works.

18 c. **Evaluate and analyze problems and situations in a drama/theatre work from an audience**
19 **perspective.**

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

22 1. **Communicator: Media Literacy**

23 2. **Communicator: Data Literacy**

24 *Inquiry Questions:*

25 1. What ways did the ensemble work together? **(a)**

26 2. Which ways created stronger theatre pieces? Why? **(a)**

27 3. How does the placement of items on stage affect the audience? **(b)**

28 4. Why is furniture set where it is in your house? **(b)**

29 5. How does the placement of items on stage affect the performers? **(b)**

30 6. Why is it important for audience members to see a problem solved on stage? **(c)**

31

1 **Fourth Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.4.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Generate the visual details of imagined worlds and improvised stories that support the given
10 circumstances in a creative drama or theatre work.
- 11 b. Visualize and design technical elements that support the story and given circumstances in creative
12 drama or theatre work.
- 13 c. Imagine and articulate how a character might move and speak to support the story and given
14 circumstances in a creative drama or theatre work.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. **Communicator: Interpersonal Communication**
- 18 2. **Problem Solver: Critical Thinking and Analysis**
- 19 3. **Problem Solver: Creativity and Innovation**
- 20 4. **Community Member: Social Awareness**
- 21 5. **Empowered Individual :Self-Advocacy and Initiative**

22 *Inquiry Questions:*

- 23 1. How can props, set and costumes help tell a story? **(a)**
- 24 2. **How can we design these technical elements? (b)**
- 25 3. How do voice and movement choices help clarify the story? **(c)**

26 **Fourth Grade, Standard 1. Create**

27 **Prepared Graduates:**

- 28 2. Theatre artists work to discover different ways of communicating meaning.

29 **Grade Level Expectation:**

- 30 2. Organize and develop artistic ideas and work.

31 GLE Code: DT.4.1.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters
- 4 and plots.
- 5 b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre
- 6 work to peers.

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Communicator: Interpersonal Communication
- 10 2. Problem Solver: Critical Thinking and Analysis
- 11 3. Problem Solver: Creativity and Innovation
- 12 4. Problem Solver: Collaboration and Teamwork
- 13 5. Problem Solver: Adaptability and Flexibility
- 14 6. Community Member: Social Awareness
- 15 7. Community Member: Civic Engagement
- 16 8. Empowered Individual: Self-Management
- 17 9. Empowered Individual: Self-Advocacy and Initiative

18 *Inquiry Questions:*

- 19 1. How can character and plot choices help to tell this story? (a)
- 20 2. How can this group identify and assign responsibilities to present this theatre work to our peers?
- 21 (b)

22 **Fourth Grade, Standard 1. Create**

23 **Prepared Graduates:**

- 24 4- 3. Theatre artists **seek** awareness of interrelationships between self and others to influence and
- 25 inform their work.

26 **Grade Level Expectation:**

- 27 4- 3. **Connect artistic ideas to personal experience and varied perspectives**

28 GLE Code: ~~DT.4.1.4~~ DT.4.1.3

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Investigate cross-cultural approaches to storytelling in drama/theatre work.
- 32 b. Compare the drama/theatre conventions of a given time period with those of the present.

33 **Academic Context and Connections**

34 *Colorado Essential Skills:*

- 35 1. Communicator: Interpersonal Communication
- 36 2. Problem Solver: Critical Thinking and Analysis

- 1 3. CommunityMember: Social Awareness
- 2 4. Community Member :Global and Cultural Awareness
- 3 5. Empowered Individual: Self-Awareness

4 *Inquiry Questions:*

- 5 1. How do personal or community experiences inform artmaking? (a)
- 6 2. How does theatre of this time period compare with today? (b)

7

8 **Fourth Grade, Standard 1. Create**

9 **Prepared Graduates:**

- 10 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

11 **Grade Level Expectation:**

- 12 ~~3.~~ 4. Refine **towards completion of** artistic work

13 GLE Code: ~~DT.4.1.3~~ DT.4.1.4

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of the creative
- 17 drama or theatre work.
- 18 b. Develop characters through physical and vocal explorations in an improvised or scripted work.
- 19 c. Practice and refine design and technical choices to fit the given parameters in a devised or scripted
- 20 work.

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. Communicator: Interpersonal Communication
- 24 2. Problem Solver: Critical Thinking and Analysis
- 25 3. Problem Solver: Creativity and Innovation
- 26 4. Problem Solver: Collaboration and Teamwork
- 27 5. Community Member: Social Awareness
- 28 6. Community Member: Civic Engagement
- 29 7. Empowered Individual: Self-Management
- 30 8. Empowered Individual: Self-Advocacy and Initiative
- 31 9. Empowered Individual: Perseverance and Resilience

32 *Inquiry Questions:*

- 33 1. How can we work together to rehearse and improve this theatre work? (a)
- 34 2. How can we develop our characters more fully through physical and vocal exploration? (b)
- 35 3. How can we refine technical choices to realize our artistic work? (c)

36

1 **Fourth Grade, Standard 2. Perform**

2 **Prepared Graduates:**

3 5. Theatre artists make strong choices to effectively convey meaning.

4 **Grade Level Expectation:**

5 1. Select, analyze, and interpret artistic work for presentation.

6 GLE Code: DT.4.2.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. **With support**, describe the underlying thoughts and emotions that create dialogue and action in a
10 creative drama or theatre work.
11 b. Use physical or vocal choices to create meaning in a drama or theatre work.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. **Problem Solver: Creativity and Innovation**
15 2. **Community Member: Social Awareness**
16 3. **Empowered Individual: Self-Advocacy and Initiative**
17 4. **Empowered Individual: Perseverance and Resilience**

18 *Inquiry Questions:*

- 19 1. **How do a character's thoughts and emotions drive how they speak and move on the stage? (a)**
20 2. **As an ensemble of artists, what artistic choices conveyed the clearest meaning and why? (b)**

21 **Fourth Grade, Standard 2. Perform**

22 **Prepared Graduates:**

23 6. Theatre artists develop personal processes and skills for a performance or design.

24 **Grade Level Expectation:**

25 2. Develop and refine artistic techniques, choices, and work for presentation.

26 GLE Code: DT.4.2.2

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. **Collaborate as an ensemble to integrate movement and vocal choices in a creative drama or**
30 **theatre work.**
31 b. Propose design or technical element choices to enhance the meaning of a creative drama or
32 theatre work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Digital Literacy
- 4 2. Problem Solver: Collaboration and Teamwork
- 5 3. Problem Solver: Adaptability and Flexibility
- 6 4. Empowered Individual: Self-Management

7 *Inquiry Questions:*

- 8 1. How can working together as an ensemble aid in creating a work larger than what one person can
9 do? (a)
- 10 2. How do we collaborate with others? Why? (a)
- 11 3. How does the addition of props, costumes, or and/other technical elements enhance the
12 performance? (b)

13 **Fourth Grade, Standard 2. Perform**

14 **Prepared Graduates:**

- 15 7. Theatre artists understand and can communicate their creative process as they analyze the way
16 the world may be understood.

17 **Grade Level Expectation:**

- 18 3. Connect artistic work with audience, community, and ensemble

19 GLE Code: DT.4.2.3

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Respond to community and social issues and incorporate other content areas in drama/theatre
23 work.

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Communicator: Interpersonal Communication
- 27 2. Problem Solver: Adaptability and Flexibility
- 28 3. Community Member: Social Awareness
- 29 4. Community Member: Civic Engagement

30 *Inquiry Questions:*

- 31 1. How might you perform a story that teaches a lesson about a social issue? (a)
- 32 2. What skills are needed for sharing an opinion? (a)

1 **Fourth Grade, Standard 2. Perform**

2 **Prepared Graduates:**

- 3 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
4 experience.

5 **Grade Level Expectation:**

- 6 4. Convey meaning through the presentation of artistic work.

7 GLE Code: ~~DT.4.2.3~~ DT.4.2.4

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Perform ensemble-based drama or theatre work for an audience of peers.

11 **Academic Context and Connections**

12 *Colorado Essential Skills:*

- 13 1. Communicator: Interpersonal Communication
14 2. Communicator: Media Literacy
15 3. Problem Solver: Collaboration and Teamwork
16 4. Community Member: Social Awareness

17 *Inquiry Questions:*

- 18 1. How can you be present, focused, and confident in a performance or sharing? (a)
19 2. How does this help convey meaning in a performance? (a)

20 **Fourth Grade, Standard 3. Critically Respond**

21 **Prepared Graduates:**

- 22 ~~8~~ 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

23 **Grade Level Expectation:**

- 24 1. Perceive and analyze artistic work.

25 GLE Code: DT.4.3.1

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Analyze personal reactions to artistic choices made in a creative drama or theatre work.

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Communicator: Media Literacy
32 2. Problem Solver: Critical Thinking and Analysis

1 *Inquiry Questions:*

- 2 1. How do students develop aesthetic choices in life? (a)
- 3 2. What kinds of art speaks to students and why? (a)
- 4 3. What does a work of art mean? (a)
- 5 4. How does this apply to the lives of our school and community? (a)

6 **Fourth Grade, Standard 3. Critically Respond**

7 **Prepared Graduates:**

- 8 ~~9~~ 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
9 and aesthetics.

10 **Grade Level Expectation:**

- 11 2. Interpret intent and meaning in artistic work.

12 GLE Code: DT.4.3.2

13 **Evidence Outcomes**

14 *Students Can:*

- 15 a. Compare and contrast multiple personal experiences when participating in or observing a drama or
16 theatre work.
- 17 b. Compare and contrast the characters in creative drama and theatre works through identifying prop
18 choices and makeup and costume designs that reflect cultural perspective.
- 19 c. Identify and discuss physiological changes connected to emotion and character development in
20 drama/theatre.

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. Communicator: Media Literacy
- 24 2. Communicator: Data Literacy
- 25 3. Problem Solver: Critical Thinking and Analysis

26 *Inquiry Questions:*

- 27 1. What selections in the performance most engaged the audience and why? (a)
- 28 2. Could you relate to character(s) in this story? Why or why not? (a)
- 29 3. How did props, makeup, and costume help create specific and believable characters? (b)
- 30 4. What changes did you observe in character(s) from the beginning to the end of the piece? (c)

31 **Fourth Grade, Standard 3. Critically Respond**

32 **Prepared Graduates:**

- 33 11. Theatre artists critically inquire into the ways others have thought about and created drama
34 processes and productions to inform their own work.

1 **Grade Level Expectation:**

2 ~~4.~~ 3. Connect artistic experiences to our world; past, present, and future

3 GLE Code: ~~DT.4.3.4~~ DT.4.3.3

4 **Evidence Outcomes**

5 *Students Can:*

6 a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

9 1. Communicator: Digital Literacy

10 2. Community Member: Global and Cultural Awareness

11 3. Empowered Individual: Career Awareness

12 *Inquiry Questions:*

13 1. What questions or themes are explored in a dramatic piece? (a)

14 2. Why are these themes relevant to our world today? (a)

15

16 **Fourth Grade, Standard 3. Critically Respond**

17 **Prepared Graduates:**

18 ~~10.~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

19 **Grade Level Expectation:**

20 ~~3.~~ 4. Apply criteria to evaluate artistic work.

21 GLE Code: ~~DT.4.3.3~~ DT.4.3.4

22 **Evidence Outcomes**

23 *Students Can:*

24 a. Propose a plan to evaluate a creative drama or theatre work.

25 b. Investigate how design or technical elements may support a theme or idea in a creative drama or
26 theatre work.

27 c. Hypothesize how a character's choices may impact an audience's perspective in a drama or theatre
28 work.

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

31 1. Communicator: Media Literacy

32 2. Communicator: Data Literacy

33 *Inquiry Questions:*

34 1. Is there a way we can share our thoughts about the work? (a)

- 1 2. How do we respond to theatre? (a)
- 2 3. How does design impact the performers and audience? (b)
- 3 4. What character choices most engaged the audience and why? (c)
- 4

1 **Fifth Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.5.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Invent physical qualities that reveal a character’s inner traits and given circumstances in the
10 imagined world of a drama or theatre work.
11 b. Propose design ideas that support the story and given circumstances in a drama or theatre work.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. **Communicator: Interpersonal Communication**
15 2. **Problem Solver: Critical Thinking and Analysis**
16 3. **Problem Solver: Creativity and Innovation**
17 4. **Community Member: Social Awareness**
18 5. **Empowered Individual: Self-Advocacy and Initiative**

19 *Inquiry Questions:*

- 20 1. **What kind of physical qualities reveal character? (a)**
21 2. **What type of design ideas could enhance the telling of this story? (b)**
22 3. **How do actors or designers bring up new ideas and information in an improvised scene/story?**
23 **(a)(b)**

24 **Fifth Grade, Standard 1. Create**

25 **Prepared Graduates:**

- 26 2. Theatre artists work to discover different ways of communicating meaning.

27 **Grade Level Expectation:**

- 28 2. Organize and develop artistic ideas and work.

29 GLE Code: DT.5.1.2

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. Collaborate with peers to make choices concerning a story’s imagined situation that enhance and
33 deepen characters and plot.

- 1 b. Participate in defined responsibilities of theatre practitioners in order to present a drama or
2 theatre work informally to an audience.

3 **Academic Context and Connections**

4 *Colorado Essential Skills:*

- 5 1. Communicator: Interpersonal Communication
6 2. Problem Solver: Critical Thinking and Analysis
7 3. Problem Solver: Creativity and Innovation
8 4. Problem Solver: Collaboration and Teamwork
9 5. Problem Solver: Adaptability and Flexibility
10 6. Community Member: Social Awareness
11 7. Community Member: Civic Engagement
12 8. Empowered Individual: Self-Management
13 9. Empowered Individual: Self-Advocacy and Initiative

14 *Inquiry Questions:*

- 15 1. How do students select acting or design choices that most clearly tell a story to an audience? (a)
16 2. How do they collaborate with ensemble members to make these selections? (b) Fifth Grade,
17 Standard 1. Create

18 **Prepared Graduates:**

- 19 4. 3. Theatre artists **seek** awareness of interrelationships between self and others to influence and
20 inform their work.

21 **Grade Level Expectation:**

- 22 4. 3. **Connect artistic ideas to personal experience and varied perspectives**

23 GLE Code: ~~DT.5.1.4~~ DT.5.1.3

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. **Analyze commonalities and differences between stories set in different cultures in preparation for**
27 **a drama/theatre work.**
28 b. **Identify historical sources that explain drama/theatre terminology and conventions.**

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Communicator: Interpersonal Communication
32 2. Problem Solver: Critical Thinking and Analysis
33 3. Community Member: Social Awareness
34 4. Community Member: Global and Cultural Awareness
35 5. Empowered Individual: Self-Awareness

1 *Inquiry Questions:*

- 2 1. What are the similarities and differences between these two stories and the cultures they are
3 from? (a)
4 2. When and where did this theatre term or convention originate? (b)

5 **Fifth Grade, Standard 1. Create**

6 **Prepared Graduates:**

- 7 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

8 **Grade Level Expectation:**

- 9 ~~3.~~ 4. Refine **towards completion of** artistic work

10 GLE Code: ~~DT.5.1.3~~ DT.5.1.4

11 **Evidence Outcomes**

12 *Students Can:*

- 13 a. Revise and improve improvised or scripted work through rehearsal and self or peer critique.
14 b. Make physical and vocal choices to continually develop characters in an improvised or scripted
15 drama/theatre work.
16 c. Create innovative solutions to design and technical problems that arise in rehearsal for drama and
17 theatre work.

18 **Academic Context and Connections**

19 *Colorado Essential Skills:*

- 20 1. Communicator: Interpersonal Communication
21 2. Problem Solver: Critical Thinking and Analysis
22 3. Problem Solver: Creativity and Innovation
23 4. Problem Solver: Collaboration and Teamwork
24 5. Problem Solver: Adaptability and Flexibility
25 6. Community Member: Social Awareness
26 7. Community Member: Civic Engagement
27 8. Empowered Individual: Self-Management
28 9. Empowered Individual: Self-Advocacy and Initiative
29 10. Empowered Individual: Perseverance and Resilience

30 *Inquiry Questions:*

- 31 1. How do we listen to feedback and work together as an ensemble to problem solve? (a)
32 2. How do we use our physical and vocal skills to continue to develop character? (b)
33 3. How do we solve technical problems together? (c)

34

1 **Fifth Grade, Standard 2. Perform**

2 **Prepared Graduates:**

3 5. Theatre artists make strong choices to effectively convey meaning.

4 **Grade Level Expectation:**

5 1. Select, analyze, and interpret artistic work for presentation.

6 GLE Code: DT.5.2.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Describe the underlying thoughts and emotions that create dialogue and action in a drama or
10 theatre work.
- 11 b. Make physical and vocal choices to interpret a character's motivation in a creative drama or
12 theatre work.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. **Problem Solver - Creativity and Innovation**
- 16 2. **Empowered Individual - Self-Advocacy and Initiative**
- 17 3. **Empowered Individual - Perseverance and Resilience**

18 *Inquiry Questions:*

- 19 1. **What is subtext? (a)**
- 20 2. **How does subtext affect a character's voice and movements? (a)**
- 21 3. **What impact will these choices have on the audience? (a)(b)**

22 **Fifth Grade, Standard 2. Perform**

23 **Prepared Graduates:**

24 6. Theatre artists develop personal processes and skills for a performance or design.

25 **Grade Level Expectation:**

26 2. Develop and refine artistic techniques, choices, and work for presentation.

27 GLE Code: DT.5.2.2

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. **As an ensemble, collaborate, implement, and choose acting exercises that can enhance a creative
31 drama or theatre work.**
- 32 b. **As an ensemble, collaborate, implement, and choose technical elements that can enhance a
33 creative drama or theatre work.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Digital Literacy
- 4 2. Problem Solver: Collaboration and Teamwork
- 5 3. Problem Solver: Adaptability and Flexibility
- 6 4. Empowered Individual: Self-Awareness

7 *Inquiry Questions:*

- 8 1. How do acting exercises enhance characterization in a theatre production? (a)
- 9 2. How do script requirements of environment, time, and action affect scene design? (b)

10 **Fifth Grade, Standard 2. Perform**

11 **Prepared Graduates:**

- 12 7. Theatre artists understand and can communicate their creative process as they analyze the way
- 13 the world may be understood.

14 **Grade Level Expectation:**

- 15 3. Connect artistic work with audience, community, and ensemble

16 GLE Code: DT.5.2.3

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Explain how drama/theatre connects oneself to a community or culture.

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Problem Solver: Critical Thinking and Analysis
- 23 2. Problem Solver: Adaptability and Flexibility
- 24 3. Community Member: Social Awareness
- 25 4. Community Member: Civic Engagement

26 *Inquiry Questions:*

- 27 1. How can theatre affect community? (a)
- 28 2. How can theatre connect members of a community? (a)
- 29 3. How can theatre help you understand another group in your community? (a)

30

31 **Fifth Grade, Standard 2. Perform**

32 **Prepared Graduates:**

- 33 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
- 34 experience.

1 **Grade Level Expectation:**
2 4. Convey meaning through the presentation of artistic work.

3 GLE Code: ~~DT.5.2.3~~ DT.5.2.4

4 **Evidence Outcomes**

5 *Students Can:*

- 6 a. Perform small ensemble drama or theatre work for an audience of peers.
- 7 b. **Demonstrate the use of technical elements to enhance the meaning of a creative drama or theatre**
- 8 **work.**

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. **Communicator: Interpersonal Communication**
- 12 2. **Communicator: Media Literacy**
- 13 3. **Community Member: Social Awareness**

14 *Inquiry Questions:*

- 15 1. How does performing a scene or play reflect an understanding of a theme or piece of dramatic
- 16 literature? **(a)**
- 17 2. What artistic skills do students utilize in a final performance or sharing? **(a)**
- 18 3. To what degree do they use body, voice, and imagination to convey ideas? **(a)**
- 19 4. How do technical selections help tell a story? **(b)**

20 **Fifth Grade, Standard 3. Critically Respond**

21 **Prepared Graduates:**

- 22 ~~8.~~ 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

23 **Grade Level Expectation:**

- 24 1. Perceive and analyze artistic work.

25 GLE Code: DT.5.3.1

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. **Explain personal reactions to artistic choices made in a drama/theatre work through participation**
- 29 **and observation.**

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. **Communicator: Media Literacy**
- 33 2. **Problem Solver: Critical Thinking and Analysis**

1 *Inquiry Questions:*

- 2 1. How do **you** make decisions about **your** personal aesthetics? (a)
- 3 2. What forces inform these selections? Why? (a)

4 **Fifth Grade, Standard 3. Critically Respond**

5 **Prepared Graduates:**

- 6 ~~9.~~ 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
- 7 and aesthetics.

8 **Grade Level Expectation:**

- 9 2. Interpret intent and meaning in artistic work.

10 GLE Code: DT.5.3.2

11 **Evidence Outcomes**

12 *Students Can:*

- 13 a. Justify or explain personal reactions when participating in or observing a drama or theatre work.
- 14 b. Explain responses to characters based on personal cultural perspectives when participating in or
- 15 observing drama/theatre work.
- 16 c. Investigate the effects of emotions on posture, gesture, breathing and vocal intonation in drama or
- 17 theatre work.

18 **Academic Context and Connections**

19 *Colorado Essential Skills:*

- 20 1. **Communicator: Media Literacy**
- 21 2. **Communicator: Data Literacy**
- 22 3. **Problem Solver: Critical Thinking and Analysis**

23 *Inquiry Questions:*

- 24 1. What was **your** initial emotional experience to the piece and why? (a)
- 25 2. Why do **you** think the artists made those choices? (a)
- 26 3. What impact did the **work** have on **you** as **an** audience member, and what other choices could
- 27 have helped to make a performance clearer or more meaningful? (b)
- 28 4. **In what ways can we observe the emotions of a character?** (c)
- 29 5. **How can an actor express emotion through voice and movement?** (c)

30

31 **Fifth Grade, Standard 3. Critically Respond**

32 **Prepared Graduates:**

- 33 11. Theatre artists critically inquire into the ways others have thought about and created drama
- 34 processes and productions to inform their own work.

1 **Grade Level Expectation:**

2 ~~4.~~ **3. Connect artistic experiences to our world; past, present, and future**

3 GLE Code: ~~DT.5.3.4~~ DT.5.3.3

4 **Evidence Outcomes**

5 *Students Can:*

6 a. **Investigate historical, global, and social issues expressed in drama/theatre work.**

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

9 **1. Communicator: Digital Literacy**

10 **2. Community Member: Global and Cultural Awareness**

11 **3. Empowered Individual: Career Awareness**

12 *Inquiry Questions:*

13 **1. What did the audience come away with in their hearts and minds after the performance? (a)**

14 **2. What moments were most engaging and why? (a)**

15 **3. What moments were the least engaging and why? (a)**

16 **4. If the performance could be reworked, what should be changed, altered, or clarified and why? (a)**

17

18 **Fifth Grade, Standard 3. Critically Respond**

19 **Prepared Graduates:**

20 ~~10.~~ **12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.**

21 **Grade Level Expectation:**

22 ~~3.~~ **4. Apply criteria to evaluate artistic work.**

23 GLE Code: ~~DT.5.3.3~~ DT.5.3.4

24 **Evidence Outcomes**

25 *Students Can:*

26 a. **Develop and implement a plan to evaluate drama or theatre work.**

27 b. **Assess how technical elements represent the theme of drama or theatre work.**

28 c. **Recognize and connect how a character's circumstances impact an audience's perspective in**
29 **drama or theatre work.**

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

32 **1. Communicator: Media Literacy**

33 **2. Communicator: Data Literacy**

1 *Inquiry Questions:*

2 1. Which character choices most engaged the audience and why? (a)

3 2. How did the costumes, props, sound, lighting, and scenic choices help the audience understand the
4 theme of the story? (b)

5 3. How does altering a design choice impact the performers and audience? (c)

6

1 **Sixth Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.6.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Identify possible solutions to staging challenges in a drama/theatre work.
10 b. Identify possible solutions to design challenges in a drama/theatre work.
11 c. Explore a scripted or improvised character by imagining the given circumstances in a
12 drama/theatre work.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. **Communicator: Interpersonal Communication**
16 2. **Problem Solver: Creativity and Innovation**
17 3. **Empowered Individual: Self-Advocacy and Initiative**

18 *Inquiry Questions:*

- 19 1. **Why does the location of the audience matter when telling a story in theatre? (a)**
20 2. **What seems like it would be the hardest technical part of doing this show? (b)**
21 3. **What is your character thinking? How do you know? (c)**

22 **Sixth Grade, Standard 1. Create**

23 **Prepared Graduates:**

- 24 2. Theatre artists work to discover different ways of communicating meaning.

25 **Grade Level Expectation:**

- 26 2. Organize and develop artistic ideas and work.

27 GLE Code: DT.6.1.2

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Use artistic choices to improve, examine and evolve original ideas in a devised or scripted
31 drama/theatre work.
32 b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising
33 drama/theatre work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Interpersonal Communication
- 4 2. Communicator: Digital Literacy
- 5 3. Problem Solver: Creativity and Innovation
- 6 4. Problem Solver: Collaboration and Teamwork
- 7 5. Empowered Individual: Self-Management

8 *Inquiry Questions:*

- 9 1. What makes a “good” story? (a)
- 10 2. In how many ways can one story be told? (a)
- 11 3. What role does imagination play in a scene or story? (b)

12 **Sixth Grade, Standard 1. Create**

13 **Prepared Graduates:**

- 14 4. 3. Theatre artists **seek** awareness of interrelationships between self and others to influence and
- 15 inform their work.

16 **Grade Level Expectation:**

- 17 4. 3. **Connect artistic ideas to personal experience and varied perspectives**

18 GLE Code: ~~DT.6.1.4~~ DT.6.1.3

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. **Explain how the actions and motivations of characters in a drama/theatre work impact**
- 22 **perspectives of self, community, or culture.**
- 23 b. **Investigate the time period and place of a drama/theatre work to better understand performance**
- 24 **and design choices.**

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Communicator: Interpersonal Communication
- 28 2. Problem Solver: Critical Thinking and Analysis
- 29 3. Problem Solver: Adaptability and Flexibility
- 30 4. Community Member: Social Awareness
- 31 5. Community Member: Global and Cultural Awareness
- 32 6. Empowered Individual: Self-Awareness

33 *Inquiry Questions:*

- 34 1. In what way do the actions of a character reflect those of self, community, or culture? (a)
- 35 2. How did performance and design choices help tell the story? (b)

1 **Sixth Grade, Standard 1. Create**

2 **Prepared Graduates:**

3 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

4 **Grade Level Expectation:**

5 ~~3.~~ 4. Refine and complete artistic work.

6 GLE Code: ~~DT.6.1.3~~ DT.6.1.4

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Articulate and refine choices in a devised or scripted drama/theatre work.
- 10 b. Identify and employ effective physical and vocal traits of characters in an improvised or scripted
- 11 drama/theatre work.
- 12 c. Explore a planned technical design during the rehearsal process for a devised or scripted
- 13 drama/theatre work.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. **Communicator: Interpersonal Communication**
- 17 2. **Problem Solver: Collaboration and Teamwork**
- 18 3. **Empowered Individual: Perseverance and Resilience**

19 *Inquiry Questions:*

- 20 1. Why is a theatre artist's focus important? (a)
- 21 2. How do you **select which choice to use?** (b)
- 22 3. What "roles" do you play in your own life? (c)

23 **Sixth Grade, Standard 2. Perform**

24 **Prepared Graduates:**

25 5. Theatre artists make strong choices to effectively convey meaning.

26 **Grade Level Expectation:**

27 1. Select, analyze, and interpret artistic work for presentation.

28 GLE Code: DT.6.2.1

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Identify the essential events in a story or script that make up the dramatic structure in a
- 32 drama/theatre work.
- 33 b. Experiment with various physical and vocal choices to communicate character in a drama/theatre
- 34 work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Problem Solver: Critical Thinking and Analysis
- 4 2. Problem Solver: Creativity and Innovation
- 5 3. Empowered Individual: Self-Advocacy and Initiative
- 6 4. Empowered Individual: Perseverance and Resilience

7 *Inquiry Questions:*

- 8 1. What are the steps in developing your character? (a)
- 9 2. You tried this, what else can you try? (b)

10 **Sixth Grade, Standard 2. Perform**

11 **Prepared Graduates:**

- 12 6. Theatre artists develop personal processes and skills for a performance or design.

13 **Grade Level Expectation:**

- 14 2. Develop and refine artistic techniques, choices, and work for presentation.

15 GLE Code: DT.6.2.2

16 **Evidence Outcomes**

17 *Students Can:*

- 18 a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.
- 19 b. Articulate how technical elements are integrated into a drama/theatre work.

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Communicator: Digital Literacy
- 23 2. Problem Solver: Adaptability and Flexibility
- 24 3. Empowered Individual: Self-Awareness
- 25 4. Empowered Individual: Self-Advocacy and Initiative

26 *Inquiry Questions:*

- 27 1. How do theatre games help you in your life? (a)
- 28 2. How can you connect our theatre games to our rehearsals? (a)
- 29 3. What technical elements do you notice in a show? (b)

30 **Sixth Grade, Standard 2. Perform**

31 **Prepared Graduates:**

- 32 7. Theatre artists understand and can communicate their creative process as they analyze the way
- 33 the world may be understood.

1 **Grade Level Expectation:**

2 3. Connect artistic work with audience, community, and ensemble

3 GLE Code: ~~DT.6.2.3~~

4 **Evidence Outcomes**

5 *Students Can:*

6 a. Identify universal themes or common social issues and express them through a drama/theatre
7 work.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

10 1. Problem Solver: Adaptability and Flexibility

11 2. Community Member: Social Awareness

12 3. Community Member: Civic Engagement

13 *Inquiry Questions:*

14 1. What impact does the universal theme or common social issue have on the drama/theatre work?
15 (a)

16 **Sixth Grade, Standard 2. Perform**

17 **Prepared Graduates:**

18 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
19 experience.

20 **Grade Level Expectation:**

21 4. Convey meaning through the presentation of artistic work.

22 GLE Code: ~~DT.6.2.3~~ DT.6.2.4

23 **Evidence Outcomes**

24 *Students Can:*

25 a. Adapt a drama/theatre work and present it for an audience.

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

28 1. Communicator: Interpersonal Communication

29 2. Communicator: Media Literacy

30 3. Community Member: Social Awareness

31 *Inquiry Questions:*

32 1. How did it feel to have an audience? (a)

33 2. What would you do differently next time? (a)

1 **Sixth Grade, Standard 3. Critically Respond**

2 **Prepared Graduates:**

3 ~~8.~~ **9.** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

4 **Grade Level Expectation:**

5 1. Perceive and analyze artistic work.

6 GLE Code: DT.6.3.1

7 **Evidence Outcomes**

8 *Students Can:*

9 a. Describe and record personal reactions to artistic choices in a drama/theatre work.

10 **Academic Context and Connections**

11 *Colorado Essential Skills:*

12 1. **Communicator: Media Literacy**

13 2. **Problem Solver: Critical Thinking and Analysis**

14 3. **Empowered Individual: Self-Awareness**

15 *Inquiry Questions:*

16 1. **How is experiencing theatre live different from sitting in a movie theater or watching a movie in**
17 **your living room? (a)**

18 **Sixth Grade, Standard 3. Critically Respond**

19 **Prepared Graduates:**

20 ~~9.~~ **10.** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
21 and aesthetics.

22 **Grade Level Expectation:**

23 2. Interpret intent and meaning in artistic work.

24 GLE Code: DT.6.3.2

25 **Evidence Outcomes**

26 *Students Can:*

27 a. Explain how artists make choices based on personal experience in a drama/theatre work.

28 b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

29 c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of
30 drama/theatre work.

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

33 1. **Communicator: Media Literacy**

- 1 2. Communicator: Data Literacy
- 2 3. Problem Solver: Critical Thinking and Analysis
- 3 4. Community Member: Global and Cultural Awareness
- 4 5. Empowered Individual: Self-Awareness

5 *Inquiry Questions:*

- 6 1. What would the experience have been like if costumes, scenery (etc.) were not there? (a)
- 7 2. How do the technical elements make you feel? (a)
- 8 3. How does someone else's point of view differ from yours? (b)
- 9 4. How would you have performed that character differently? (c)

10

11 **Sixth Grade, Standard 3. Critically Respond**

12 **Prepared Graduates:**

- 13 11. Theatre artists critically inquire into the ways others have thought about and created drama
14 processes and productions to inform their own work.

15 **Grade Level Expectation:**

- 16 ~~4.~~ 3. Connect artistic experiences to our world; past, present, and future

17 GLE Code: ~~DT.6.3.4~~ DT.6.3.3

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Research the story elements of a staged drama/theatre work and compare them to another
21 production of the same work.

22 **Academic Context and Connections**

23 *Colorado Essential Skills:*

- 24 1. Communicator: Digital Literacy
- 25 2. Problem Solver: Critical Thinking and Analysis
- 26 3. Community Member: Global and Cultural Awareness
- 27 4. Empowered Individual: Career Awareness

28 *Inquiry Questions:*

- 29 1. What stood out to you in the differences of the two stories? (a)

30 **Sixth Grade, Standard 3. Critically Respond**

31 **Prepared Graduates:**

- 32 ~~10.~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

33 **Grade Level Expectation:**

- 34 ~~3.~~ 4. Apply criteria to evaluate artistic work.

1 GLE Code: ~~DT.6.3.3~~ DT.6.3.4

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. Use supporting evidence and criteria to evaluate drama/theatre work.
- 5 b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.
- 6 c. Identify a specific audience or purpose for a drama/theatre work.

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Communicator: Media Literacy
- 10 2. Communicator: Data Literacy
- 11 3. Problem Solver: Critical Thinking and Analysis
- 12 4. Community Member: Social Awareness

13 *Inquiry Questions:*

- 14 1. How do you know what went well? (a)
- 15 2. How can the use of a prop, costume, piece of music, or other technical elements create a "history" with an audience? (b)
- 16 3. What did the technical aspects remind you of from your life? (c)
- 17 4. Why is storytelling important? (c)
- 18
- 19

1 **Seventh Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.7.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Integrate multiple perspectives and solutions to staging challenges in a drama/theater work.
10 b. Explain and present possible solutions to design challenges in a drama/theater work.
11 c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a
12 drama/theater work.

13 **Academic Context and Connections**

14 *Colorado Essential Skills:*

- 15 1. **Communicator: Interpersonal Communication**
16 2. **Problem Solver: Creativity and Innovation**
17 3. **Empowered Individual: Self-Advocacy and Initiative**

18 *Inquiry Questions:*

- 19 1. Why does the location of the audience matter when telling a story in theatre? (a)
20 2. How do you come to a solution (a)
21 3. What challenges does the script present and how might you overcome them? (b)
22 4. What are your character's inner thoughts? How do you know? (c)

23 **Seventh Grade, Standard 1. Create**

24 **Prepared Graduates:**

- 25 2. Theatre artists work to discover different ways of communicating meaning.

26 **Grade Level Expectation:**

- 27 2. Organize and develop artistic ideas and work.

28 GLE Code: DT.7.1.2

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Examine and justify original ideas and artistic choices in a drama/theater work based on
32 background knowledge and historical and cultural context.
33 b. Demonstrate mutual respect for self and others and their roles in preparing or devising
34 drama/theatre work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Interpersonal Communication
- 4 2. Communicator: Digital Literacy
- 5 3. Problem Solver: Creativity and Innovation
- 6 4. Problem Solver: Collaboration and Teamwork
- 7 5. Community Member: Social Awareness
- 8 6. Empowered Individual: Self-Management

9 *Inquiry Questions:*

- 10 1. What makes an actor's performance of a character intriguing? **How? (a)**
- 11 2. How do ensembles accomplish their goal? **(b)**

12 **Seventh Grade, Standard 1. Create**

13 **Prepared Graduates:**

- 14 4. **3.** Theatre artists **seek** awareness of interrelationships between self and others to influence and
- 15 inform their work.

16 **Grade Level Expectation:**

- 17 4. **3.** **Connect artistic ideas to personal experience and varied perspectives**

18 GLE Code: ~~DT.7.1.4~~ DT.7.1.3

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. **Consider incorporating multiple perspectives and diverse community ideas in a drama/theatre**
- 22 **work.**
- 23 b. **Examine research relevant to the drama/theatre work to better understand performance and**
- 24 **design choices.**

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Communicator: Interpersonal Communication
- 28 2. Problem Solver: Critical Thinking and Analysis
- 29 3. Problem Solver: Adaptability and Flexibility
- 30 4. Community Member: Social Awareness
- 31 5. Community Member: Global and Cultural Awareness
- 32 6. Empowered Individual: Self-Awareness

33 *Inquiry Questions:*

- 34 1. **How can you show respect for a space and the people who have worked to put together a**
- 35 **performance? (a)**
- 36 2. **How can research be used to enhance a drama/theatre work? (b)**

1 **Seventh Grade, Standard 1. Create**

2 **Prepared Graduates:**

3 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

4 **Grade Level Expectation:**

5 ~~3.~~ 4. Refine **towards completion of** artistic work

6 GLE Code: ~~DT.7.1.3~~ DT.7.1.4

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a
10 devised or scripted drama/theatre work.
- 11 b. Develop effective physical and vocal traits of characters in an improvised or scripted
12 drama/theatre work.
- 13 c. **Implement planned technical design elements during the rehearsal process for a devised or**
14 **scripted drama/theatre work**

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. **Communicator: Interpersonal Communication**
- 18 2. **Problem Solver: Collaboration and Teamwork**
- 19 3. **Empowered Individual: Perseverance and Resilience**

20 *Inquiry Questions:*

- 21 1. **How does staying in character enhance the rehearsal process? (a)**
- 22 2. **Why should you experiment with different choices for your character? (b)**
- 23 3. **What effect does one technical element have on another?" (c)**

24 **Seventh Grade, Standard 2. Perform**

25 **Prepared Graduates:**

26 5. Theatre artists make strong choices to effectively convey meaning.

27 **Grade Level Expectation:**

28 1. Select, analyze and interpret artistic work for presentation.

29 GLE Code: DT.7.2.1

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. **Experiment with various staging choices to enhance the story in a drama/theatre work.**
- 33 b. **Apply various character objectives in a drama/theatre work.**

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Problem Solver: Critical Thinking and Analysis
- 4 2. Problem Solver: Creativity and Innovation
- 5 3. Empowered Individual: Self-Advocacy and Initiative
- 6 4. Empowered Individual: Perseverance and Resilience

7 *Inquiry Questions:*

- 8 1. How can you adjust levels, space, tempo (etc.) to enhance your story? (a)
- 9 2. How does the ability to portray the same character from many perspectives enhance an actor's
- 10 skill? (b)

11 **Seventh Grade, Standard 2. Perform**

12 **Prepared Graduates:**

- 13 6. Theatre artists develop personal processes and skills for a performance or design.

14 **Grade Level Expectation:**

- 15 2. Develop and refine artistic techniques, choices, and work for presentation.

16 GLE Code: DT.7.2.2

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or
- 20 drama/theatre performance.
- 21 b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

22 **Academic Context and Connections**

23 *Colorado Essential Skills:*

- 24 1. Communicator: Digital Literacy
- 25 2. Problem Solver: Adaptability and Flexibility
- 26 3. Empowered Individual: Self-Awareness
- 27 4. Empowered Individual: Self-Advocacy and Initiative

28 *Inquiry Questions:*

- 29 1. Why do we play theatre games? (a)
- 30 2. How can you connect our theatre games to our rehearsals? (a)
- 31 3. Do inanimate objects have "character?" (b)
- 32 4. How can a story move from place to place and scene to scene through time? (b)

1 **Seventh Grade, Standard 2. Perform**

2 **Prepared Graduates:**

- 3 7. Theatre artists understand and can communicate their creative process as they analyze the way
4 the world may be understood.

5 **Grade Level Expectation:**

- 6 3. Connect artistic work with audience, community, and ensemble

7 GLE Code: ~~DT.7.2.3~~

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Incorporate music, dance, art, and/or media to heighten the connection between performer and
11 audience in a drama/theatre work.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Problem Solver: Adaptability and Flexibility
15 2. Community Member: Social Awareness
16 3. Community Member: Civic Engagement

17 *Inquiry Questions:*

- 18 1. How does the incorporation of other arts connect the performer and audience in a drama/theatre
19 work? (a)

20 **Seventh Grade, Standard 2. Perform**

21 **Prepared Graduates:**

- 22 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
23 experience.

24 **Grade Level Expectation:**

- 25 4. Convey meaning through the presentation of artistic work.

26 GLE Code: ~~DT.7.2.3~~ DT.7.2.4

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Communicator: Interpersonal Communication
33 2. Communicator: Media Literacy

1 3. **CommunityMember: Social Awareness**

2 *Inquiry Questions:*

3 1. How did it feel to have an audience? (a)

4 2. What were the differences between rehearsing and performing? (a)

5 **Seventh Grade, Standard 3. Critically Respond**

6 **Prepared Graduates:**

7 ~~8.~~ 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

8 **Grade Level Expectation:**

9 1. Perceive and analyze artistic work.

10 GLE Code: DT.7.3.1

11 **Evidence Outcomes**

12 *Students Can:*

13 a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

16 1. **Communicator: Media Literacy**

17 2. **Problem Solver: Critical Thinking and Analysis**

18 3. **Empowered Individual: Self-Awareness**

19 *Inquiry Questions:*

20 1. Why is criticism better than judgment? (a)

21 2. Do you hear your peers making fair, grounded criticisms and providing clear meaningful feedback?
22 (a)

23 3. What is the difference between meaningful critique and not? (a)

24 4. How can you bypass your initial (first) reaction to have a meaningful critique? (a)

25 **Seventh Grade, Standard 3. Critically Respond**

26 **Prepared Graduates:**

27 ~~9.~~ 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
28 and aesthetics.

29 **Grade Level Expectation:**

30 2. Interpret intent and meaning in artistic work.

31 GLE Code: DT.7.3.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Identify the artistic choices made based on personal experience in a drama/theatre work.
- 4 b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
- 5 c. Interpret how the use of personal aesthetics, preferences and beliefs can be used to discuss
- 6 drama/theatre work.

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Communicator :Media Literacy
- 10 2. Communicator: Data Literacy
- 11 3. Problem Solver: Critical Thinking and Analysis
- 12 4. Community Member: Global and Cultural Awareness
- 13 5. Empowered Individual: Self-Awareness

14 *Inquiry Questions:*

- 15 1. Why do you think the artists made their choice? (a)
- 16 2. How does someone else's perspective differ from yours? (b)
- 17 3. What other experiences in your life can you relate to the piece of theatre you just saw? (c)

18 **Seventh Grade, Standard 3. Critically Respond**

19 **Prepared Graduates:**

- 20 11. Theatre artists critically inquire into the ways others have thought about and created drama
- 21 processes and productions to inform their own work.

22 **Grade Level Expectation:**

- 23 4- 3. Connect artistic experiences to our world; past, present, and future

24 GLE Code: ~~DT.7.3.4~~ DT.7.3.3

25 **Evidence Outcomes**

26 *Students Can:*

- 27 a. Research and analyze two different versions of the same drama/theatre story to determine
- 28 differences and similarities in telling the story.

29 **Academic Context and Connections**

30 *Colorado Essential Skills:*

- 31 1. Communicator: Digital Literacy
- 32 2. Problem Solver: Critical Thinking and Analysis
- 33 3. Community Member: Global and Cultural Awareness
- 34 4. Empowered Individual: Career Awareness

1 *Inquiry Questions:*

2 1. How can seeing different perspectives deepen understanding? (a)

3 **Seventh Grade, Standard 3. Critically Respond**

4 **Prepared Graduates:**

5 ~~10~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

6 **Grade Level Expectation:**

7 ~~3~~ 4. Apply criteria to evaluate artistic work.

8 GLE Code: ~~DT.7.3.3~~ DT.7.3.4

9 **Evidence Outcomes**

10 *Students Can:*

11 a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.

12 b. Examine the aesthetics of the production elements in a drama/theatre work.

13 c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

16 1. Communicator: Media Literacy

17 2. Communicator: Data Literacy

18 3. Problem Solver: Critical Thinking and Analysis

19 4. Community Member: Social Awareness

20 *Inquiry Questions:*

21 1. Why is exposure to a range of performances necessary to develop strong critical evaluation skills?
22 (a)

23 2. What did you like about the technical aspects of the show and why? (b)

24 3. What is meant by ""we are our own worst critic?" (c)

25

26

1 **Eighth Grade, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.8.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre
10 work.
- 11 b. Imagine and explore possible solutions to design challenges of a performance space in a
12 drama/theatre work.
- 13 c. Develop a scripted or improvised character by articulating the character’s inner thoughts,
14 objectives, and motivations in a drama/theatre work.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. **Communicator: Interpersonal Communication**
- 18 2. **Problem Solver: Creativity and Innovation**
- 19 3. **Empowered Individual: Self-Advocacy and Initiative**

20 *Inquiry Questions:*

- 21 1. In what ways does exploring different perspectives affect the telling of the story visually? (a)
- 22 2. What is unique/a challenge in the space that we can use/overcome to tell our story? (b)
- 23 3. Why did your character choose that? (c)
- 24 4. What is the character thinking and how do you know it? (c)

25 **Eighth Grade, Standard 1. Create**

26 **Prepared Graduates:**

- 27 2. Theatre artists work to discover different ways of communicating meaning.

28 **Grade Level Expectation:**

- 29 2. Organize and develop artistic ideas and work.

30 GLE Code: DT.8.1.2

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. Articulate and apply background knowledge, research, and historical and cultural context to the
34 development of original ideas for a drama/theatre work.

- 1 b. Share leadership and responsibilities to develop collaborative goals when preparing or devising
2 drama/theatre work.

3 **Academic Context and Connections**

4 *Colorado Essential Skills:*

- 5 1. Communicator: Interpersonal Communication
6 2. Communicator: Digital Literacy
7 3. Problem Solver: Creativity and Innovation
8 4. Problem Solver: Collaboration and Teamwork
9 5. Community Member: Social Awareness
10 6. Empowered Individual: Self-Management

11 *Inquiry Questions:*

- 12 1. How do we use our experiences to help enhance the story? (a)
13 2. What shared goals do you and your teammates have? (b)

14 **Eighth Grade, Standard 1. Create**

15 **Prepared Graduates:**

- 16 4. 3. Theatre artists **seek** awareness of interrelationships between self and others to influence and
17 inform their work.

18 **Grade Level Expectation:**

- 19 4. 3. **Connect artistic ideas to personal experience and varied perspectives**

20 GLE Code: ~~DT.8.1.4~~ DT.8.1.3

21 **Evidence Outcomes**

22 *Students Can:*

- 23 a. Examine and analyze community issue through multiple perspectives in a drama/theatre work.
24 b. **Identify and use research and design choices in a drama/theatre work to enhance the work.**

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Communicator: Interpersonal Communication
28 2. Problem Solver: Critical Thinking and Analysis
29 3. Problem Solver: Adaptability and Flexibility
30 4. Community Member: Social Awareness
31 5. Community Member: Global and Cultural Awareness
32 6. Empowered Individual: Self-Awareness

33 *Inquiry Questions:*

- 34 1. **Why are themes in theatre and history cyclical? (a)**
35 2. **How did the research enhance the drama/theatre work? (b)**
36

1 **Eighth Grade, Standard 1. Create**

2 **Prepared Graduates:**

3 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

4 **Grade Level Expectation:**

5 ~~3.~~ 4. Refine **towards completion of** artistic work

6 GLE Code: ~~DT.8.1.3~~ DT.8.1.4

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
- 10 b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted
- 11 drama/theatre work.
- 12 c. Implement and refine a planned technical design using simple technology during the rehearsal
- 13 process for devised or scripted drama/theatre work.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. **Communicator: Interpersonal Communication**
- 17 2. **Problem Solver: Collaboration and Teamwork**
- 18 3. **Empowered Individual: Perseverance and Resilience**

19 *Inquiry Questions:*

- 20 1. **What insights to the character are you discovering in the rehearsal process? (a)**
- 21 2. **How have you altered the physical, vocal, and psychological choices for your character? (b)**
- 22 3. **How do technical elements enhance a theatrical performance? (c)**
- 23

24 **Eighth Grade, Standard 2. Perform**

25 **Prepared Graduates:**

26 5. Theatre artists make strong choices to effectively convey meaning.

27 **Grade Level Expectation:**

28 1. Select, analyze, and interpret artistic work for presentation.

29 GLE Code: DT.8.2.1

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. Explore different pacing to better communicate the story in a drama/theatre work.
- 33 b. Apply and justify various character objectives and tactics in a drama/theatre work to overcome an
- 34 obstacle.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. **Problem Solver: Critical Thinking and Analysis**
- 4 2. **Problem Solver: Creativity and Innovation**
- 5 3. **Empowered Individual: Self-Advocacy and Initiative**
- 6 4. **Empowered Individual: Perseverance and Resilience**

7 *Inquiry Questions:*

- 8 1. **How does changing the tempo add or detract from the clarity of the story? (a)**
- 9 2. **What makes a character believable? (b)**
- 10 3. **How do performers use personal experiences to enhance a scene or improvisation? (b)**

11 **Eighth Grade, Standard 2. Perform**

12 **Prepared Graduates:**

- 13 6. Theatre artists develop personal processes and skills for a performance or design.

14 **Grade Level Expectation:**

- 15 2. Develop and refine artistic techniques, choices, and work for presentation.

16 GLE Code: DT.8.2.2

17 **Evidence Outcomes**

18 *Students Can:*

- 19 a. Develop a variety of acting techniques to increase skills in a rehearsal or drama/theatre
- 20 performance.
- 21 b. Implement a variety of technical elements to create a design for a rehearsal or drama/theater
- 22 production.

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. **Communicator: Digital Literacy**
- 26 2. **Problem Solver: Adaptability and Flexibility**
- 27 3. **Empowered Individual: Self-Awareness**
- 28 4. **Empowered Individual: Self-Advocacy and Initiative**

29 *Inquiry Questions:*

- 30 1. **How do performers use characterization techniques to strengthen performance? (a)**
- 31 2. **What technique helps you the most? (a)**
- 32 3. **How do technical elements enhance a theatrical performance? (b)**

1 **Eighth Grade, Standard 2. Perform**

2 **Prepared Graduates:**

- 3 7. Theatre artists understand and can communicate their creative process as they analyze the way
4 the world may be understood.

5 **Grade Level Expectation:**

- 6 3. Connect artistic work with audience, community, and ensemble

7 GLE Code: ~~DT.8.2.3~~

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Establish a relationship with the audience and the ensemble during a performance of a
11 drama/theatre work

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Communicator: Digital Literacy
15 2. Problem Solver: Adaptability and Flexibility
16 3. Community Member: Social Awareness
17 4. Community Member: Civic Engagement

18 *Inquiry Questions:*

- 19 1. In what ways was the relationship established? (a)
20

21 **Eighth Grade, Standard 2. Perform**

22 **Prepared Graduates:**

- 23 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
24 experience.

25 **Grade Level Expectation:**

- 26 4. Convey meaning through the presentation of artistic work.

27 GLE Code: ~~DT.8.2.3~~ DT.8.2.4

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Perform a rehearsed drama/theatre work for an audience.

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. Communicator: Interpersonal Communication

- 1 2. Communicator: Media Literacy
- 2 3. Community Member : Social Awareness

3 *Inquiry Questions:*

- 4 1. What were the differences between performing and rehearsing? (a)

5 **Eighth Grade, Standard 3. Critically Respond**

6 **Prepared Graduates:**

- 7 ~~8.~~ 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

8 **Grade Level Expectation:**

- 9 1. Perceive and analyze artistic work.

10 GLE Code: DT.8.3.1

11 **Evidence Outcomes**

12 *Students Can:*

- 13 a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. Communicator: Media Literacy
- 17 2. Problem Solver: Critical Thinking and Analysis
- 18 3. Empowered Individual: Self-Awareness

19 *Inquiry Questions:*

- 20 1. How do you use your knowledge and opinions to constructively critique? (a)

21 **Eighth Grade, Standard 3. Critically Respond**

22 **Prepared Graduates:**

- 23 ~~9.~~ 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
- 24 and aesthetics.

25 **Grade Level Expectation:**

- 26 2. Interpret intent and meaning in artistic work.

27 GLE Code: DT.8.3.2

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Summarize and share artistic choices when participating in or observing a drama/theatre work.
- 31 b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
- 32 c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Media Literacy
- 4 2. Communicator: Data Literacy
- 5 3. Problem Solver: Critical Thinking and Analysis
- 6 4. Community Member: Global and Cultural Awareness
- 7 5. Empowered Individual: Self-Awareness

8 *Inquiry Questions:*

- 9 1. Why is it fun to see history brought to life through theatrical design and character representation?
10 (a)
- 11 2. How does someone else’s perspective differ from your own? (b)
- 12 3. What other experiences in your life can you relate to the piece of theatre you just saw? (c)

13 **Eighth Grade, Standard 3. Critically Respond**

14 **Prepared Graduates:**

- 15 11. Theatre artists critically inquire into the ways others have thought about and created drama
16 processes and productions to inform their own work.

17 **Grade Level Expectation:**

- 18 4- 3. Connect artistic experiences to our world; past, present, and future

19 GLE Code: ~~DT.8.3.4~~ DT.8.3.3

20 **Evidence Outcomes**

21 *Students Can:*

- 22 a. Research the story elements of a staged drama/theatre work and compare them to another
23 production of the same work.

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Communicator: Digital Literacy
- 27 2. Problem Solver: Critical Thinking and Analysis
- 28 3. Community Member: Global and Cultural Awareness
- 29 4. Empowered Individual: Career Awareness

30 *Inquiry Questions:*

- 31 1. How does studying theatre from a particular time period help us to better understand that era as
32 well as our current time frame? (a)
- 33 2. How do theatre participants use their knowledge and opinions to constructively critique? (a)

34

1 **Eighth Grade, Standard 3. Critically Respond**

2 **Prepared Graduates:**

3 ~~10.~~ **12.** Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

4 **Grade Level Expectation:**

5 ~~3.~~ **4.** Apply criteria to evaluate artistic work.

6 GLE Code: ~~DT.8.3.3~~ DT.8.3.4

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Critique a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
10 b. Analyze the production elements used in a drama/theatre work to assess aesthetic choices.
11 c. Assess the impact of a drama/theatre work on a specific audience.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 **1. Communicator: Media Literacy**
15 **2. Communicator: Data Literacy**
16 **3. Problem Solver: Critical Thinking and Analysis**
17 **4. Community Member: Social Awareness**

18 *Inquiry Questions:*

- 19 **1. What criteria did this performance meet? (a)**
20 **2. What criteria is it important to evaluate? (a)**
21 **3. What makes a performance good? (a)**
22 **4. What transported you to the world? (b)**
23 **5. What elements effectively connected to the story? (b)**
24 **6. How did you feel? (c)**
25 **7. What type of audience are you? (c)**

26
27

1 **High School - Fundamental Pathway, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.H1.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
10 b. Explore the impact of technology on design choices in a drama/theatre work.
11 c. Generate ideas about a character that are believable and authentic using script analysis.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. **Communicator: Interpersonal Communication**
15 2. **Problem Solver: Creativity and Innovation**
16 3. **Empowered Individual: Self-Advocacy and Initiative**

17 *Inquiry Questions:*

- 18 1. **In what ways does research affect our telling of the story visually? (a)**
19 2. **How can using current technologies such as social networking, internet research, and media**
20 **support and assist with telling a story? (b)**
21 3. **How does the ensemble process help to build character? (c)**
22 4. **How does analyzing character help to understand behavior? (c)**

23 **High School - Fundamental Pathway, Standard 1. Create**

24 **Prepared Graduates:**

- 25 2. Theatre artists work to discover different ways of communicating meaning.

26 **Grade Level Expectation:**

- 27 2. Organize and develop artistic ideas and work.

28 GLE Code: DT.H1.1.2

29 **Evidence Outcomes**

30 *Students Can:*

- 31 a. Explore the function of history and culture in the development of a dramatic concept through a
32 critical analysis of original ideas in a drama/theatre work.
33 b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore
34 their interdependent roles in a drama/theatre work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Digital Literacy
- 4 2. Problem Solver: Creativity and Innovation
- 5 3. Problem Solver: Collaboration and Teamwork
- 6 4. Empowered Individual: Self-Management

7 *Inquiry Questions:*

- 8 1. How is the creative process influenced by the technical aspects of a production? (a)
- 9 2. How does creating characters enhance real-world connections to literary and historical characters
10 and diverse cultures? (a)
- 11 3. How can one incorporate dance, music, and visual arts in creating a character? (b)

12 **High School - Fundamental Pathway, Standard 1. Create**

13 **Prepared Graduates:**

- 14 4. 3. Theatre artists **seek** awareness of interrelationships between self and others to influence and
15 inform their work.

16 **Grade Level Expectation:**

- 17 4. 3. **Connect artistic ideas to personal experience and varied perspectives**

18 GLE Code: ~~DT.H1.1.4~~ — DT.H1.1.3

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Investigate how cultural perspectives, community ideas and personal beliefs impact a
22 drama/theatre work.
- 23 b. **Explore how personal, cultural, global, and historic belief systems affect creative choices in a**
24 **drama/theatre work.**

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. Communicator: Interpersonal Communication
- 28 2. Problem Solver: Critical Thinking and Analysis
- 29 3. Problem Solver: Adaptability and Flexibility
- 30 4. Community Member: Social Awareness
- 31 5. Community Member: Global and Cultural Awareness
- 32 6. Empowered Individual: Self-Awareness

33 *Inquiry Questions:*

- 34 1. In what ways do your own personal beliefs change a drama/theatre work? (a)
- 35 2. How does music, dance, or art convey a culture or experience? (b)

36

1 **High School - Fundamental Pathway, Standard 1. Create**

2 **Prepared Graduates:**

3 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

4 **Grade Level Expectation:**

5 ~~3.~~ 4. Refine **towards completion of** artistic work

6 GLE Code: ~~DT.H1.1.3~~ DT.H1.1.4

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- 10 b. Explore physical, vocal, and physiological choices to develop a performance that is believable,
- 11 authentic, and relevant to a drama/theatre work.
- 12 c. Refine technical design choices to support the story and emotional impact of a devised or scripted
- 13 drama/theatre work.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. **Communicator: Interpersonal Communication**
- 17 2. **Problem Solver: Collaboration and Teamwork**
- 18 3. **Empowered Individual: Perseverance and Resilience**

19 *Inquiry Questions:*

- 20 1. **How can staging influence the clarity of your story? (a)**
- 21 2. **Do physical, vocal, or psychological choices lead to creating the most believable character? (b)**
- 22 3. **What revisions did you make from your original idea? (c)**
- 23

25 **High School - Fundamental Pathway, Standard 2. Perform**

26 **Prepared Graduates:**

27 5. Theatre artists make strong choices to effectively convey meaning.

28 **Grade Level Expectation:**

29 1. Select, analyze, and interpret artistic work for presentation.

30 GLE Code: DT.H1.2.1

31 **Evidence Outcomes**

32 *Students Can:*

- 33 a. Examine how character relationships assist in telling the story of a drama/theatre work.
- 34 b. Shape artistic choices using given circumstances in a drama/theatre work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Problem Solver: Critical Thinking and Analysis
- 4 2. Problem Solver: Creativity and Innovation
- 5 3. Empowered Individual: Self-Advocacy and Initiative
- 6 4. Empowered Individual: Perseverance and Resilience

7 *Inquiry Questions:*

- 8 1. Each actor is responsible for telling their character's story, in what way can you ensure each
- 9 character's story is told? (a)
- 10 2. Why is research in the support of a theatrical production necessary? (b)
- 11 3. How can awareness of history affect the understanding of a production? (b)
- 12 4. What is the value of exhibiting and understanding technical aspects of a production? (b)

13 **High School - Fundamental Pathway, Standard 2. Perform**

14 **Prepared Graduates:**

- 15 6. Theatre artists develop personal processes and skills for a performance or design.

16 **Grade Level Expectation:**

- 17 2. Develop and refine artistic techniques, choices, and work for presentation.

18 GLE Code: DT.H1.2.2

19 **Evidence Outcomes**

20 *Students Can:*

- 21 a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- 22 b. Use research and script analysis to discover the impact design has for a drama/theatre production.

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. Communicator: Digital Literacy
- 26 2. Problem Solver: Adaptability and Flexibility
- 27 3. Empowered Individual: Self-Awareness
- 28 4. Empowered Individual: Self-Advocacy and Initiative

29 *Inquiry Questions:*

- 30 1. What different strategies did you try during your rehearsal process? (a)
- 31 2. How did real time decisions in rehearsal influence your designs/technical work? (b)

32

1 **High School - Fundamental Pathway, Standard 2. Perform**

2 **Prepared Graduates:**

- 3 7. Theatre artists understand and can communicate their creative process as they analyze the way
4 the world may be understood.

5 **Grade Level Expectation:**

- 6 3. Connect artistic work with audience, community, and ensemble

7 GLE Code: ~~DT.H1.2.3~~

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Apply creative processes to tell stories in a scripted drama/theatre work, to connect with audience,
11 community, and ensemble.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Problem Solver: Adaptability and Flexibility
15 2. Community Member: Social Awareness
16 3. Community Member: Civic Engagement

17 *Inquiry Questions:*

- 18 1. How was your creative process effective in connecting to the ensemble, community, and
19 audience? (a)

20 **High School - Fundamental Pathway, Standard 2. Perform**

21 **Prepared Graduates:**

- 22 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
23 experience.

24 **Grade Level Expectation:**

- 25 4. Convey meaning through the presentation of artistic work.

26 GLE Code: ~~DT.H1.2.3~~ DT.H1.2.4

27 **Evidence Outcomes**

28 *Students Can:*

- 29 a. Perform a scripted drama/theatre work for a specific audience.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Communicator: Interpersonal Communication
33 2. Communicator: Media Literacy

1 3. CommunityMember: Social Awareness

2 *Inquiry Questions:*

3 1. Does the performance change depending on the audience? (a)

4 2. How does a performance change? (a)

5 3. Who is the intended audience? (a)

6 **High School - Fundamental Pathway, Standard 3. Critically Respond**

7 **Prepared Graduates:**

8 & 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

9 **Grade Level Expectation:**

10 1. Perceive and analyze artistic work.

11 GLE Code: DT.H1.3.1

12 **Evidence Outcomes**

13 *Students Can:*

14 a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic
15 choices.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

18 1. Communicator: Media Literacy

19 2. Problem Solver: Critical Thinking and Analysis

20 3. Empowered Individual: Self-Awareness

21 *Inquiry Questions:*

22 1. What do you notice? (a)

23 2. What was intriguing about this performance? (b)

24 **High School - Fundamental Pathway, Standard 3. Critically Respond**

25 **Prepared Graduates:**

26 9. 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
27 and aesthetics.

28 **Grade Level Expectation:**

29 2. Interpret intent and meaning in artistic work.

30 GLE Code: DT.H1.3.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Analyze and compare artistic choices developed from personal experiences in multiple
- 4 drama/theatre works.
- 5 b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a
- 6 drama/theatre work.
- 7 c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a
- 8 drama/theatre work.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Communicator: Media Literacy
- 12 2. Communicator: Data Literacy
- 13 3. Problem Solver: Critical Thinking and Analysis
- 14 4. Community Member: Global and Cultural Awareness
- 15 5. Empowered Individual: Self-Awareness

16 *Inquiry Questions:*

- 17 1. How can artistic choices affect a production? (a)
- 18 2. How might someone with a different perspective interpret the performance? (b)
- 19 3. What did you appreciate and why? (c)

20 **Drama and Theatre Arts**

21 **High School - Fundamental Pathway, Standard 3. Critically Respond**

22 **Prepared Graduates:**

- 23 11. Theatre artists critically inquire into the ways others have thought about and created drama
- 24 processes and productions to inform their own work.

25 **Grade Level Expectation:**

- 26 4. 3. Connect artistic experiences to our world; past, present, and future

27 GLE Code: ~~DT.H1.3.4~~ DT.H1.3.3

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Implement fundamental theatre research methods to better understand the social and cultural
- 31 background of a drama/theatre work.
- 32 b. Connect drama/theatre knowledge, skills, training, and self-discipline needed to pursue career and
- 33 technical opportunities in theatre to personal skills and goals.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. **Communicator: Digital Literacy**
- 4 2. **Problem Solver: Critical Thinking and Analysis**
- 5 3. **Community Member: Global and Cultural Awareness**
- 6 4. **Empowered Individual: Career Awareness**

7 *Inquiry Questions:*

- 8 1. **What new discoveries were made in your research to better understand the background of the**
- 9 **work? (a)**
- 10 2. **What skills were necessary for the artists who created a piece of live theatre? (b)**

11

12 **High School - Fundamental Pathway, Standard 3. Critically Respond**

13 **Prepared Graduates:**

14 ~~10.~~ **12.** Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

15 **Grade Level Expectation:**

16 ~~3.~~ **4.** Apply criteria to evaluate artistic work.

17 GLE Code: ~~DT.H1.3.3~~ DT.H1.3.4

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms,
- 21 history, culture, and other disciplines.
- 22 b. **Evaluate** the aesthetics of the production elements in a drama/theatre work.
- 23 c. Formulate a deeper understanding and appreciation of a drama/theatre work by assessing its
- 24 specific purpose or intended audience.

25 **Academic Context and Connections**

26 *Colorado Essential Skills:*

- 27 1. **Communicator: Media Literacy**
- 28 2. **Communicator: Data Literacy**
- 29 3. **Problem Solver: Critical Thinking and Analysis**
- 30 4. **Community Member: Social Awareness**

31 *Inquiry Questions:*

- 32 1. **What evidence do you have to support your opinion? (a)**
- 33 2. **Which elements and principles of design were utilized? How? (b)**
- 34 3. **What roles does an audience play in a variety of performances? (c)**

35

1 **High School - Advanced Pathway, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.H2.1.1

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Investigate historical and cultural conventions and their impact on the visual composition of a
10 drama/theatre work.
- 11 b. Understand and apply technology to design solutions for a drama/theatre work.
- 12 c. Develop a character that is believable and authentic in a drama/theatre work based on personal
13 experiences and knowledge.

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. **Communicator: Interpersonal Communication**
- 17 2. **Problem Solver: Creativity and Innovation**
- 18 3. **Empowered Individual: Self-Awareness**
- 19 4. **Empowered Individual: Self-Advocacy and Initiative**

20 *Inquiry Questions:*

- 21 1. Why is research in the support of a theatrical production necessary? **(a)**
- 22 2. Why is identifying and understanding design elements critical to the success of a production? **(b)**
- 23 3. **What are the choices you are making to develop your character? (c)**

24 **High School - Advanced Pathway, Standard 1. Create**

25 **Prepared Graduates:**

- 26 2. Theatre artists work to discover different ways of communicating meaning.

27 **Grade Level Expectation:**

- 28 2. Organize and develop artistic ideas and work.

29 GLE Code: DT.H2.1.2

30 **Evidence Outcomes**

31 *Students Can:*

- 32 a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural
33 influences of original ideas applied to a drama/theatre work.
- 34 b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

1 **Academic Context and Connections**

2 *Colorado Essential Skills:*

- 3 1. Communicator: Digital Literacy
- 4 2. Problem Solver: Creativity and Innovation
- 5 3. Problem Solver: Collaboration and Teamwork
- 6 4. Empowered Individual: Self-Management

7 *Inquiry Questions:*

- 8 1. What types of themes and practices within a theatrical process can be identified and compared
- 9 with other mediums? (a)
- 10 2. What are effective methods to determine effective casting, staging, and technical choices? (b)

11 **High School - Advanced Pathway, Standard 1. Create**

12 **Prepared Graduates:**

- 13 4. 3. Theatre artists **seek** awareness of interrelationships between self and others to influence and
- 14 inform their work.

15 **Grade Level Expectation:**

- 16 4. 3. **Connect artistic ideas to personal experience and varied perspectives**

17 GLE Code: ~~DT.H2.1.4~~ DT.H2.1.3

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Choose and interpret a drama/theatre work to connect and question beliefs
- 21 b. Creative choices made are based on connections with the selected topic.
- 22 c. Integrate connections and knowledge from different art forms and disciplines to develop a
- 23 drama/theatre work.

24 **Academic Context and Connections**

25 *Colorado Essential Skills:*

- 26 1. Communicator: Interpersonal Communication
- 27 2. Problem Solver: Critical Thinking and Analysis
- 28 3. Problem Solver: Adaptability and Flexibility
- 29 4. Community Member: Social Awareness
- 30 5. Community Member: Global and Cultural Awareness
- 31 6. Empowered Individual: Self-Awareness

32 *Inquiry Questions:*

- 33 1. How does this material connect to your life? (a)
- 34 2. What impact would performing this material have on yourself or the community? (a)
- 35 3. How does your design/choice connect to your beliefs about the story? (b)
- 36 4. In what ways do your connections to other art forms enhance the artistic choices (c)
- 37

1 **High School - Advanced Pathway, Standard 1. Create**

2 **Prepared Graduates:**

3 ~~3.~~ 4. Theatre artists refine their work and practice their craft through rehearsal.

4 **Grade Level Expectation:**

5 ~~3.~~ 4. Refine **towards completion of** artistic work

6 GLE Code: ~~DT.H2.1.3~~ DT.H2.1.4

7 **Evidence Outcomes**

8 *Students Can:*

- 9 a. Analyze the dramatic concept and technical design elements of a devised or scripted
10 drama/theatre work through the use of the rehearsal process.
- 11 b. Revise physical, vocal, and physiological choices impacting the believability and relevance of a
12 drama/theatre work by using research and script analysis.
- 13 c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance
14 the story and emotional impact of a devised or scripted drama/theatre work.

15 **Academic Context and Connections**

16 *Colorado Essential Skills:*

- 17 1. **Communicator: Interpersonal Communication**
- 18 2. **Communicator: Digital Literacy**
- 19 3. **Problem Solver: Collaboration and Teamwork**
- 20 4. **Empowered Individual: Perseverance and Resilience**

21 *Inquiry Questions:*

- 22 1. **How are technical conventions being used throughout rehearsal to convey meaning? (a)**
- 23 2. **Which acting method had the biggest impact on your physical, vocal, and psychological choices?**
24 **(b)**
- 25 3. **How did collaboration influence your revisions? (c)**

26 **High School - Advanced Pathway, Standard 2. Perform**

27 **Prepared Graduates:**

28 5. Theatre artists make strong choices to effectively convey meaning.

29 **Grade Level Expectation:**

30 1. Select, analyze, and interpret artistic work for presentation.

31 GLE Code: DT.H2.2.1

32 **Evidence Outcomes**

33 *Students Can:*

34 a. Discover how unique choices shape believable and sustainable drama/theatre work.

- 1 b. Assess essential text information, research from various sources, and the director’s concept that
2 influence artistic choices in a drama/theatre work.

3 **Academic Context and Connections**

4 *Colorado Essential Skills:*

- 5 1. Problem Solver: Critical Thinking and Analysis
6 2. Problem Solver: Creativity and Innovation
7 3. Empowered Individual: Self-Advocacy and Initiative
8 4. Empowered Individual: Perseverance and Resilience

9 *Inquiry Questions:*

- 10 1. What skills are essential in portraying a believable character? (a)
11 2. What is the director's responsibility in regard to their commitment to the production? (b)

12 **High School - Advanced Pathway, Standard 2. Perform**

13 **Prepared Graduates:**

- 14 6. Theatre artists develop personal processes and skills for a performance or design.

15 **Grade Level Expectation:**

- 16 2. Develop and refine artistic techniques, choices, and work for presentation.

17 GLE Code: DT.H2.2.2

18 **Evidence Outcomes**

19 *Students Can:*

- 20 a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
21 b. Apply technical elements and research to create a design that communicates the concept of a
22 drama/theatre production.

23 **Academic Context and Connections**

24 *Colorado Essential Skills:*

- 25 1. Communicator: Digital Literacy
26 2. Problem Solver: Adaptability and Flexibility
27 3. Empowered Individual: Self-Awareness
28 4. Empowered Individual: Self-Advocacy and Initiative

29 *Inquiry Questions:*

- 30 1. How is the creative process influenced by the technical aspects of a production? (a)
31 2. What are the best practices to facilitate rehearsal? (b)

1 **High School - Advanced Pathway, Standard 2. Perform**

2 **Prepared Graduates:**

- 3 7. Theatre artists understand and can communicate their creative process as they analyze the way
4 the world may be understood.

5 **Grade Level Expectation:**

- 6 3. Connect artistic work with audience, community, and ensemble

7 GLE Code: ~~DT.H2.2.3~~

8 **Evidence Outcomes**

9 *Students Can:*

- 10 a. Execute creative processes to tell stories in a scripted drama/theatre work, to connect with
11 audience, community, and ensemble.

12 **Academic Context and Connections**

13 *Colorado Essential Skills:*

- 14 1. Problem Solver: Adaptability and Flexibility
15 2. Community Member: Social Awareness
16 3. Community Member: Civic Engagement

17 *Inquiry Questions:*

- 18 1. How has your performance grown in connecting with the audience, community, and ensemble? (a)

19 **High School - Advanced Pathway, Standard 2. Perform**

20 **Prepared Graduates:**

- 21 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
22 experience.

23 **Grade Level Expectation:**

- 24 4. Convey meaning through the presentation of artistic work.

25 GLE Code: ~~DT.H2.2.3~~ DT.H2.2.4

26 **Evidence Outcomes**

27 *Students Can:*

- 28 a. Present a drama/theatre work using creative processes that shape the production for a specific
29 audience.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Communicator: Interpersonal Communication
33 2. Communicator: Media Literacy

1 **3. CommunityMember: Social Awareness**

2 *Inquiry Questions:*

- 3 1. How does the production process impact the final product? (a)
- 4 2. How do performance styles affect the outcome of a production? (a)
- 5 3. What criteria make a play performance better or worse than another? (a)

6 **High School - Advanced Pathway, Standard 3. Critically Respond**

7 **Prepared Graduates:**

- 8 & 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

9 **Grade Level Expectation:**

- 10 1. Perceive and analyze artistic work.

11 GLE Code: DT.H2.3.1

12 **Evidence Outcomes**

13 *Students Can:*

- 14 a. Respond to what is seen, felt, and heard in a drama/theatre work to analyze artistic choices and to
15 formulate meaningful feedback.

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. **Communicator: Media Literacy**
- 19 2. **Problem Solver: Critical Thinking and Analysis**
- 20 3. **Empowered Individual: Self-Awareness**

21 *Inquiry Questions:*

- 22 1. How does objectivity relate to experiencing a piece of art? (a)
- 23 2. How would you have done the work differently? (a)

24 **High School - Advanced Pathway, Standard 3. Critically Respond**

25 **Prepared Graduates:**

- 26 9. 10. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
27 and aesthetics.

28 **Grade Level Expectation:**

- 29 2. Interpret intent and meaning in artistic work.

30 GLE Code: DT.H2.3.2

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating
- 4 in or observing a drama/theatre work.
- 5 b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and
- 6 understanding.
- 7 c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and
- 8 observation of drama/theatre work.

9 **Academic Context and Connections**

10 *Colorado Essential Skills:*

- 11 1. Communicator: Media Literacy
- 12 2. Communicator: Data Literacy
- 13 3. Problem Solver: Critical Thinking and Analysis
- 14 4. Community Member: Global and Cultural Awareness
- 15 5. Empowered Individual: Self-Awareness

16 *Inquiry Questions:*

- 17 1. What components involved in this production supported the purpose of the show? (a)
- 18 2. How can theatre ethics be applied to one's own work? (b)
- 19 3. What does theatrical convention teach about style? (c)
- 20 4. How can artistic choices affect a production? (c)

21 **High School - Advanced Pathway, Standard 3. Critically Respond**

22 **Prepared Graduates:**

- 23 11. Theatre artists critically inquire into the ways others have thought about and created drama
- 24 processes and productions to inform their own work.

25 **Grade Level Expectation:**

- 26 4. 3. Connect artistic experiences to our world; past, present, and future

27 GLE Code: ~~DT.H2.3.4~~ DT.H2.3.3

28 **Evidence Outcomes**

29 *Students Can:*

- 30 a. Explore how personal beliefs and biases can affect the interpretation of research data applied in
- 31 drama/theatre work.
- 32 b. Connect drama/theatre knowledge, skills, training, and self-discipline needed to pursue career and
- 33 technical opportunities outside of theatre.

34 **Academic Context and Connections**

35 *Colorado Essential Skills:*

- 36 1. Communicator: Digital Literacy

- 1 2. **Problem Solver: Critical Thinking and Analysis**
- 2 3. **Community Member: Global and Cultural Awareness**
- 3 4. **Empowered Individual: Career Awareness**

4 *Inquiry Questions:*

- 5 1. **How do your choices affect the outcome of an artistic work? (a)**
- 6 2. **What happens when theatre artists use their imaginations and/or learned theatre skills while**
- 7 **engaging in creative exploration and inquiry? (b)**

8 **High School - Advanced Pathway, Standard 3. Critically Respond**

9 **Prepared Graduates:**

10 ~~10-~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

11 **Grade Level Expectation:**

12 ~~3-~~ 4. Apply criteria to evaluate artistic work.

13 GLE Code: ~~DT.H2.3.3~~ DT.H2.3.4

14 **Evidence Outcomes**

15 *Students Can:*

- 16 a. **Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other**
- 17 **disciplines using supporting evidence and criteria.**
- 18 b. **Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of**
- 19 **production elements while respecting others' interpretations.**
- 20 c. **Verify how a drama/theatre work communicates for a specific purpose and audience.**

21 **Academic Context and Connections**

22 *Colorado Essential Skills:*

- 23 1. **Communicator: Media Literacy**
- 24 2. **Communicator: Data Literacy**
- 25 3. **Problem Solver: Critical Thinking and Analysis**
- 26 4. **Community Member: Social Awareness**

27 *Inquiry Questions:*

- 28 1. **How does your evidence support your opinion? (a)**
- 29 2. **How can you use elements of design differently to have the same effect? a different effect? (b)**
- 30 3. **Did the audience get the intended purpose? (c)**

31

1 **High School - Professional Pathway, Standard 1. Create**

2 **Prepared Graduates:**

- 3 1. Theatre artists rely on intuition, curiosity, and critical inquiry.

4 **Grade Level Expectation:**

- 5 1. Generate and conceptualize artistic ideas and work.

6 GLE Code: DT.H3.1.1

7 **Evidence Outcomes**

8 *Students Can:*

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

14 **Academic Context and Connections**

15 *Colorado Essential Skills:*

- 16 1. **Communicator: Interpersonal Communication**
17 2. **Problem Solver: Creativity and Innovation**
18 3. **Empowered Individual: Self-Advocacy and Initiative**
19 4. **Empowered Individual: Career Awareness**

20 *Inquiry Questions:*

- 21 1. **What theatrical conventions have impacted your choices? (a)**
22 2. **How does the process of collaboration impact the design? (b)**
23 3. **How do the various design elements/technical conventions complement one another? (b)**
24 4. **How does creating a believable character affect the final product and inform the playwright's**
25 **intent? (c)**
26 5. **How can the use of character development techniques, both internal and external, result in well-**
27 **rounded characters? (c)**

28

29 **High School - Professional Pathway, Standard 1. Create**

30 **Prepared Graduates:**

- 31 2. Theatre artists work to discover different ways of communicating meaning.

32 **Grade Level Expectation:**

- 33 2. Organize and develop artistic ideas and work.

34 GLE Code: DT.H3.1.2

1 **Evidence Outcomes**

2 *Students Can:*

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

7 **Academic Context and Connections**

8 *Colorado Essential Skills:*

- 9 1. Communicator: Digital Literacy
- 10 2. Problem Solver: Creativity and Innovation
- 11 3. Problem Solver: Collaboration and Teamwork
- 12 4. Empowered Individual: Self-Management

13 *Inquiry Questions:*

- 14 1. How did you adapt theatre traditions to influence your vision? (a)
- 15 2. How does the inclusion of media, cinema, film, and environmental and technical effects enhance
16 the theatrical product? (b)

17 **High School - Professional Pathway, Standard 1. Create**

18 **Prepared Graduates:**

- 19 4- 3. Theatre artists seek awareness of interrelationships between self and others to influence and
20 inform their work.

21 **Grade Level Expectation:**

- 22 4- 3. Connect artistic ideas to personal experience and varied perspectives

23 GLE Code: ~~DT.H3.1.4~~ DT.H3.1.3

24 **Evidence Outcomes**

25 *Students Can:*

- 26 a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal,
27 community and cultural perspectives.
- 28 b. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical
29 interpretation of specific data on ensemble, community.

30 **Academic Context and Connections**

31 *Colorado Essential Skills:*

- 32 1. Communicator: Interpersonal Communication
- 33 2. Problem Solver: Critical Thinking and Analysis
- 34 3. Problem Solver: Adaptability and Flexibility
- 35 4. Community Member: Social Awareness
- 36 5. Community Member: Global and Cultural Awareness

- 1 6. Empowered Individual: Self-Awareness
- 2 7. Empowered Individual: Career Awareness

3 *Inquiry Questions:*

- 4 1. What perspectives are represented in the drama/theatre work? (a)
- 5 2. How were your choices influenced by your interpretation of data? (b)

6 **High School - Professional Pathway, Standard 1. Create**

7 **Prepared Graduates:**

- 8 3. 4. Theatre artists refine their work and practice their craft through rehearsal.

9 **Grade Level Expectation:**

- 10 3. 4. Refine and complete artistic work.

11 GLE Code: ~~DT.H3.1.3~~ DT.H3.1.4

12 **Evidence Outcomes**

13 *Students Can:*

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

20 **Academic Context and Connections**

21 *Colorado Essential Skills:*

- 22 1. Communicator: Interpersonal Communication
- 23 2. Problem Solver: Collaboration and Teamwork
- 24 3. Empowered Individual: Career Awareness
- 25 4. Empowered Individual: Perseverance and Resilience

26 *Inquiry Questions:*

- 27 1. How does redefining a character affect the final product and inform the playwright's intent? (a)
- 28 2. What insight did you gain from your research? (b)
- 29 3. What do you need to do in order to have a successful production? (c)

30

31 **High School - Professional Pathway, Standard 2. Perform**

32 **Prepared Graduates:**

- 33 5. Theatre artists make strong choices to effectively convey meaning.

1 **Grade Level Expectation:**

- 2 1. Select, analyze, and interpret artistic work for presentation.

3 GLE Code: DT.H3.2.1

4 **Evidence Outcomes**

5 *Students Can:*

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

10 **Academic Context and Connections**

11 *Colorado Essential Skills:*

- 12 1. **Problem Solver: Critical Thinking and Analysis**
13 2. **Problem Solver: Creativity and Innovation**
14 3. **Empowered Individual: Self-Advocacy and Initiative**
15 4. **Empowered Individual: Perseverance and Resilience**

16 *Inquiry Questions:*

- 17 1. **How can you creatively approach a text in putting it on stage? (a)**
18 2. **How do you plan to apply your concept and collaborate within the production? (b)**

19 **High School - Professional Pathway, Standard 2. Perform**

20 **Prepared Graduates:**

- 21 6. Theatre artists develop personal processes and skills for a performance or design.

22 **Grade Level Expectation:**

- 23 2. Develop and refine artistic techniques, choices, and work for presentation.

24 GLE Code: DT.H3.2.2

25 **Evidence Outcomes**

26 *Students Can:*

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

31 **Academic Context and Connections**

32 *Colorado Essential Skills:*

- 33 1. **Communicator :Digital Literacy**
34 2. **Problem Solver: Adaptability and Flexibility**

- 1 3. Empowered Individual: Self-Awareness
- 2 4. Empowered Individual: Self-Advocacy and Initiative
- 3 5. Empowered Individual :Career Awareness

4 *Inquiry Questions:*

- 5 1. How do acting exercises aid in the development of believable dialogue and characters? (a)
- 6 2. How would you justify the balance of original technical ideas with the requirements called for in
- 7 the script? (b)

8 **High School - Professional Pathway, Standard 2. Perform**

9 **Prepared Graduates:**

- 10 7. Theatre artists understand and can communicate their creative process as they analyze the way
- 11 the world may be understood.

12 **Grade Level Expectation:**

- 13 3. Connect artistic work with audience, community, and ensemble

14 GLE Code: ~~DT.H3.2.3~~

15 **Evidence Outcomes**

16 *Students Can:*

- 17 a. Effectively execute creative processes to tell stories in a devised or scripted drama/theatre work,
- 18 to connect with audience, community, and ensemble.

19 **Academic Context and Connections**

20 *Colorado Essential Skills:*

- 21 1. Problem Solver: Adaptability and Flexibility
- 22 2. Community Member: Social Awareness
- 23 3. Community Member: Civic Engagement

24 *Inquiry Questions:*

- 25 1. How do the efforts of other artists connect to the final presentation or production? (a)
- 26
- 27

28 **High School - Professional Pathway, Standard 2. Perform**

29 **Prepared Graduates:**

- 30 8. Theatre artists share and present stories, ideas, and envisioned worlds to explore the human
- 31 experience.

32 **Grade Level Expectation:**

- 33 4. Convey meaning through the presentation of artistic work.

34 GLE Code: ~~DT.H3.2.3~~ DT.H3.2.4

1 **Evidence Outcomes**

2 *Students Can:*

- 3 a. Present a drama/theatre production for a specific audience that employs research and analysis
4 grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

5 **Academic Context and Connections**

6 *Colorado Essential Skills:*

- 7 1. **Communicator: Interpersonal Communication**
8 2. **Communicator: Media Literacy**
9 3. **Community Member: Social Awareness**
10 4. **Empowered Individual: Career Awareness**

11 *Inquiry Questions:*

- 12 1. **How does the knowledge of historical periods impact overall production value? (a)**
13 2. **How does performing in different forms and styles teach the actor? (a)**
14 3. **Why this show? Why now? (a)**
15

16 **High School - Professional Pathway, Standard 3. Critically Respond**

17 **Prepared Graduates:**

- 18 & 9. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

19 **Grade Level Expectation:**

- 20 1. Perceive and analyze artistic work.

21 GLE Code: DT.H3.3.1

22 **Evidence Outcomes**

23 *Students Can:*

- 24 a. Respond to what is seen, felt, and heard in a drama/theatre work to analyze artistic choices and
25 justify meaningful feedback based on historical, cultural and personal context.

26 **Academic Context and Connections**

27 *Colorado Essential Skills:*

- 28 1. **Communicator: Media Literacy**
29 2. **Problem Solver: Critical Thinking and Analysis**
30 3. **Empowered Individual: Self-Awareness**

31 *Inquiry Questions:*

- 32 1. **How do you connect what you experienced to what you already know? (a)**
33 2. **Why is creating an interdisciplinary drama or theatre project significant? (a)**
34 3. **What did you gain from the theatrical experience? (a)**
35

1 **High School - Professional Pathway, Standard 3. Critically Respond**

2 **Prepared Graduates:**

- 3 9. **10.** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences
4 and aesthetics.

5 **Grade Level Expectation:**

- 6 2. Interpret intent and meaning in artistic work.

7 GLE Code: DT.H3.3.2

8 **Evidence Outcomes**

9 *Students Can:*

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

16 **Academic Context and Connections**

17 *Colorado Essential Skills:*

- 18 1. **Communicator: Media Literacy**
19 2. **Communicator: Data Literacy**
20 3. **Problem Solver: Critical Thinking and Analysis**
21 4. **Community Member: Global and Cultural Awareness**
22 5. **Empowered Individual :Self-Awareness**

23 *Inquiry Questions:*

- 24 1. **What changes would you make in the artistic process? (a)**
25 2. **How can awareness of theatre history affect the understanding of a production? (b)**
26 3. **How do historical perspectives affect today's productions? (b)**
27 4. **How will you know that you are successful? (c)**
28

29 **Drama and Theatre Arts**

30 **High School - Professional Pathway, Standard 3. Critically Respond**

31 **Prepared Graduates:**

- 32 11. Theatre artists critically inquire into the ways others have thought about and created drama
33 processes and productions to inform their own work.

34 **Grade Level Expectation:**

- 35 4. **3. Connect artistic experiences to our world; past, present, and future**

1 GLE Code: ~~DT.H3.3.4~~ DT.H3.3.3

2 **Evidence Outcomes**

3 *Students Can:*

- 4 a. Present and support an opinion about the social, cultural, and historical understandings of a
- 5 drama/theatre work, based on critical research.
- 6 b. Connect personal knowledge, skills, training, and self-discipline needed to pursue personal career
- 7 goals in theatre.

8 **Academic Context and Connections**

9 *Colorado Essential Skills:*

- 10 1. **Communicator: Digital Literacy**
- 11 2. **Problem Solver: Critical Thinking and Analysis**
- 12 3. **Community Member: Global and Cultural Awareness**
- 13 4. **Empowered Individual: Career Awareness**

14 *Inquiry Questions:*

- 15 1. What new understanding were discovered about the drama/theatre work through critical
- 16 research? (a)
- 17 2. What new knowledge or skills learned will you carry forward in a career in theatre? (b)

18 **High School - Professional Pathway, Standard 3. Critically Respond**

19 **Prepared Graduates:**

20 ~~10-~~ 12. Theatre artists apply criteria to investigate, explore and assess drama and theatre work.

21 **Grade Level Expectation:**

22 ~~3-~~ 4. Apply criteria to evaluate artistic work.

23 GLE Code: ~~DT.H3.3.3~~ DT.H3.3.4

24 **Evidence Outcomes**

25 *Students Can:*

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

32 **Academic Context and Connections**

33 *Colorado Essential Skills:*

- 34 1. **Communicator: Media Literacy**
- 35 2. **Communicator: Data Literacy**

- 1 3. Problem Solver: Critical Thinking and Analysis
- 2 4. Community Member: Social Awareness
- 3 5. Empowered Individual: Career Awareness

4 *Inquiry Questions:*

- 5 1. How can you have a greater impact with your body of evidence? (a)
- 6 2. How can you use the principles of composition to have the same effect? Different effect? (b)
- 7 3. What perspective will your audience bring into the space? (c)
- 8 4. What do you want your audience to consider after viewing your production? (c)
- 9 5. How would you prepare for a talkback? What can you anticipate from your audience? (c)