

Theatre K-8

Fine Arts  
Curriculum Framework

Revised 2014

## Theatre K-8

The Arkansas Theatre K-8 Framework is designed to give students a rigorous education in theatre, while allowing teachers to be creative in their instructional program. The student learning objectives of the framework embody key concepts of the discipline and are designed to guide the learning process. The standards support cross-curricular integration as well as diverse student needs in both instruction and assessment. Teachers should feel free to use these standards to support student achievement at whatever experience level the student brings to the classroom.

Strand	Content Standard
Creating	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Notes:**

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard. Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Imagine	CR.1.K.1 Imitate, with guidance, people, creatures, or things, using body and facial expression	CR.1.1.1 Describe potential choices characters could make in a <i>guided drama experience</i> or story	CR.1.2.1 Describe potential plot adaptations that could occur in a <i>guided drama experience</i>	CR.1.3.1 Participate in cooperative writing or <i>improvisations</i> that include the who, what, when, where, and why	CR.1.4.1 Develop characters through writing or <i>improvisations</i> that include who, what, when, where, and why	CCRA.R.3
Design	CR.1.K.2 Create, with guidance, props, puppets, or costume pieces for <i>dramatic play</i> by using available materials	CR.1.1.2 Create props, puppets, or costume pieces for <i>dramatic play</i> or a <i>guided drama experience</i> through collaboration with peers	CR.1.2.2 Explore how mood and environment (e.g., color, light, lines, shape) affect props and costumes in a <i>guided drama experience</i> or adaptation of classroom literature	CR.1.3.2 Explore how mood and environment (e.g., color, light, lines, shape) affect props, costumes, and scenery in a <i>guided drama experience</i> or adaptation of classroom literature	CR.1.4.2 Propose design ideas that support the story and given circumstances in a <i>drama/theatre work</i>	CCRA.SL.5
Characterize	SLE introduced in Grade 1	CR.1.1.3 Identify the five senses and the actor's tools (e.g., body, imagination, voice)	CR.1.2.3 Describe ways in which gestures, movement, voice, and sound may be used in a <i>guided drama experience</i> or with an adaptation of classroom literature	CR.1.3.3 Indicate with guidance how a character might move or speak in a story (e.g., gestures, pitch, posture, rate, tone, volume)	CR.1.4.3 Determine through peer collaboration how characters move or speak in a story (e.g., gestures, pitch, posture, rate, tone, volume)	CCRA.R.3

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Develop	CR.2.K.1 Contribute with guidance to <i>dramatic play</i> (e.g., adaptations of classroom literature, fairy tales, nursery rhymes) through interaction with peers	CR.2.1.1 Retell familiar stories to identify character, setting, and conflict	CR.2.2.1 Develop a story with a beginning, middle, and end through collaboration with peers	CR.2.3.1 Explore the story elements of adaptations of dramatic or classroom literature <ul style="list-style-type: none"> <li>• character</li> <li>• dialogue</li> <li>• plot</li> <li>• setting</li> </ul>	CR.2.4.1 Use the story elements in a <i>guided drama experience</i> <ul style="list-style-type: none"> <li>• character</li> <li>• dialogue</li> <li>• plot</li> <li>• setting</li> </ul>	CCRA.SL.1 CCRA.L.3, 6
Cooperate	SLE introduced in Grade 1	CR.2.1.2 Express original ideas in <i>dramatic play</i> or a <i>guided drama experience</i>	CR.2.2.2 Contribute to group decision making in a <i>guided drama experience</i>	CR.2.3.2 Participate in group decision making to advance the plot of a story in a <i>guided drama experience</i>	CR.2.4.2 Make decisions (e.g., character, dialogue, plot, setting) as a group that will enhance and deepen a <i>drama/theatre work</i>	CCRA.SL.1

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Rehearse	CR.3.K.1 Respond with guidance to questions about a familiar story	CR.3.1.1 Adapt with guidance a familiar story in a <i>guided drama experience</i> through collaboration with peers	CR.3.2.1 Develop with guidance <i>improvised scenes</i> with a defined beginning, middle, and end	CR.3.3.1 Adapt with guidance dialogue through collaboration with peers	CR.3.4.1 Revise an <i>improvised</i> or scripted <i>drama/theatre work</i> through collaboration with peers	CCRA.W.5
	CR.3.K.2 Use with guidance facial expression and movement to demonstrate emotion and feeling	CR.3.1.2 Communicate ideas and feelings using body and voice	CR.3.2.2 Develop physical and vocal techniques (e.g., articulation, gestures, movement, volume)	CR.3.3.2 Use a variety of vocal tones to demonstrate a character's mood	CR.3.4.2 Use developmentally appropriate voice and movement to refine a character	CCRA.SL.6
	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	CCRA.W.6

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Choose	P.4.K.1 Identify, with guidance, characters and setting in <i>dramatic play</i> , an adaptation of classroom literature, or a <i>guided drama experience</i>	P.4.1.1 Identify, with guidance, characters, relationships, and setting in <i>dramatic play</i> , an adaptation of classroom literature, or a <i>guided drama experience</i>	P.4.2.1 Describe character actions and dialogue in a <i>guided drama experience</i> or an adaptation of classroom literature	P.4.3.1 <i>Dramatize</i> a story with specific characters, relationships, and setting	P.4.4.1 Discuss how underlying thoughts and emotions affect what characters say and do	CCRA.R.8
	SLE introduced in Grade 1	P.4.1.2 Explore with guidance ways to express <i>character traits</i> and emotions in a <i>guided drama experience</i>	P.4.2.2 Demonstrate how body, face, gestures, and voice are used to express <i>character traits</i> and emotions in a <i>guided drama experience</i>	P.4.3.2 Select specific vocal changes and body movements to demonstrate <i>character traits</i> and emotions	P.4.4.2 Make physical and vocal choices to develop a character in a <i>drama/theatre work</i>	CCRA.R.8 CCRA.SL.6

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Prepare	P.5.K.1 Demonstrate with guidance a variety of voices and sounds in <i>dramatic play</i> , an adaptation of classroom literature, or a <i>guided drama experience</i>	P.5.1.1 Demonstrate, with guidance, voices, sound, and physical movement of a character in <i>dramatic play</i> , an adaptation of classroom literature, or a <i>guided drama experience</i>	P.5.2.1 Develop cooperative skills and concentration by participating in a variety of physical and vocal exercises (e.g., <i>improvisation, theatre games, vocal and physical warm-ups</i> )	P.5.3.1 Participate in a variety of physical and vocal exercises (e.g., <i>improvisation, theatre games, vocal and physical warm-ups</i> ) that can be used in a group setting	P.5.4.1 Practice a variety of physical, vocal, and cognitive exercises (e.g., <i>improvisation, theatre games, vocal and physical warm-ups</i> ) that can be used in a group setting	CCRA.SL.1
	P.5.K.2 Use, with guidance, costumes or props in <i>dramatic play</i>	P.5.1.2 Use, with guidance, costumes, or props to portray a character in <i>dramatic play</i>	P.5.2.2 Identify basic <i>technical elements</i> essential to a <i>drama/theatre work</i> (e.g., costume, lighting, makeup, set, sound)	P.5.3.2 Identify specific <i>technical elements</i> required for a given <i>drama/theatre work</i> (e.g., costume, lighting, makeup, set, sound)	P.5.4.2 Utilize selected <i>technical elements</i> in a given <i>drama/theatre work</i> (e.g., costume, lighting, makeup, set, sound)	CCRA.R.7 CCRA.L.6

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Share	P.6.K.1 Imitate, with guidance, people, creatures, or things using voice and sound through <i>dramatic play</i> , an adaptation of classroom literature, or a <i>guided drama experience</i>	P.6.1.1 Communicate, with guidance, emotions through movement, gestures, voice, and sound in <i>dramatic play</i> , an adaptation of classroom literature, or a <i>guided drama experience</i>	P.6.2.1 Assume a specific role in a <i>guided drama experience</i> (e.g., <i>creative drama</i> , <i>improvisation</i> , <i>process drama</i> , <i>story drama</i> )	P.6.3.1 Practice <i>drama/theatre work</i> (e.g., <i>creative drama</i> , <i>improvisation</i> , <i>process drama</i> , <i>story drama</i> ) individually or in small groups	P.6.4.1 Share small group <i>drama/theatre work</i> (e.g., <i>creative drama</i> , <i>improvisation</i> , <i>process drama</i> , <i>story drama</i> ) with an audience of peers	CCRA.SL.1

Strand: Responding  
 Content Standard 7: Students will perceive and analyze artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Evaluate	R.7.K.1 Express emotional response in a <i>guided drama experience</i>	R.7.1.1 Recognize when artistic choices are made in a <i>guided drama experience</i>	R.7.2.1 Examine artistic choices made in a <i>guided drama experience</i> or a <i>drama/theatre work</i>	R.7.3.1 Determine why artistic choices are made in a <i>guided drama experience</i> or <i>drama/theatre work</i>	R.7.4.1 Identify artistic and/or technical choices made in a <i>drama/theatre work</i> through participation or observation	CCRA.SL.1, 2, 3, 4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Appreciate	SLE introduced in Grade 1	R.8.1.1 Recognize personal feelings in a <i>guided drama experience</i>	R.8.2.1 Recognize feelings of peers in a <i>guided drama experience</i>	R.8.3.1 Identify personal preferences in a <i>guided drama experience</i>	R.8.4.1 Compare personal preferences to those of others in a <i>guided drama experience</i>	CCRA.R.6
	SLE introduced in Grade 1	R.8.1.2 Describe characters in a <i>guided drama experience</i> (e.g., adaptations of classroom literature, <i>creative drama</i> , <i>process drama</i> , <i>story drama</i> )	R.8.2.2 Identify causes and effects of character actions in a <i>guided drama experience</i> (e.g., adaptations of classroom literature, <i>creative drama</i> , <i>process drama</i> , <i>story drama</i> )	R.8.3.2 Compare and contrast characteristics associated with different cultures in a <i>guided drama experience</i> (e.g., adaptations of classroom literature, <i>creative drama</i> , <i>process drama</i> , <i>story drama</i> )	R.8.4.2 Explore ways to develop a character (e.g., characteristics, costume design, physical movement, props) that reflect cultural perspectives in a <i>drama/theatre work</i>	CCRA.R.3, 6
	SLE introduced in Grade 3	SLE introduced in Grade 3	SLE introduced in Grade 3	R.8.3.3 Explain how personal emotions connect to a character's emotions in a <i>drama/theatre work</i>	R.8.4.3 Identify changes in the actor's body that are associated with the character's emotions in a <i>drama/theatre work</i>	CCRA.R.1

Strand: Responding  
 Content Standard 9: Students will apply criteria to evaluate artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Critique	R.9.K.1 Recognize appropriate audience etiquette	R.9.1.1 Demonstrate appropriate listening, observing, and behavior skills	R.9.2.1 Demonstrate the appropriate listening, observing, and behavior skills of an audience member	R.9.3.1 Respond appropriately to a theatrical experience as an audience member	R.9.4.1 Use appropriate audience skills and peer management in order to watch and listen critically in presentations, rehearsals, and live performance settings	CCRA.SL.2 CCRA.L.3
	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	CCRA.L.3
Impact	SLE introduced in Grade 2	SLE introduced in Grade 2	R.9.2.3 Describe how characters respond to challenges in a <i>guided drama experience</i>	R.9.3.3 Observe the response of an audience to a <i>drama/theatre work</i>	R.9.4.3 Observe how a character's choices impact an audience's response in a <i>drama/theatre work</i>	CCRA.R.3 CCRA.SL.3

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Relate	CN.10.K.1 Identify character emotions in a <i>guided drama experience</i>	CN.10.1.1 Identify, with guidance, similarities between characters and self	CN.10.2.1 Recognize, with guidance, similarities between a story and a personal experience	CN.10.3.1 Relate character experiences to personal experiences in a <i>dramatic play</i> or a <i>guided drama experience</i>	CN.10.4.1 Use personal experiences and knowledge to make connections to family and culture in a <i>drama/theatre work</i>	CCRA.R.3 CCRA.SL.3

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works to societal, cultural, and historical context to deepen understanding.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
Incorporate	CN.11.K.1 Use, with guidance, appropriate group skills (e.g., taking turns, listening to others) in <i>dramatic play</i>	CN.11.1.1 Use knowledge from other content areas in a <i>guided drama experience</i>	CN.11.2.1 Incorporate skills and knowledge from other art forms and other content areas in a <i>guided drama experience</i>	CN.11.3.1 Incorporate cultural/historical traditions (e.g., celebrations, clothing, dance, food, greetings, holidays, music) in a <i>guided drama experience</i>	CN.11.4.1 Identify connections to social issues (e.g., bullying, environment, equality, social media) in <i>drama/theatre work</i>	CCRA.SL.1, 6
Research	SLE introduced in Grade 1	CN.11.1.2 Identify, with guidance, stories that are different from one another	CN.11.2.2 Identify similarities and differences in stories from multiple cultures	CN.11.3.2 Explore stories and/or folktales from various cultures or time periods	CN.11.4.2 <i>Dramatize</i> stories and/or folk tales from various cultures or time periods	CCRA.R.9 CCRA.SL.1, 4, 6
	SLE introduced in Grade 2	SLE introduced in Grade 2	CN.11.2.3 Tell, with guidance, a short story in <i>dramatic play</i> or a <i>guided drama experience</i>	CN.11.3.3 Collaborate on the creation of a short scene based on a fictional literary source	CN.11.4.3 Collaborate on the creation of a short scene based on a historical or cultural literary source	CCRA.SL.1, 4, 6

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Imagine	CR.1.5.1 Identify physical qualities and movements that reveal <i>character traits</i> , thoughts, feelings, and actions	CR.1.6.1 Develop character movement through script writing or <i>improvisations</i> that include who, what, when, where, and why	CR.1.7.1 Identify what <i>stage movement</i> communicates about characters, relationships, and the story as a whole	CR.1.8.1 Conceptualize possible <i>stage movement</i> for a <i>drama/theatre work</i>	CCRA.R.3
Design	CR.1.5.2 Design one or more costumes, props, or scenic elements for a <i>drama/theatre work</i> through collaboration with peers	CR.1.6.2 Identify design and technical challenges (e.g., lighting/sound design, prop/set placement, space limitations, <i>staging</i> , <i>non-representational materials</i> ) presented by a <i>drama/theatre work</i> through collaboration with peers	CR.1.7.2 Analyze potential solutions to design and technical challenges (e.g., lighting/sound design, prop/set placement, space limitations, <i>staging</i> , <i>non-representational materials</i> ) presented by a <i>drama/theatre work</i> through collaboration with peers	CR.1.8.2 Design elements of a <i>drama/theatre work</i> for a specific theatre space through collaboration with peers and by using available technology (e.g., editing and design software, sound and lighting equipment, web resources)	CCRA.SL.5
Characterize	CR.1.5.3 Explain how a character's inner thoughts impact a story in a <i>drama/theatre work</i>	CR.1.6.3 Explore multiple characters' movement, speech, and inner thoughts in a <i>drama/theatre work</i>	CR.1.7.3 Analyze how a character's background affects movement, speech, and inner thoughts in a <i>drama/theatre work</i>	CR.1.8.3 Analyze a character's inner thoughts, <i>objectives</i> , and <i>motivation</i> in a <i>drama/theatre work</i>	CCRA.R.3

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Develop	<p>CR.2.5.1 Write with guidance a <i>dramatized</i> version of a familiar story using dialogue through collaboration with peers</p>	<p>CR.2.6.1 Write a <i>dramatized</i> version of a familiar story, personal experience, or a historical or cultural event using dialogue</p>	<p>CR.2.7.1 Write scenes or one-act plays based on familiar stories that include monologue and/or dialogue and action</p>	<p>CR.2.8.1 Write original scenes or one-act plays that include monologue and/or dialogue, action, and setting</p>	<p>CCRA.W.3 CCRA.L.3, 6</p>
Cooperate	<p>CR.2.5.2 Identify, through collaboration with peers, the responsibilities of defined theatre roles required to present a <i>drama/theatre work</i></p> <ul style="list-style-type: none"> <li>• actor</li> <li>• designer</li> <li>• <i>director</i></li> <li>• playwright</li> <li>• producer</li> <li>• <i>stage manager</i></li> <li>• technician</li> </ul>	<p>CR.2.6.2 Collaborate with peers by contributing ideas, as well as accepting and incorporating ideas of others, in defined theatre roles, in preparing or devising <i>drama/theatre work</i></p>	<p>CR.2.7.2 Demonstrate mutual respect for self and others in their defined theatre roles in preparing or devising <i>drama/theatre work</i> (e.g., <i>director, stage manager, designers</i>)</p>	<p>CR.2.8.2 Cooperate as a creative team to share leadership roles and responsibilities to prepare for a <i>drama/theatre work</i></p>	<p>CCRA.SL.1</p>

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Rehearse	CR.3.5.1 Revise an <i>improvised</i> or scripted <i>drama/theatre work</i> through repetition and collaboration	CR.3.6.1 Demonstrate focus and concentration in rehearsal for an ensemble <i>drama/theatre work</i>	CR.3.7.1 Refine an ensemble performance through peer evaluation and self-evaluation	CR.3.8.1 Refine an ensemble performance through repetition and reflection	CCRA.W.5
	CR.3.5.2 Use physical and vocal exploration for character development in a scripted or <i>improvised drama/theatre work</i>	CR.3.6.2 Identify effective physical, vocal, and emotional traits of characters in a scripted or <i>improvised drama/theatre work</i>	CR.3.7.2 Develop effective <i>character traits</i> in a scripted or <i>improvised drama/theatre work</i>	CR.3.8.2 Refine effective <i>character traits</i> in a scripted or <i>improvised drama/theatre work</i>	CCRA.SL.6
	CR.3.5.3 Analyze a planned technical design (e.g., costume design, makeup design, scene design) for a scripted <i>drama/theatre work</i>	CR.3.6.3 Refine a planned technical design (e.g., costume design, makeup design, scene design) for a scripted <i>drama/theatre work</i>	CR.3.7.3 Apply solutions to design and technical problems that arise during the rehearsal process for a <i>drama/theatre work</i> through collaboration with peers and by using available technology (e.g., editing and design, software, sound and lighting equipment, web resources)	CR.3.8.3 Refine a planned technical design using available technology during the rehearsal process for a <i>drama/theatre work</i> (e.g., editing and design, software, sound and lighting equipment, web resources)	CCRA.W.6

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Choose	P.4.5.1 Analyze the <i>motivation</i> and emotion that shapes dialogue and action in a <i>drama/theatre work</i> discuss	P.4.6.1 Identify the key events that advance the story in a <i>drama/theatre work</i>	P.4.7.1 Consider various <i>staging</i> choices (e.g., blocking, movement, <i>non-representational materials</i> ) to enhance a <i>drama/theatre work</i>	P.4.8.1 Make <i>staging</i> choices in a <i>drama/theatre work</i> (e.g., blocking, movement, <i>non-representational materials</i> )	CCRA.R.8
	P.4.5.2 Experiment with various physical and vocal choices to communicate a character in diverse ways in a <i>drama/theatre work</i>	P.4.6.2 Use physical and vocal choices to show <i>motivation</i> and emotions behind the individual character's actions	P.4.7.2 Use physical and vocal choices to show a character's <i>motivation, objectives</i> , and emotions in a <i>drama/theatre work</i>	P.4.8.2 Apply a character's <i>motivation, objectives</i> , and <i>tactics</i> in a <i>drama/theatre work</i> to overcome obstacles by making vocal/physical choices	CCRA.R.8 CCRA.SL.6

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Prepare	P.5.5.1 Practice selected exercises in a group setting for a <i>drama/theatre work</i> (e.g., <i>improvisation</i> , physical/vocal warm-ups, <i>theatre games</i> )	P.5.6.1 Participate in a variety of acting exercises that can be applied to rehearsal or performance (e.g., <i>improvisation</i> , physical/vocal warm-ups, <i>theatre games</i> )	P.5.7.1 Apply various techniques and exercises to increase acting skills in rehearsal or performance (e.g., <i>improvisation</i> , physical/vocal warm-ups, <i>theatre games</i> )	P.5.8.1 Choose acting exercises that can be applied to a <i>drama/theatre work</i> (e.g., <i>improvisation</i> , physical/vocal warm-ups, <i>theatre games</i> )	CCRA.SL.1
	P.5.5.2 Identify appropriate vocabulary to describe various <i>stage directions</i> <ul style="list-style-type: none"> <li>• center stage</li> <li>• stage left</li> <li>• stage right</li> <li>• upstage</li> <li>• downstage</li> </ul> and <i>technical elements</i> <ul style="list-style-type: none"> <li>• makeup</li> <li>• costume</li> <li>• lighting</li> <li>• sound</li> <li>• set</li> <li>• publicity</li> </ul>	P.5.6.2 Identify appropriate vocabulary to describe various types of stage spaces <ul style="list-style-type: none"> <li>• apron</li> <li>• arena</li> <li>• back stage</li> <li>• black box</li> <li>• grand drape</li> <li>• house</li> <li>• on/off stage</li> <li>• proscenium</li> <li>• thrust</li> <li>• wings</li> </ul>	P.5.7.2 Apply <i>technical elements</i> in a formal or informal <i>drama/theatre work</i> , using appropriate vocabulary	P.5.8.2 Design <i>technical elements</i> to be used in a formal or informal <i>drama/theatre work</i> , using appropriate vocabulary	CCRA.R.7 CCRA.L.6

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Share	P.6.5.1 Present a <i>drama/theatre work</i> (e.g., <i>improvisation</i> , monologue, reader's theatre, scene) informally to an audience	P.6.6.1 Perform a <i>drama/theatre work</i> (e.g., monologue, one-act play, reader's theatre, scene) informally or formally for an audience	P.6.7.1 Perform a rehearsed <i>drama/theatre work</i> (e.g., monologue, one-act play, reader's theatre, scene) for an audience	P.6.8.1 Perform a scripted <i>drama/theatre work</i> (e.g., monologue, one-act play, reader's theatre, scene) for a specific audience	CCRA.SL.6

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Evaluate	R.7.5.1 Explain personal reactions to artistic and/or technical choices made in a <i>drama/theatre work</i> through participation and/or observation	R.7.6.1 Compare personal reactions to a <i>drama/theatre work</i> (e.g., live/recorded performance, formal/informal performance) to the reactions of others	R.7.7.1 Use given criteria to evaluate the artistic and/or technical choices in an individual or ensemble performance of a <i>drama/theatre work</i>	R.7.8.1 Use student-created criteria to evaluate the artistic and/or technical choices in an individual or ensemble performance of a <i>drama/theatre work</i>	CCRA.SL.1, 2, 3, 4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Appreciate	R.8.5.1 Recognize a response based on a personal experience when participating in or observing a <i>drama/theatre work</i>	R.8.6.1 Describe a response based on a personal experience when participating in or observing a <i>drama/theatre work</i>	R.8.7.1 Identify how artistic choices are made based on personal experience when participating in a <i>drama/theatre work</i>	R.8.8.1 Justify artistic choices based on personal experiences when participating in a <i>drama/theatre work</i>	CCRA.R.6
	R.8.5.2 Explain how artistic and/or technical choices (e.g., costume design, movement, physical characteristics, props, set) made in a <i>drama/theatre work</i> reflect cultural perspectives	R.8.6.2 Identify cultural perspectives that may influence the interpretation of a <i>drama/theatre work</i>	R.8.7.2 Describe how cultural perspectives can influence the interpretation of a <i>drama/theatre work</i>	R.8.8.2 Analyze how cultural perspectives influence the interpretation of a <i>drama/theatre work</i>	CCRA.R.3, 6
	R.8.5.3 Explore the effects of emotion on the body and voice in a <i>drama/theatre work</i> (e.g., breathing, gestures, intonation, posture)	R.8.6.3 Identify personal aesthetics, preferences, and beliefs when participating in or observing a <i>drama/theatre work</i>	R.8.7.3 Recognize how the use of personal aesthetics, preferences, and beliefs are used to discuss a <i>drama/theatre work</i>	R.8.8.3 Apply personal aesthetics, preferences, and beliefs to evaluate a <i>drama/theatre work</i>	CCRA.R.1

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Critique	R.9.5.1 Describe why and how groups evaluate a <i>drama/theatre work</i>	R.9.6.1 Evaluate a <i>drama/theatre work</i> as an audience member based on simple, given criteria	R.9.7.1 Develop a plan to evaluate a <i>drama/theatre work</i> , using evidence to support given criteria	R.9.8.1 Implement a plan to evaluate a <i>drama/theatre work</i> using supporting evidence, personal aesthetics, and artistic criteria	CCRA.SL.2 CCRA.L.3
	R.9.5.2 Describe why and how groups evaluate the <i>technical elements</i> in a <i>drama/theatre work</i>	R.9.6.2 Evaluate the <i>technical elements</i> in a <i>drama/theatre work</i> based on simple, given criteria	R.9.7.2 Develop a plan to evaluate the <i>technical elements</i> of a <i>drama/theatre work</i> , using given criteria	R.9.8.2 Implement a plan to evaluate the <i>technical elements</i> of a <i>drama/theatre work</i> using supporting evidence, personal aesthetics, and artistic criteria	CCRA.SL.2 CCRA.L.3, 6
Impact	R.9.5.3 Express how the problems and situations in a <i>drama/theatre work</i> impact an audience	R.9.6.3 Identify a specific audience or purpose for a <i>drama/theatre work</i>	R.9.7.3 Examine the relationship between the purpose of a work and a specific audience	R.9.8.3 Examine methods (e.g., applause, postproduction discussion, audience feedback) of determining the degree to which a <i>drama/theatre work</i> impacts a specific audience	CCRA.R.3, 6 CCRA.SL.3

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Relate	CN.10.5.1 Explain the connection formed between personal beliefs and community beliefs in a <i>drama/theatre work</i>	CN.10.6.1 Recognize various cultural perspectives, community beliefs, and personal beliefs (e.g., adaptation of classroom literature, live/recorded performance, monologue script, scene) in a <i>drama/theatre work</i>	CN.10.7.1 Examine the impact of cultural perspectives, global perspectives, community beliefs, and personal beliefs on a <i>drama/theatre work</i> (e.g., adaptation of classroom literature, live/recorded performance, monologue script, scene)	CN.10.8.1 Incorporate multiple cultural perspectives, global perspectives, community beliefs, and personal beliefs in a scripted or <i>improvised drama/theatre work</i>	CCRA.R.3, 6 CCRA.SL.3

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works to societal, cultural, and historical context to deepen understanding.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
Incorporate	CN.11.5.1 Respond to social issues (e.g., bullying, environment, equality, social media) in a <i>drama/theatre work</i>	CN.11.6.1 Investigate universal themes (e.g., good, evil, love, pride, prejudice, joy, sorrow) from a particular cultural, global, or historical perspective in a <i>drama/theatre work</i>	CN.11.7.1 <i>Dramatize</i> universal themes and/or social issues (e.g., good, evil, love, pride, prejudice, joy, sorrow) from a particular cultural, global, or historical perspective in a <i>drama/theatre work</i>	CN.11.8.1 Incorporate relevant music, dance, art, and/or media into a <i>drama/theatre work</i> with a particular cultural, global, or historical context	CCRA.SL.1, 6
Research	CN.11.5.2 <i>Dramatize</i> with prompting <i>improvised</i> scenes based on information about various historical or cultural perspectives	CN.11.6.2 Compare cross-cultural or historical approaches to storytelling (e.g., fables, legends, oral history, myths, playwriting) in a <i>drama/theatre work</i>	CN.11.7.2 Investigate historical context and/or cultural influences on the work of a playwright (e.g., Sophocles, William Shakespeare, Oscar Wilde, Neil Simon, August Wilson)	CN.11.8.2 Research one or more sources (e.g., script context, <i>stage directions</i> ) to determine how a playwright intended a <i>drama/theatre work</i> to be produced	CCRA.R.9 CCRA.SL.1, 4, 6
	CN.11.5.3 Examine how artists have historically presented the same stories using different art forms or <i>genres</i> (e.g., ballet, literature, play, puppetry, musical)	CN.11.6.3 Identify historical sources that explain theatre terminology and conventions	CN.11.7.3 Investigate important time periods in the history of theatre (e.g., Greco-Roman, Elizabethan, Renaissance)	CN.11.8.3 Compare the various <i>dramatic/theatrical conventions</i> of different time periods (e.g., ancient theatre, commedia dell'arte, farce, kabuki, melodrama, pantomime)	CCRA.R.9 CCRA.W.7, 8, 9

## Glossary for Theatre K-8

Character trait	Physical characteristic or action that reveals a character's personality, values, beliefs, and history
Creative drama	A form of theatre in which students are guided through the process of imagining and acting in an informal dramatic experience
Director	The individual who interprets a script and oversees the entire production team and process
Drama/theatre work	A theatrical script or live/recorded performance
Dramatic play	A form of interacting where participants naturally assign and accept roles and act them out by pretending to be something or someone else
Dramatize	To express or act out
Genre	A specific type or classification of drama and theatre (e.g., tragedy, comedy, farce, drama, melodrama)
Guided drama experience	Imaginative play facilitated by a trained leader who does not stop, but rather guides, the action in order to coach
Improvisation/improvised	A form of theatre in which a scene is created without scripting, planning, or rehearsing
Motivation	The inner drive that causes a character to say or do something
Non-representational material	An object which is used to represent various props and set pieces through the use of imagination
Objective	A goal, need, or want of a character
Process drama	A form of theatre in which the facilitator and participants work together to create an imaginary world and work within that world to explore an issue, story, theme, problem, or idea in an informal dramatic experience
Stage direction	In a script, the playwright's written instruction; in staging, an area of the stage designated as center stage, upstage, downstage, stage right, or stage left
Stage manager	The individual who provides practical and organizational support to the director by overseeing the production process
Stage movement	The intentional movement of an actor on stage including elements such as combat, blocking, stage direction, and body position
Staging	The process of selecting, designing, and preparing theatrical elements, such as technical components, blocking, and stage business, for a production
Story drama	A form of theatre in which the specific details, characters, and setting of existing literature are used in an informal dramatic experience
Tactic	A way a character seeks to achieve his/her objective
Technical element	An element of spectacle that is a part of a theatrical production (e.g., set, sound, costumes, lights, props, makeup)
Theatrical convention	An accepted practice, technique, and/or device used in the theatre
Theatre game	An Informal game or technique used to develop or enhance performance skills (e.g., creative drama, improvisation, pantomime, creative movement, storytelling)

## Contributors

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