

DIGITAL THEATRE⁺

California Arts Standards for Public Schools, Grades 6-12

Our instructional resources are aligned to your standards to help you meet your teaching objectives. Below is an overview of how our resources are aligned to the California Arts Standards for Public Schools, grades 6-12.

Very High	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

GRADE 6

CREATE

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Identify possible solutions to staging challenges in a drama/theatre work.	Medium	Spotlight On The Production Team
b. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	High	How To: Improvisation
c. Identify solutions to design challenges in a drama/theatre work.	Medium	How To: Set
Anchor Standard 2: Organize and develop artistic ideas and work		
a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	Medium	Master Cast
b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	Low	
Anchor Standard 3: Refine and complete artistic work		
a. Receive and incorporate feedback to refine a devised or scripted drama/theatre work.	Low	
b. Identify effective physical and vocal traits of characters in a drama/theatre work.	High	How To: Commedia Coming Soon
c. Explore planned designs during the rehearsal process for a devised or scripted drama/theatre work.	High	How To: Digital Performance

PRESENT

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	High	Spotlight On Dramatic Structure
b. Experiment with various physical choices to communicate character in a drama/theatre work.	High	How To: Improvisation
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	High	How To: Stage Combat
b. Articulate how technical theatre elements are integrated into a drama/theatre work.	High	Spotlight On The Production Team
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Adapt a piece of literature and present it for an audience.	Medium	Suitcase Stories

RESPOND

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Describe and record personal reactions to artistic choices in a drama/theatre work.	Very High	Any production
Anchor Standard 8: Interpret intent and meaning in artistic work		
a. Explain how artists make choices based on personal experience in a drama/theatre work.	Very high	Any actor interview
b. Identify cultural contexts that may influence the evaluation of a drama/theatre work.	High	Unlocking Community: Culture and the Arts
c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	Very High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Use supporting evidence and criteria to evaluate drama/theatre work.	High	Unlocked
b. Identify a specific audience or purpose for a drama/theatre work.	Very High	Unlocked
c. Identify the technical theatre elements used in a drama/theatre work to justify aesthetic choices.	Very High	Any production

CONNECT

Standards	Strength	Example Content Correlation
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	High	Beyond the Wild Wood
Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Identify universal themes or common social issues and express them through a drama/theatre work.	High	Unlocked
b. Explore the ethical responsibilities to oneself and others when recording, posting, and sharing through the internet, social media, and other communication formats	Low	
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	Very High	Compare and Contrast
b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	Very High	Any production

GRADE 7

CREATE

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	Medium	Spotlight On The Production Team
b. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	Medium	Unlocking Objectives and Tactics
c. Explain and present solutions to design challenges in a drama/theatre work.	Medium	How To: Costume
Anchor Standard 2: Organize and develop artistic ideas and work		
a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	Medium	Master Cast
b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	Medium	Unlocking Collaboration: Group Discussions
Anchor Standard 3: Refine and complete artistic work		
a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	Medium	In Defence of Character - Hamlet - Context and Analysis
b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	High	How To: Commedia Coming Soon
c. Consider multiple planned technical theatre elements during the rehearsal process for a devised or scripted drama/theatre work.	High	How To: Sound

PRESENT		
Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Consider various staging choices to enhance the story in a drama/theatre work.	High	<u>How To: Digital Performance</u>
b. Use various character objectives in a drama/theatre work.	Medium	<u>Unlocking Objectives and Tactics</u>
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	Very High	<u>How To: Improvisation</u>
b. Choose a variety of technical theatre elements that can be applied to a design in a drama/theatre work.	High	<u>How To: Makeup</u>
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Create through improvisation a drama/theatre work that will be shared with an audience.	Low	<u>How To: Improvisation</u>

RESPOND		
Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work	High	Any production
Anchor Standard 8: Interpret intent and meaning in artistic work		
a. Identify the artistic choices made based on personal experience in a drama/theatre work.	Very High	Any production
b. Describe how cultural contexts can influence the evaluation of drama/theatre work.	High	<u>Unlocking Community: Culture and the Arts</u>
c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Explain preferences, using supporting evidence and criteria, to develop a personal aesthetic to evaluate drama/theatre work.	Very High	Any production
b. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	Very High	<u>Unlocked</u>
c. Analyze and evaluate the aesthetics of the technical theatre elements in a drama/theatre work.	Very High	Any production

CONNECT

Standards	Strength	Example Content Correlation
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	Medium	Allegiance
Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Incorporate music, dance, art, and/or media arts to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historical context.	Medium	Unlocking Musical Theatre
b. Demonstrate ethical responsibility to oneself and others during the production process, and when recording, posting, and sharing through the internet, social media, and other communication formats.	Low	
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	Very High	Unlocked
b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	Medium	Any production

GRADE 8

CREATE

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.	Medium	Spotlight On The Production Team
b. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.	Medium	How To: Improvisation
c. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	Medium	How To: Set
Anchor Standard 2: Organize and develop artistic ideas and work		
a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work	High	Master Cast
b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	Medium	Unlocking Collaboration: Group Discussions
Anchor Standard 3: Refine and complete artistic work		
a. Practice collaboration, analysis, and reflection to refine a devised or scripted drama/theatre work.	Low	Unlocking Community: Teamwork and Collaboration
b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.	Medium	How To: Commedia Coming Soon
c. Implement and refine a planned design using technical theatre elements during the rehearsal process for devised or scripted drama/ theatre work.	Medium	Unlocking Lighting

PRESENT

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Explore different pacing to better communicate the story in a drama/theatre work.	Low	
b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.	Medium	Unlocking Objectives and Tactics
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	High	How To: Stage Combat
b. Use a variety of technical theatre elements to create a design for a rehearsal or drama/theatre production.	High	How To: Props
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Perform a rehearsed, scripted scene from a drama/theatre work for an audience.	Low	

RESPOND

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Apply appropriate criteria to the evaluation of artistic choices in a drama/theatre work.	High	Any production
Anchor Standard 8: Interpret intent and meaning in artistic work		
a. Recognize and share artistic choices when participating in or observing a drama/theatre work.	High	Any production
b. Analyze how cultural contexts influence the evaluation of a drama/theatre work.	Medium	Unlocking Community: Culture and the Arts
c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	Very High	Any production
b. Assess the impact of a drama/theatre work on a specific audience.	High	Any production
c. Differentiate the effect of technical theatre elements used in a drama/theatre work to assess aesthetic choices.	Very High	Any production

CONNECT

Standards	Strength	Example Content Correlation
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
a. Examine a community issue through multiple perspectives in a drama/theatre work.	Medium	Unlocking Community: Culture and the Arts
Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Use different forms, styles, and genres of drama/theatre work to examine contemporary social, cultural, or global issues.	Very High	Unlocked Community
b. Examine the practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Low	
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	Very High	Compare and Contrast
b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	Medium	Any production

High school - Proficient

CREATE

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	High	Unlocked: Creating a Design
b. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	Medium	Unlocking script analysis
c. Explore the impact of technical theatre elements on design choices in a drama/theatre work.	Medium	Beyond the Wild Wood
Anchor Standard 2: Organize and develop artistic ideas and work		
a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.	High	Unlocked
b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	Very high	Spotlight On The Production Team
Anchor Standard 3: Refine and complete artistic work		
a. Rehearse and revise a devised or scripted drama/theatre work using theatrical conventions.	Medium	Blood Brothers In Focus
b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	High	How To: Commedia Coming Soon
c. Refine design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.	Medium	Unlocked: Creating a Design

PRESENT

(dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Examine how character relationships assist in telling the story of a drama/theatre work.	High	In Defence of Character
b. Shape character choices using given circumstances in a drama/theatre work.	High	Unlocking Objectives and Tactics
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	Medium	How To: Stage Combat
b. Use researched technical theatre elements to increase the impact of design for a drama/theatre production.	Medium	Unlocked: Creating a Design
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Perform a rehearsed scripted drama/theatre work for a specific audience.	Low	

RESPOND

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	Very High	Any production
Anchor Standard 8: Interpret intent and meaning in artistic work		
a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	High	Compare and Contrast
b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	Medium	Unlocked Community
c. Understand how multiple aesthetics, preferences, and beliefs shape participation in and observation of a drama/theatre work.	High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	Very High	Unlocked: Theatre History
b. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.	Very High	Unlocked
c. Analyze and evaluate the aesthetics and effect of the technical theatre elements in a drama/theatre work.	Very High	Any production

CONNECT

Standards	Strength	Example Content Correlation
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.	High	Unlocked Community
Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	High	Essential Greeks
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	Very High	Devising with the Paper Birds
b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	Very High	Unlocked

High school - Accomplished

CREATE

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	Medium	Essential Greeks
b. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	Medium	In Defence of Character
c. Understand and apply technical theatre elements to design solutions for a drama/theatre work.	Medium	How To: Digital Performance
Anchor Standard 2: Organize and develop artistic ideas and work		
a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	High	Blood Brothers In Focus
b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	Low	My West End
Anchor Standard 3: Refine and complete artistic work		
a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work during rehearsal.	Medium	T5: Rehearsal Process
b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/theatre work.	High	Unlocking Movement
c. Re-imagine and revise design choices using technical theatre elements during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	Medium	On Design

PRESENT		
Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Discover how unique choices shape believable and sustainable drama/theatre work.	Very High	<u>Compare and Contrast</u>
b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	High	<u>Unlocked</u>
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	Low	
b. Apply technical theatre elements and research to create a design that communicates the concept of a drama/theatre production.	Medium	<u>Unlocked: Creating a Design</u>
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	Low	

RESPOND		
Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	Very High	Any production
Anchor Standard 8: Interpret intent and meaning in artistic work		
a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work	High	<u>Unlocked</u>
b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	Medium	<u>Unlocked: Community</u>
c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	Very High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	High	<u>Comparing Mediums</u>
b. Justify how a drama/theatre work communicates for a specific purpose and audience.	Very High	Any production
c. Construct meaning in a drama/theatre work, taking into consideration personal aesthetics and knowledge of technical theatre elements while respecting others' interpretations.	Very High	Any production

CONNECT

Standards	Strength	Example Content Correlation
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	Very High	Any production
Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	Medium	Poetry in Action
b. Demonstrate the practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Low	
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	Very High	Unlocked
b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	High	Devising with the Paper Birds

High school - Advanced

CREATE

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technical theatre elements to create the visual composition of a drama/theatre work.	High	Key Concepts in Theatre Design
b. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.	Medium	In Defence of Character
c. Create a complete design for a drama/theatre work that incorporates all technical theatre elements.	Medium	How To: Digital Performance
Anchor Standard 2: Organize and develop artistic ideas and work		
a. Develop and synthesize original ideas in a drama/theatre work, utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.	Very High	Concise Introductions
b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	Low	Devising with the Paper Birds
Anchor Standard 3: Refine and complete artistic work		
a. Refine, transform, and re-imagine a devised or scripted drama/theatre work, using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Medium	Devising with the Paper Birds
b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	High	Unlocking Script Analysis
c. Apply a high level of proficiency in design using technical theatre elements to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	Medium	Shakespeare in Rehearsal

PRESENT		
Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Apply reliable research to form unique choices for a directorial or designer concept in a drama/theatre work.	High	<u>Director's Notebooks</u>
b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	High	<u>Key Concepts in Acting</u>
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	High	<u>Devising with the Paper Birds</u>
b. Explain and justify the selection of technical theatre elements used to build a design that communicates the concept of a drama/theatre production.	Medium	<u>Key Concepts in Theatre Design</u>
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	High	<u>Talking about Plays</u>

RESPOND		
Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	High	<u>Unlocked</u>
Anchor Standard 8: Interpret intent and meaning in artistic work		
a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.	Very High	<u>Evaluation Template - Performance</u>
b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.	High	<u>Unlocked</u>
c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.	High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	Very High	<u>Unlocked</u>
b. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.	High	Any production
c. Analyze and evaluate varied aesthetic interpretations of technical theatre elements for the same drama/theatre work.	High	<u>Comparing Design Choices</u>

CONNECT

Standards	Strength	Example Content Correlation
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art		
a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural contexts.	Low	
Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.	Medium	<u>Musical Matters</u>
b. Create a drama/theatre work that appropriately observes ethical responsibility to oneself and others and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Low	
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.	Very High	Any production
b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.	Very High	<u>Critical Introductions</u>