

DIGITAL THEATRE⁺

Colorado Academic Standards - Drama & Theatre Arts

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 Colorado Academic Standards - Drama & Theatre Arts.

GRADE 6

CREATE.

Standards	Example Content Correlation
Grade Level Expectation 1: Generate and conceptualize artistic ideas and work	
a. Identify possible solutions to staging challenges in a drama/theatre work.	Spotlight On The Production Team
b. Identify possible solutions to design challenges in a drama/theatre work.	How To: Set
c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	How To: Improvisation
Grade Level Expectation 2: Organize and develop artistic ideas and work	
a. Analyze to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	Master Cast
b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising a drama/theatre work.	
Grade Level Expectation 3: Connect artistic ideas to personal experience and varied perspectives	
a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of self, community, or culture.	Beyond the Wild Wood
b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	Any production
Grade Level Expectation 4: Refine towards completion of artistic work	
a. Examine and articulate choices to refine a devised or scripted drama/theatre work.	Master Cast
b. Identify and employ effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	How To: Commedia dell'arte
c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	How To: Digital Performance

PERFORM.

Standards	Example Content Correlation
Grade Level Expectation 1: 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.	Spotlight On Dramatic Structure
b. Experiment with various physical choices to communicate character in a drama/theatre work.	How To: Improvisation
Grade Level Expectation 2: Develop and refine artistic techniques, choices, 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.	How To: Stage Combat
b. Articulate how technical elements are integrated into a drama/theatre work.	Spotlight On The Production Team
Grade Level Expectation 3: Connect artistic work with audience, community, and ensemble	
a. Establish a relationship with the audience and the ensemble during a performance of a drama/theatre work.	
Grade Level Expectation 4: Convey meaning through the presentation of artistic work.	
a. Adapt a drama/theatre work and present it for an audience.	Suitcase Stories

CRITICALLY RESPOND.

Standards	Example Content Correlation
Grade Level Expectation 1: Perceive and analyze artistic work	
a. Describe and record personal reactions to artistic choices in a drama/theatre work.	Any production
Grade Level Expectation 2: Interpret intent and meaning in artistic work	
a. Explain how artists make choices based on personal experience in a drama/theatre work.	Any actor interview
b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.	Unlocking Community: Culture and the Arts
c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	Any production
Grade Level Expectation 3: Connect artistic experiences to our world; past, present, and future	
a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	Compare and Contrast
Grade Level Expectation 4: Apply criteria to evaluate artistic work	
a. Use supporting evidence and criteria to evaluate drama/theatre work.	Unlocked
b. Analyze the production elements used in a drama/theatre work to assess aesthetic choices.	Any production
c. Identify a specific audience or purpose for a drama/theatre work.	Unlocked

GRADE 7

CREATE

Standards	Example Content Correlation
Grade Level Expectation 1: Generate and conceptualize artistic ideas and work	
a. Integrate multiple perspectives and solutions to staging challenges in a drama/theatre work.	<u>Spotlight On The Production Team</u>
b. Explain and present possible solutions to design challenges in a drama/theatre work.	<u>How To: Costume</u>
c. Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.	<u>Unlocking Objectives and Tactics</u>
Grade Level Expectation 2: Organize and develop artistic ideas and work	
a. Examine and justify original ideas and artistic choices in a drama/theatre work based on background knowledge, historical, and cultural context.	<u>Master Cast</u>
b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	<u>Unlocking Collaboration: Group Discussions</u>
Grade Level Expectation 3: Connect artistic ideas to personal experience and varied perspectives	
a. Consider incorporating multiple perspectives and diverse community ideas in a drama/theatre work.	<u>Allegiance</u>
b. Examine research relevant to the drama/theatre work to better understand performance and design choices.	<u>Unlocked</u>
Grade Level Expectation 4: Refine towards completion of artistic work	
a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	<u>In Defence of Character - Hamlet - Context and Analysis</u>
b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	<u>How To: Commedia dell’arte</u>
c. Implement planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	<u>How To: Sound</u>

PERFORM.

Standards	Example Content Correlation
Grade Level Expectation 1: Select, analyze, and interpret artistic work for presentation	
a. Experiment with various staging choices to enhance the story in a drama/theatre work.	How To: Digital Performance
b. Apply various character objectives in a drama/theatre work.	Unlocking Objectives and Tactics
Grade Level Expectation 2: Develop and refine artistic techniques, choices, and work for presentation	
a. Recognize how acting exercises and techniques can be applied in a rehearsal or drama/theatre performance.	How To: Improvisation
b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	How To: Makeup
Grade Level Expectation 3: Connect artistic work with audience, community, and ensemble	
a. Create through improvisation a drama/theatre work that will be shared with an audience.	Unlocking Musical Theatre
Grade Level Expectation 4: Convey meaning through the presentation of artistic work	
a. Create through improvisation a drama/theatre work that will be shared with an audience.	

CRITICALLY RESPOND.

Standards	Example Content Correlation
Grade Level Expectation 1: Perceive and analyze artistic work	
a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	Any production
Grade Level Expectation 2: Interpret intent and meaning in artistic work	
a. Identify the artistic choices made based on personal experience in a drama/theatre work.	Any production
b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.	Unlocking Community: Culture and the Arts
c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	Any production
Grade Level Expectation 3: Connect artistic experiences to our world; past, present, and future	
a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in telling the story.	Compare and Contrast
Grade Level Expectation 4: Apply criteria to evaluate artistic work	
a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	Any production
b. Consider the aesthetics of the production elements in a drama/theatre work.	Any production
c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	Unlocked

CREATE.

Standards	Example Content Correlation
Grade Level Expectation 1: Generate and conceptualize artistic ideas and work	
a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.	<u>Spotlight On The Production Team</u>
b. Imagine and explore possible solutions to design challenges of a performance space in a drama/theatre work.	<u>How To: Set</u>
c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.	<u>How To: Improvisation</u>
Grade Level Expectation 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.	<u>Master Cast</u>
b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	<u>Unlocking Collaboration: Group Discussions</u>
Grade Level Expectation 3: Connect artistic ideas to personal experience and varied perspectives	
a. Examine and analyze community issues through multiple perspectives in a drama/theatre work.	<u>Unlocking Community: Culture and the Arts</u>
b. Identify and use research and design choices in a drama/theatre work to enhance the work.	<u>How To: Costume</u>
Grade Level Expectation 4: Refine towards completion of artistic work	
a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.	
b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.	<u>How To: Commedia dell'arte</u>
c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.	<u>Unlocking Lighting</u>

PERFORM.

Standards	Example Content Correlation
Grade Level Expectation 1: Select, analyze, and interpret artistic work for presentation	
a. Explore different pacing to better communicate the story in a drama/theatre work.	
b. Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.	Unlocking Objectives and Tactics
Grade Level Expectation 2: Develop and refine artistic techniques, choices, and work for presentation	
a. Develop a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	How To: Stage Combat
b. Implement a variety of technical elements to create a design for a rehearsal or drama/theatre production.	How To: Props
Grade Level Expectation 3: Connect artistic work with audience, community, and ensemble	
a. Identify universal themes or common social issues and express them through a drama/theatre work.	Unlocked Community
Grade Level Expectation 4: Convey meaning through the presentation of artistic work	
a. Perform/present a rehearsed/designed drama/theatre work for an audience.	

CRITICALLY RESPOND.

Standards	Strength	Example Content Correlation
Grade Level Expectation 1: Perceive and analyze artistic work		
a. Apply criteria to analyze artistic choices in a drama/theatre work.	High	Any production
Grade Level Expectation 2: Interpret intent and meaning in artistic work		
a. Summarize and share artistic choices when participating in or observing a drama/theatre work.	High	Any production
b. Analyze how cultural perspectives 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
Grade Level Expectation 3: Connect artistic experiences to our world; past, present, and future		
a. Research and discuss the playwright's intent for a drama/theatre work.	Very High	Unlocked
Grade Level Expectation 4: Apply criteria to evaluate artistic work		
a. Critique a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.	Very High	Any production
b. Analyze the production elements used in a drama/theatre work to assess aesthetic choices	Very High	Any production
c. Assess the impact of a drama/theatre work on a specific audience.	High	Any production

High School - Fundamental Pathway

CREATE.

Standards	Example Content Correlation
Grade Level Expectation 1: Generate and conceptualize artistic ideas and work	
a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	<u>Unlocked: Creating a Design</u>
b. Explore the impact of technology on design choices in a drama/theatre work.	<u>Beyond the Wild Wood</u>
c. Generate ideas about a character that are believable and authentic using script analysis.	<u>Unlocking script analysis</u>
Grade Level Expectation 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 a drama/theatre work.	<u>Unlocked</u>
b. Investigate the collaborative nature of the actor, director, playwright, and designers to explore their interdependent roles in a drama/theatre work.	<u>Spotlight On The Production Team</u>
Grade Level Expectation 3: Connect artistic ideas to personal experience and varied perspectives.	
a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.	<u>Unlocked Community</u>
b. Explore how personal, cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	<u>Essential Greeks</u>
Grade Level Expectation 4: Refine towards completion of artistic work	
a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.	<u>Blood Brothers In Focus</u>
b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	<u>How To: Commedia dell'arte</u>
c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.	<u>Unlocked: Creating a Design</u>

PERFORM.

Standards	Example Content Correlation
Grade Level Expectation 1: Select, analyze, and interpret artistic work for presentation	
a. Examine how character relationships assist in telling the story of a drama/theatre work.	In Defence of Character
b. Shape artistic choices using given circumstances in a drama/theatre work.	Unlocking Objectives and Tactics
Grade Level Expectation 2: Develop and refine artistic techniques, choices, and work for presentation	
a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	How To: Stage Combat
b. Use research and script analysis to discover the impact design has for a drama/theatre production.	Unlocked: Creating a Design
Grade Level Expectation 3: Connect artistic work with audience, community, and ensemble	
a. Apply creative processes to tell stories in a scripted drama/theatre work to connect with audience, community, and ensemble.	Devising with the Paper Birds
Grade Level Expectation 4: Convey meaning through the presentation of artistic work	
a. Perform/present a scripted drama/theatre work for a specific audience.	

CRITICALLY RESPOND.

Standards	Example Content Correlation
Grade Level Expectation 1: 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.	Any production
Grade Level Expectation 2: Interpret intent and meaning in artistic work	
a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	Compare and Contrast
b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	Unlocked Community
c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	Any production
Grade Level Expectation 3: Connect artistic experiences to our world; past, present, and future	
a. Implement fundamental theatre research methods to better understand the social and cultural background of a drama/theatre work.	Unlocked
b. Connect drama/theatre knowledge, skills, training, and self-discipline needed to pursue career and technical opportunities in theatre to personal skills and goals.	
Grade Level Expectation 4: 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.	Unlocked: Theatre History
b. Consider the aesthetics of the production elements in a drama/theatre work.	Any production
c. Adapt a drama/theatre work to impact a specific audience.	

CREATE.

Standards	Example Content Correlation
Grade Level Expectation 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.	Essential Greeks
b. Understand and apply technology to design solutions for a drama/theatre work.	How To: Digital Performance
c. Develop a character that is believable and authentic in a drama/theatre work based on personal experiences and knowledge.	In Defence of Character
Grade Level Expectation 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.	Blood Brothers In Focus
b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	My West End
Grade Level Expectation 3: Connect artistic ideas to personal experience and varied perspectives	
a. Choose and interpret a drama/theatre work to connect and question beliefs.	Any production
b. Make creative choices based on connections with the selected topic.	
c. Integrate connections and knowledge from different art forms and disciplines to develop a drama/theatre work.	Poetry in Action
Grade Level Expectation 4: Refine towards completion of artistic work	
a. Analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work through the use of the rehearsal process .	T5: Rehearsal Process
b. Revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work by using research and script analysis.	Unlocking Movement
c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	On Design

PERFORM.

Standards	Example Content Correlation
Grade Level Expectation 1: Select, analyze, and interpret artistic work for presentation	
a. Analyze how unique choices shape believable and sustainable drama/theatre work.	Compare and Contrast
b. Assess how essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	Unlocked
Grade Level Expectation 2: Develop and re fine artistic techniques, choices, and work for presentation	
a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	
b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	Unlocked: Creating a Design
Grade Level Expectation 3: Connect artistic work with audience, community, and ensemble	
a. Execute creative processes to tell stories in a scripted drama/theatre work, to connect with audience, community, and ensemble.	
Grade Level Expectation 4: 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.	

CRITICALLY RESPOND.

Standards	Example Content Correlation
Grade Level Expectation 1: Perceive and analyze artistic work	
a. Respond to what is seen, felt, and heard in a drama/theatre work to critique artistic choices and justify meaningful feedback based on historical, cultural, and personal context.	Any production
Grade Level Expectation 2: 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	Unlocked
b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	Unlocked: Community
c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	Any production
Grade Level Expectation 3: Connect artistic experiences to our world; past, present, and future	
a. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	Devising with the Paper Birds
b. Connect drama/theatre knowledge, skills, training, and self-discipline needed to pursue career and technical opportunities outside of theatre.	
Grade Level Expectation 4: 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.	Comparing Mediums
b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	Any production
c. Verify how a drama/theatre work communicates for a specific purpose and audience.	Any production

CREATE.

Standards	Example Content Correlation
Grade Level Expectation 1: Generate and conceptualize artistic ideas and work	
a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/theatre work.	<u>Key Concepts in Theatre Design</u>
b. Create a complete design for a drama/theatre work that incorporates all elements of technology.	<u>How To: Digital Performance</u>
c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a drama/theatre work.	<u>In Defence of Character</u>
Grade Level Expectation 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.	<u>Concise Introductions</u>
b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	<u>Devising with the Paper Birds</u>
Grade Level Expectation 3: Connect artistic ideas to personal experience and varied perspectives.	
a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	
b. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data on ensemble, community.	<u>Unlocked: Community</u>
Grade Level Expectation 4: Refine towards completion of 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.	<u>Devising with the Paper Birds</u>
b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	<u>Unlocking Script Analysis</u>
c. Connect technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	<u>Shakespeare in Rehearsal</u>

PERFORM.

Standards	Example Content Correlation
Grade Level Expectation 1: Select, analyze, and interpret artistic work for presentation	
a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.	Director's Notebooks
b. Formulate an approach to artistic choices in a drama/theatre work based on a variety of researched techniques.	Key Concepts in Acting
Grade Level Expectation 2: Develop and refine artistic techniques, choices, and work for presentation	
a. Perform and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	Devising with the Paper Birds
b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	Key Concepts in Theatre Design
Grade Level Expectation 3: Connect artistic work with audience, community, and ensemble	
a. Effectively execute creative processes to tell stories in a devised or scripted drama/theatre work, to connect with audience, community, and ensemble.	
Grade Level Expectation 4: 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.	Talking about Plays

CRITICALLY RESPOND.

Standards	Example Content Correlation
Grade Level Expectation 1: Perceive and analyze artistic work	
a. Respond to what is seen, felt, and heard in a drama/theatre work to analyze artistic choices and justify meaningful feedback based on historical, cultural, and personal context.	Any production
Grade Level Expectation 2: Interpret intent and meaning in artistic work	
a. Revise personal work and interpret the work of others when participating in or observing a drama/theatre work using detailed supporting evidence and appropriate criteria.	Evaluation Template - Performance
b. Shape personal responses to drama/theatre work by utilizing new understandings of cultures and contexts.	Unlocked
c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.	Any production
Grade Level Expectation 3: Connect artistic experiences to our world; past, present, and future	
a. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.	Critical Introductions
b. Connect personal knowledge, skills, training, and self-discipline needed to pursue personal career goals in theatre.	
Grade Level Expectation 4: 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.	Unlocked
b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	Comparing Design Choices
c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.	Any production