

DIGITAL THEATRE⁺

Illinois Arts Learning Standards - Theatre

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 Illinois Arts Learning Standards - Theatre.

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 and/or your students' own creativity.

GRADE 6

CREATING

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Identify possible solutions to performance challenges in a drama/theatre work	Medium	Spotlight On The Production Team
b. Identify solutions to design challenges in a drama/theatre work	Medium	How To: Set
c. Explore a scripted or improvised character authentic to a drama/theatre work	High	How To: Improvisation
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. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work	Low	Spotlight On The Production Team
Anchor Standard 3: Refine and complete artistic work		
a. Articulate and examine choices to refine a devised or scripted drama/theatre work	Medium	Master Cast
b. Identify effective physical and vocal traits of characters in an improvised or scripted theatrical work	High	How To: Commedia Coming soon
c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work	High	How To: Digital Performance

PERFORMING

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Identify the dramatic arc of a scene	High	Spotlight On Dramatic Structure
b. Identify character objectives and motives in a scene	High	How To: Improvisation
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Apply acting exercises to a drama/theatre work	High	How To: Stage Combat
b. Articulate how technical elements (costumes, lights, props, set, sound) 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. Explore a theme through a drama/theatre performance for an informal audience	Medium	Suitcase Stories

RESPONDING

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Explain and justify artistic choices made in a drama/theatre work	Very High	Any production
Anchor Standard 8: Interpret meaning in artistic work		
a. Contrast multiple personal experiences when participating in a drama/theatre work	Low	
b. Identify cultural perspectives that may influence the interpretation of a drama/theatre work	High	Unlocking Community: Culture and the Arts
c. Identify personal aesthetics through participation in or observation of drama/theatre work	Very High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Apply criteria to evaluate drama/theatre work as an individual	High	Unlocked
b. Consider the aesthetics of the production elements in a drama/theatre work	Very High	Any production
c. Evaluate and analyze problems and situations in a drama/theatre work from an audience's perspective	Very High	Unlocked

CONNECTING

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 demonstrate the perspective of a community or culture	High	<u>Beyond the Wild Wood</u>
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	<u>Unlocked</u>
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	<u>Compare and Contrast</u>
b. Identify and use artifacts from a time period and place to develop choices in a drama/theatre design	Low	

GRADE 7

CREATING

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Investigate multiple perspectives and solutions to performance challenges in a drama/theatre work	Medium	<u>Spotlight On The Production Team</u>
b. Explain and present solutions to design challenges in a drama/theatre work	Medium	<u>How To: Costume</u>
c. Envision and describe a scripted or improvised character's inner thoughts and objectives that are authentic to a drama/theatre work	Medium	<u>Unlocking Objectives and Tactics</u>
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	<u>Master Cast</u>
b. Define and demonstrate the collaborative responsibilities of actor, director, and designer to present a drama/theatre work	Medium	<u>Unlocking Collaboration: Group Discussions</u>
Anchor Standard 3: Refine and complete artistic work		
a. Analyze and refine choices in a unified devised or scripted drama/theatre work	Medium	<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	High	<u>How To: Commedia Coming soon</u>
c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work	High	<u>How To: Sound</u>

PERFORMING

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Analyze the dramatic arc of a drama/theatre work	High	Spotlight On Dramatic Structure
b. Use a variety of character objectives and motives in a scene	Medium	Unlocking Objectives and Tactics
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	How To: Improvisation
b. Experiment with a variety of technical elements that can be applied to a design in a drama/theatre work	High	How To: Makeup
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Demonstrate a primary theme in a drama/theatre performance	Low	

RESPONDING

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Articulate personal reactions to artistic choices in a drama/theatre work	High	Any production
Anchor Standard 8: Interpret meaning in artistic work		
a. Contrast multiple personal experiences and choose the most appropriate when participating in a drama/theatre work	Low	
b. Describe how cultural perspectives can influence the interpretation of a drama/theatre work	High	Unlocking Community: Culture and the Arts
c. Interpret how the use of personal aesthetics can be used to discuss a drama/theatre work	High	Any production
Anchor Standard 9: Apply criteria to evaluate artistic work		
a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work	Very High	Any production
b. Evaluate the production elements used in a drama/theatre work to assess aesthetic choices	Very High	Any production
c. Identify a specific audience or purpose for a drama/theatre work	Very High	Unlocked

CONNECTING

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	<u>Allegiance</u>
Anchor Standard 11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Examine contemporary social, cultural, or global issues by using music, dance, art, and/or media in a drama/theatre work	Medium	<u>Unlocking Musical Theatre</u>
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	<u>Compare and Contrast</u>
b. Compare the drama/theatre conventions of a given time period with those of the present	High	<u>Essential Greeks</u>

GRADE 8

CREATING

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Imagine and explore multiple perspectives and solutions to performance problems in a drama/theatre work	Medium	<u>Spotlight On The Production Team</u>
b. Imagine and explore solutions to design challenges for a specific performance space in a drama/theatre work	Medium	<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	Medium	<u>How To: Improvisation</u>
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	<u>Master Cast</u>
b. Participate in collaborative responsibilities required to present a drama/theatre work informally to an audience	Medium	<u>Unlocking Collaboration: Group Discussions</u>
Anchor Standard 3: Refine and complete artistic work		
a. Use repetition and analysis in order to unify a devised or scripted drama/theatre work during the rehearsal process	Low	
b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work	Medium	<u>How To: Commedia Coming soon</u>
c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work	Medium	<u>Unlocking Lighting</u>

PERFORMING

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Identify various choices to enhance the interpretation of a drama/theatre work	Medium	Compare and Contrast
b. Use various character objectives, motives, and tactics in a scene to overcome obstacles	Medium	Unlocking Objectives and Tactics
Anchor Standard 5: Develop and refine artistic techniques and work for presentation		
a. Choose a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance	High	How To: Stage Combat
b. Incorporate a variety of technical 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. Explore multiple themes within a drama/theatre performance	Medium	Suitcase Stories

RESPONDING

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Compare personal and peer reactions to artistic choices in a drama/theatre work	High	Any production
Anchor Standard 8: Construct meaningful interpretations of artistic work		
a. Contrast multiple personal experiences and choose the most appropriate based on textual evidence when participating in a drama/theatre work	Medium	Unlocked
b. Analyze how cultural perspectives can influence the interpretation of a drama/theatre work	Medium	Unlocking Community: Culture and the Arts
c. Apply personal aesthetics to interpret 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 how the production elements present the theme of a drama/theatre work	Very High	Any production
c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience	High	Any production

CONNECTING

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. Incorporate different forms of theatre to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context	Very High	Unlocked Community
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. Investigate the time period and place of a theatrical work to better understand design choices	High	Unlocked: Theatre History

Introductory High School Levels

CREATING

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Create a symbol or metaphor to unify the concept of a drama/theatre work	Medium	Unlocked: Creating a Design
b. Explore the impact of technology on design choices in a drama/theatre work	Medium	Beyond the Wild Wood
c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work	Medium	Unlocking script analysis
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 a drama/theatre work	High	Unlocked
b. Investigate the collaborative nature of the actor, director, playwright, and designers (creative team) 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. Practice and revise a unified devised or scripted drama/theatre work using theatre 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 technical design choices to support the symbols or metaphors to unify the concept in a devised or scripted drama/theatre work	Medium	Unlocked: Creating a Design

PERFORMING

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Apply choices to the interpretation of a drama/theatre work	High	Any actor interview
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. Research technical 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. Express a theme through the unified concept in the performance of a drama/theatre work	Low	

RESPONDING

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Justify personal reactions to artistic choices made in a drama/theatre work	Very High	Any production
Anchor Standard 8: Construct meaningful interpretations of artistic work		
a. Identify and compare artistic choices developed from personal experience, textual evidence, and appropriate criteria in a drama/theatre work	High	Compare and Contrast
b. Identify and compare cultural perspectives and contexts that may influence the interpretation of a drama/theatre work	Medium	Unlocked Community
c. Support and explain personal aesthetics through 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. Judge the effectiveness of production elements in conveying the theme of the drama/theatre work while respecting others' interpretations	Very High	Any production
c. Assess the impact of a drama/theatre work on a specific audience	High	Unlocked

CONNECTING

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	High	Any production
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

Intermediate High School Levels

CREATING

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Apply research to construct ideas about the unified concept of a drama/theatre work	Low	
b. Understand and apply technology to design solutions for a drama/theatre work	Medium	How To: Digital Performance
c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work	Medium	In Defence of Character
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	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. Reimagine and revise technical design choices during the course of a rehearsal process to enhance the unified concept in a devised or scripted drama/theatre work	Medium	On Design

PERFORMING

Standards	Strength	Example Content Correlation
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation		
a. Explore various choices to the interpretation of a drama/theatre work	Very High	Compare and Contrast
b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work	High	Unlocked
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 elements and research to create a design that communicates the concept of a drama/theatre production	Medium	Unlocked: Creating a Design
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Express a theme through the unified concept in the performance of a drama/theatre work for a specific purpose	Low	

RESPONDING

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Recognize the validity of multiple interpretations of artistic choices in a drama/theatre work	Very High	Any production
Anchor Standard 8: Construct meaningful interpretations of artistic work		
a. Analyze personal experience, textual evidence, and appropriate criteria to reinforce artistic choices when participating in or observing a drama/theatre work	High	Unlocked
b. Apply cultural perspectives and understandings to interpret a drama/theatre work	Medium	Unlocked Community
c. Justify how aesthetics inform artistic decisions in a 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	Comparing Mediums
b. Citing evidence, evaluate the production elements in conveying the theme of a drama/theatre work	Very High	Any production
c. Articulate how a drama/theatre work communicates for a specific purpose and audience	Very High	Any production

CONNECTING

Relating artistic ideas and work with personal meaning and external context

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	Very High	Unlocked Community
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	Low	
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Discuss creative choices for a devised or scripted drama/theatre work based on theatre research about selected topics	Very High	Unlocked
b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre design, based on critical research	High	Any production

Advanced High School Levels

CREATING

Standards	Strength	Example Content Correlation
Anchor Standard 1: Generate and conceptualize artistic ideas and work		
a. Synthesize knowledge from a variety of dramatic forms, drama/theatre conventions, and technologies to create the unified concept of a drama/theatre work	High	Key Concepts in Theatre Design
b. Create a complete design for a drama/theatre work that incorporates multiple elements of technology	Low	How To: Digital Performance
c. 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
Anchor Standard 2: Organize and develop artistic ideas and work		
a. Refine, transform, or reimagine the unifying concept in a devised or scripted drama/theatre work, using the rehearsal process	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, or reimagine the unifying concept in a devised or scripted drama/theatre work, using the rehearsal process	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 to a drama/theatre work	High	Unlocking Script Analysis
c. Apply a high level of technical proficiencies to the rehearsal process to enhance the unified concept in a devised or scripted drama/theatre work	Medium	Shakespeare in Rehearsal

PERFORMING

Standards	Strength	Example Content Correlation
Anchor Standard 4: 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	High	Director's Notebooks
b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work	High	Key Concepts in Acting
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	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	Medium	Key Concepts in Theatre Design
Anchor Standard 6: Convey meaning through the presentation of artistic work		
a. Express a theme through the unified concept in the performance of a drama/theatre work for a specific purpose to a specific audience	Medium	Talking about Plays

RESPONDING

Standards	Strength	Example Content Correlation
Anchor Standard 7: Perceive and analyze artistic work		
a. Demonstrate an understanding of multiple interpretations and how each might be used to influence future artistic choices in a drama/theatre work	Very High	Any production
Anchor Standard 8: Construct meaningful interpretations of artistic work		
a. Apply personal experience, textual evidence, and appropriate criteria to revise personal work and/or interpret the work of others in a drama/theatre work	Very High	Evaluation Template - Performance
b. Demonstrate/articulate new understandings of cultures and contexts to interpret a drama/theatre work	High	Unlocked
c. Debate and distinguish multiple aesthetics through participation in, and observation of, 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	Unlocked
b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work	High	Comparing Design Choices
c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences	High	Any production

CONNECTING

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 perspectives	Low	
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	<u>Poetry in Action</u>
Anchor Standard 11.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
a. Justify the performance 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. Synthesize and apply critical research on a historical time period to create a design for a modern drama/theatre space	High	<u>Unlocked: Theatre History</u>