

## National Core Arts Standards for Theatre

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

### PROFICIENT

	Anchor Standard	Standards	Strength
<b>CREATING -</b> Conceiving and developing new artistic ideas and work.	<b>1: Generate and conceptualize artistic ideas and work.</b>	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	<b>High</b>
		b. Explore the impact of technology on design choices in a drama/theatre work	<b>Medium</b>
		c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work	<b>Medium</b>
	<b>2: Organize and develop artistic ideas and work.</b>	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.	<b>High</b>
		b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work	<b>Very High</b>
	<b>3: Refine and complete artistic work</b>	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions	<b>Medium</b>
		b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work	<b>High</b>
		c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work	<b>Medium</b>

	Anchor Standard	Standards	Strength
<b>PERFORMING</b> (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	<b>4: Select, analyze, and interpret artistic work for presentation.</b>	a. Examine how character relationships assist in telling the story of a drama/theatre work.	<b>High</b>
		b. Shape character choices using given circumstances in a drama/theatre work.	<b>High</b>
	<b>5: Develop and refine artistic techniques and work for presentation.</b>	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	<b>Medium</b>
		b. Use researched technical elements to increase the impact of design for a drama/theatre production.	<b>Medium</b>
	<b>6: Convey meaning through the presentation of artistic work</b>	a. Perform a scripted drama/theatre work for a specific audience.	<b>Medium</b>

	Anchor Standard	Standards	Strength
<b>RESPONDING - Understanding and evaluating how the arts convey meaning</b>	<b>7: Perceive and analyze artistic work</b>	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	<b>Very High</b>
	<b>8: Interpret meaning in artistic work.</b>	a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works	<b>High</b>
		b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work	<b>Medium</b>
		c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	<b>High</b>
	<b>9: Apply criteria to evaluate artistic work</b>	a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines	<b>High</b>
		b. Consider the aesthetics of the production elements in a drama/ theatre work	<b>High</b>
		c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	<b>Very High</b>

	Anchor Standard	Standards	Strength
<b>CONNECTING - Relating artistic ideas and work with personal meaning and external context.</b>	<b>10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</b>	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	<b>High</b>
	<b>11.1: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</b>	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	<b>Medium</b>
	<b>11.2: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</b>	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	<b>Very High</b>
		b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work	<b>High</b>

## ACCOMPLISHED

	Anchor Standard	Standards	Strength
<b>CREATING -</b> Conceiving and developing new artistic ideas and work.	<b>1: Generate and conceptualize artistic ideas and work.</b>	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	<b>Medium</b>
		b. Understand and apply technology to design solutions for a drama/ theatre work.	<b>Low</b>
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	<b>Medium</b>
	<b>2: Organize and develop artistic ideas and work.</b>	A. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	<b>High</b>
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work	<b>Low</b>
	<b>3: Refine and complete artistic work</b>	a. Use the rehearsal process to analyse the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	<b>Medium</b>
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	<b>High</b>
		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.	<b>Medium</b>

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

	Anchor Standard	Standards	Strength
<b>RESPONDING - Understanding and evaluating how the arts convey meaning</b>	<b>7: Perceive and analyze artistic work</b>	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.	<b>Very High</b>
	<b>8: Interpret meaning in artistic work.</b>	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work	<b>High</b>
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	<b>Medium</b>
		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	<b>High</b>
	<b>9: Apply criteria to evaluate artistic work</b>	A. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	<b>High</b>
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations	<b>High</b>
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.	<b>Very High</b>

	Anchor Standard	Standards	Strength
<b>CONNECTING - Relating artistic ideas and work with personal meaning and external context.</b>	<b>10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</b>	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	<b>High</b>
	<b>11.1: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</b>	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work	<b>Medium</b>
	<b>11.2: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</b>	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	<b>Very High</b>
		b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work	<b>High</b>

## ADVANCED

	Anchor Standard	Standards	Strength
<b>CREATING -</b> Conceiving and developing new artistic ideas and work.	<b>1: Generate and conceptualize artistic ideas and work.</b>	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.	<b>High</b>
		b. Create a complete design for a drama/theatre work that incorporates all elements of technology.	<b>Low</b>
		c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/ theatre work.	<b>Medium</b>
	<b>2: Organize and develop artistic ideas and work.</b>	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	<b>Very High</b>
		b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	<b>Low</b>
	<b>3: Refine and complete artistic work</b>	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.	<b>Medium</b>
		b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	<b>High</b>
		c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	<b>Medium</b>

	Anchor Standard	Standards	Strength
<b>PERFORMING</b> (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	<b>4: Select, analyze, and interpret artistic work for presentation.</b>	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.	<b>High</b>
		b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	<b>High</b>
	<b>5: Develop and refine artistic techniques and work for presentation.</b>	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	<b>High</b>
		b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production	<b>Medium</b>
	<b>6: Convey meaning through the presentation of artistic work</b>	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.	<b>High</b>
		<b>Our resources provide you with multiple opportunities for research and analysis in preparation for the production</b>	

	Anchor Standard	Standards	Strength
<b>RESPONDING - Understanding and evaluating how the arts convey meaning</b>	<b>7: Perceive and analyze artistic work</b>	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	<b>High</b>
	<b>8: Interpret meaning in artistic work.</b>	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.	<b>Very High</b>
		b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.	<b>High</b>
		c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/ theatre work.	<b>High</b>
	<b>9: Apply criteria to evaluate artistic work</b>	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	<b>High</b>
		b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	<b>High</b>
		c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences	<b>Medium</b>

	Anchor Standard	Standards	Strength
<b>CONNECTING - Relating artistic ideas and work with personal meaning and external context.</b>	<b>10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</b>	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	<b>Low</b>
		<b>our resources provide you with several examples and can guide you as you begin your collaborations</b>	
	<b>11.1: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</b>	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems	<b>Medium</b>
	<b>11.2: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</b>	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.	<b>Very High</b>
		b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research	<b>Very High</b>