

DIGITAL THEATRE⁺

Washington State K-12 Arts Learning Standards for 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 Washington State K-12 Arts Learning Standards for Theatre.

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|------------------|---|-------------|--|
| 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

Conceiving and developing new artistic ideas and work.

| 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. Identify solutions to design challenges in a drama/theatre work. | Medium | How To: Set |
| c. Explore a scripted or improvised character by imagining the given circumstances in 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 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. 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 drama/theatre 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

(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. 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 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 drama/theatre work and present it informally for an audience. | Medium | Suitcase Stories |

RESPONDING

Understanding and evaluating how the arts convey meaning.

| 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 perspectives 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. Apply 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

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. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives 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 | 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. Investigate the time period and place of a drama/theatre work to better understand performance and design choices. | Very High | <u>Any production</u> |

GRADE 7

CREATING

Conceiving and developing new artistic ideas and work.

| 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 | <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 in 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. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work. | Medium | <u>Unlocking Collaboration: Group Discussions</u> |
| 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 | <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

(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. Consider various staging choices to enhance the story in a drama/theatre work. | High | How To: Digital Performance |
| b. Use various character objectives in a drama/theatre work. | 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. Articulate how technical elements are integrated into a drama/ theatre work. | High | How To: Makeup |
| Anchor Standard 6: Convey meaning through the presentation of artistic work | | |
| a. Participate in rehearsals for a drama/theatre work that will be shared with an audience. | Low | |

RESPONDING

Understanding and evaluating how the arts convey meaning

| 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 perspectives can influence the evaluation of drama/theatre work. | High | Black Magic |
| c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work. | High | Unlocking Lighting |
| 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. Consider the aesthetics of the production elements in a drama/theatre work. | Very High | Any production |
| c. Identify how the intended purpose of a drama/ theatre work appeals to a specific audience. | Very High | Unlocked |

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. 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 to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context. | Medium | Some Like It Hip Hop |
| 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

CREATING

Conceiving and developing new artistic ideas and work.

| 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. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work. | Medium | How To: Set |
| c. 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 |
| 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. Use repetition and analysis in order to revise devised or scripted drama/theatre work. | Low | |
| 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 technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work. | Medium | Unlocking Lighting |

PERFORMING

(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. 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 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 drama/theatre work for an audience. | Low | |

RESPONDING

Understanding and evaluating how the arts convey meaning

| Standards | Strength | Example Content Correlation |
|---|-----------|---|
| Anchor Standard 7: Perceive and analyze artistic work | | |
| a. Apply 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 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 |
| 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. Apply 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 |

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. 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 of drama/theatre work to examine contemporary social, cultural, or global issues. | Very High | Unlocked Community |
| 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

CREATING

Conceiving and developing new artistic ideas and work.

| 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. 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 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 devised or scripted drama/theatre work using theatrical staging 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 story and emotional impact of a devised or scripted drama/theatre work. | Medium | Unlocked: Creating a Design |

PERFORMING

(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 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 scripted drama/theatre work for a specific audience. | Low | |

RESPONDING

Understanding and evaluating how the arts convey meaning

| 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. Justify personal aesthetics, preferences, and beliefs 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. Consider the aesthetics of the production elements in a drama/theatre work. | Very High | Any production |
| c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience. | Very High | Unlocked |

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. | 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 |

High school - Accomplished

CREATING

Conceiving and developing new artistic ideas and work.

| 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. 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. 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. | Medium | On Design |

PERFORMING

(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. Discover how unique choices shape believable and sustainable 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. Present a drama/theatre work using creative processes that shape the production for a specific audience. | Low | |

RESPONDING

Understanding and evaluating how the arts convey meaning

| 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 | Unlocked |
| b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding. | Medium | Unlocked Community |
| 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 | Comparing Mediums |
| b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations. | Very High | Any production |
| c. Verify 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. 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 |
| 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

CREATING

Conceiving and developing new artistic ideas and work.

| 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 technologies to create the visual composition of a drama/theatre work. | High | Key Concepts in Theatre Design |
| b. Create a complete design for a drama/theatre work that incorporates all 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. 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 technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work. | Medium | Shakespeare in Rehearsal |

PERFORMING

(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. 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. 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 | Talking about Plays |

RESPONDING

Understanding and evaluating how the arts convey meaning

| 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 | Unlocked |
| 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 | Evaluation Template - Performance |
| b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. | High | 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. | 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

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. 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. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. | Medium | Musical Matters |
| 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 | Critical Introductions |