

Theater Arts K-4

Content Standard #1: Students and teachers are selected to interweave characters, environments, and situations during the performance dramatizations.

Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations

Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue

Content Standard #2: Acting by assuming roles and interacting in specific improvisations.

Students imagine and clearly describe characters, their relationships, and their environments.

Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters

Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history

Content Standard #3: Designing by visualizing and arranging environments for classroom dramatizations

Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources

Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup

Content Standard #4: Directing by planning classroom dramatizations

Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations

Content Standard #5:

Researching by finding information to support performance dramatizations

Students communicate information to peers about people, events, time, and place related to classroom dramatizations

Content Standard #6: Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms

Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts

Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts

Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

Content Standard #7: Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions

Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances

Students explain how the wants and needs of characters are similar to and different from their own

Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating

Content Standard #8: Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life

Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life

Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

Theater Arts 5-8

Content Standard #1: Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history



Students individually and in groups, create characters, environments, and actions that create tension and suspense

Students refine and record dialogue and action

Content Standard #2: Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people

Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices

Students in an ensemble, interact as the invented characters

Content Standard #3: Designing by developing environments for improvised and scripted scenes

Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama

Students analyze improvised and scripted scenes for technical requirements

Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources

Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character

Content Standard #4: Directing by organizing rehearsals for improvised and scripted scenes

Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills

Content Standard #5: Researching by using cultural and historical information to support improvised and scripted scenes

Students apply research from print and nonprinted sources to script writing, acting, design, and directing choices

Content Standard #6: Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms

Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts

Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes

Students express and compare personal reactions to several art forms

Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

Content Standard #7: Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

Students describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

Students articulate and support the meanings constructed from their and others' dramatic performances

Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances

Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes

Content Standard #8: Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures

Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture



Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media

Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures

Students explain how culture affects the content and production values of dramatic performances

Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life



Angela Davis, The Yarnspinner

504 427-5625

www.yarnspin.com

Yarnspinner@mindspring.com