



# **Delaware Standards for Visual and Performing Arts**

**Grade-Level & Proficiency-Level Expectations**

**PK to Grade 8**

**THEATRE**

<b>PERFORMING</b>									
<b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b>									
<b>TH:Pr4.1a</b>									
<b>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.</b>									
<b>Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?</b>									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Pr4.1.PKa	TH:Pr4.1.Ka	TH:Pr4.1.1a	TH:Pr4.1.2a	TH:Pr4.1.3a	TH:Pr4.1.4a	TH:Pr4.1.5a	TH:Pr4.1.6a	TH:Pr4.1.7a	TH:Pr4.1.8a
With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	Apply the elements of dramatic structure to a story and create a drama/theatre work.	Modify the dialogue and action to change the story in a drama/theatre work.	Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	Consider various staging choices to enhance the story in a drama/theatre work.	Explore different pacing to better communicate the story in a drama/theatre work.
I CAN tell who the characters in a play are.	I CAN tell who the characters of a play are and where the play takes place.	I CAN re-tell what a character in a play says and does.	I CAN identify and explain the story elements in a guided drama experience.	I CAN use the elements of dramatic structure (exposition, rising action, climax, falling action and resolution) to create a theatrical work.	I CAN edit the dialogue and the action of a play to change the story.	I CAN explain what a character is thinking and feeling based on what they are saying in a scene.	I CAN identify the events of a story that are the most important for telling the story.	I CAN think about different options for staging a scene and pick the one that best works for the story.	I CAN try various ways of blocking that will help to set the pace of a theatrical work.

<b>PERFORMING</b>									
<b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b>									
<b>TH:Pr4.1b</b>									
<b>Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.</b>									
<b>Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?</b>									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Pr4.1.PKb	TH:Pr4.1.Kb	TH:Pr4.1.1b	TH:Pr4.1.2b	TH:Pr4.1.3b	TH:Pr4.1.ba	TH:Pr4.1.5b	TH:Pr4.1.6b	TH:Pr4.1.7b	TH:Pr4.1.8b
		Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, and creative drama).	Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).	Investigate how movement and voice are incorporated into drama/theatre work.	Make physical choices to develop a character in a drama/theatre work.	Use physical choices to create meaning in a drama/theatre work.	Experiment with various physical choices to communicate character in a drama/theatre work.	Use various character objectives in a drama/theatre work.	Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.
		I CAN use body language and facial expressions to show how my character is feeling in a scene.	I CAN change my voice and add body language to show specific character traits in a scene.	I CAN explain how an actor uses his/her body and voice to create a character.	I CAN use body language and voice to create a character.	I CAN use body language and voice to create a character that is believable.	I CAN try different physical movements to best represent my character.	I CAN create a character for a theatrical work by determining what he character wants.	I CAN create a character for a theatrical work by determining what the character wants and how the character will get it.

<b>PERFORMING</b>									
<b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b>									
<b>TH:Pr5.1a</b>									
<b>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</b>									
<b>Essential Question(s): What can I do to fully prepare a performance or technical design?</b>									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Pr5.1.PKa	TH:Pr5.1.Ka	TH:Pr5.1.1a	TH:Pr5.1.2a	TH:Pr5.1.3a	TH:Pr5.1.4a	TH:Pr5.1.5a	TH:Pr5.1.6a	TH:Pr5.1.7a	TH:Pr5.1.8a
With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).	Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).	Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Practice selected exercises that can be used in a group setting for drama/theatre work.	Choose acting exercises that can be applied to a drama/theatre work.	Recognize how acting exercises and techniques can be applied to a drama/theatre work.	Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
I CAN understand that I have to use my imagination to help me when I play.	I CAN understand that voices and sounds are important in stories.	I CAN understand how physical movements are important in a play.	I CAN show the connection between my voice and body movements and how my character is feeling in a play.	I CAN participate in theatre games to help me become a better actor.	I CAN use acting exercises with a group.	I CAN choose acting exercises that would best fit the development of a character.	I CAN explain how different acting techniques will help me develop a character.	I CAN discover different acting techniques through practice that will help me develop a character.	I CAN use acting technique to create a character.

**PERFORMING**

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**

**TH:Pr5.1b**

**Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.**

**Essential Question(s): What can I do to fully prepare a performance or technical design?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Pr5.1.PKb	TH:Pr5.1.Kb	TH:Pr5.1.1b	TH:Pr5.1.2b	TH:Pr5.1.3b	TH:Pr5.1.4b	TH:Pr5.1.5b	TH:Pr5.1.6b	TH:Pr5.1.7b	TH:Pr5.1.8b
With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	Identify the basic technical elements that can be used in drama/theatre work.	Propose the use of technical elements in a drama/theatre work.	Demonstrate the use of technical elements in a drama/theatre work.	Articulate how technical elements are integrated into a drama/theatre work.	Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.
I CAN discover lights, sound, special effects, costumes and sets in a guided drama experience.	I CAN discover lights, sound, special effects, costumes and sets in a guided drama experience.	I CAN identify lights, sound, special effects, costumes, and sets in a guided drama experience.	I CAN use various technical elements through a guided drama experience.	I CAN identify basic technical elements that can be used in a theatrical work.	I CAN share ideas about what technical elements might enhance a theatrical work.	I CAN carry out a technical plan that is given to me.	I CAN explain how technical elements are used in a theatrical production.	I CAN identify various technical elements that can be used in a theatrical production.	I CAN create a technical design for a theatrical work.

**PRESENTING**

**Anchor Standard: Convey meaning through the presentation of artistic work.**

**TH:Pr6.1a**

**Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.**

**Essential Question(s): What happens when theatre artists and audiences share a creative experience?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Pr6.1.PKa	TH:Pr6.1.Ka	TH:Pr6.1.1a	TH:Pr6.1.2a	TH:Pr6.1.3a	TH:Pr6.1.4a	TH:Pr6.1.5a	TH:Pr6.1.6a	TH:P6.1.7a	TH:Pr6.1.8a
With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	Practice drama/theatre work and share reflections individually and in small groups.	Share small-group drama/theatre work, with peers as audience.	Present drama/theatre work informally to an audience.	Adapt a drama/theatre work and present it informally for an audience.	Participate in rehearsals for a drama/theatre work that will be shared with an audience.	Participate in rehearsals for a drama/theatre work that will be shared with an audience.
I CAN make pretend play with my peers.	I CAN use voice and sound when I play.	I CAN use movement and gestures to show my emotions.	I CAN participate in a group guided drama experience.	I CAN reflect upon my performance and share my thoughts with a small group.	I CAN perform a scene for my peers.	I CAN perform a theatrical work for my peers.	I CAN perform a theatrical work with some technical elements (i.e., costumes) for my peers.	I CAN present a short theatrical work (monologue, scene, etc.) for an audience.	I CAN present a short, scripted theatrical work (monologue, scene, etc.) for an audience.