

## Theater Proficiency-Based Graduation Requirements (PBGR) Road Map

### Purpose

In 2014, the National Core Arts Standards (NCAS) were introduced by the National Coalition for the Core Arts Standards (NCCAS). These standards are conceptual in nature and are **Designed** around artistic processes, providing a solid foundation to foster literacy in Dance, Media Arts, and Theater. The development of the [Arts PBGR Hierarchy](#) stemmed from the NCAS, serving as a representation of all content areas under one comprehensive umbrella.

The Critical Proficiencies within the Arts PBGR Hierarchy are directly derived from the NCAS artistic processes, maintaining uniformity in their description across all arts disciplines. Similarly, the Priority Performance Indicators are taken from the NCAS Anchor Standards, which are deemed essential in supporting artistic literacy upon graduation.

The primary objective of the Arts PBGR Hierarchy is to integrate all content areas cohesively. To achieve this, verbs from the identified Anchor Standards were drawn from the Enduring Understandings present in all art disciplines. These verbs were thoughtfully refined to construct coherent sentences that honored the original intent of each Anchor Standard in the arts.

Given that the Arts PBGR Hierarchy represents all arts disciplines, it is crucial for educators specializing in each art form to devise a customized roadmap. They should utilize content specific NCAS Performance Indicators to delineate how students can achieve the necessary artistic literacy required for graduation. This individualized approach ensures a well-rounded and meaningful educational experience for students across the arts spectrum.

### How to Use this Document

This document was crafted to illustrate the vertical alignment of Priority Performance Indicators in Theater and to emphasize the utilization of Prioritized Grade Level Standards in their creation. Identified by [Chicago Public Schools](#), these Prioritized Standards serve as crucial benchmarks for evaluation at every grade level. Schools are encouraged to adopt this work as-is; adapt this work to better suit the unique needs of their respective school communities; or use this work as a lens through which to evaluate their local work.



## Vertical Alignment

The subsequent section presents Priority Performance Indicators at each grade band. Its purpose is to illustrate the student experience across grade levels. It's important to note that not every grade band will feature a Priority Performance Indicator, as students may attain it through their engagement in the Performing Arts. For instance, the Visual Arts emphasize the Create Critical Proficiency more, whereas the Performing Arts prioritize the Present/Perform/Produce Critical Proficiency.

### Critical Proficiency

Create: Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

#### Priority Performance Indicator: Generate and Conceptualize

K-2	3-5	6-8	9-12
<p><b>Performance:</b> Students enhance drama activities with innovative character choices and plot details in process, story, and creative drama.</p> <p><b>Design:</b> Students utilize nonrepresentational materials to craft props, puppets, and costume pieces for dramatic play or guided drama experiences.</p>	<p><b>Performance:</b> Students generate roles, imagined worlds, and improvised stories within a drama/theater work.</p> <p><b>Design:</b> Students suggest <b>Design</b> concepts that enhance the narrative and given circumstances in the same dramatic context.</p>	<p><b>Performance:</b> Students portray a scripted or improvised character in a drama/theater work, authentically exploring their inner thoughts and objectives.</p> <p><b>Design:</b> Students vividly envision and describe the intricacies that contribute to their authenticity within the dramatic context.</p>	<p>Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)</p>

**Priority Performance Indicator: Organize, Develop, and Complete**

K-2	3-5	6-8	9-12
<p><b>Performance:</b> Students promote focused participation and interactive engagement in performance-based scenarios or guided drama activities like process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students work together with peers to create a storyline and collectively transform the performance space into an imagined world during guided drama activities.</p>	<p><b>Performance:</b> Students enhance improvised or scripted drama/theater work through repeated practice and thorough self and group reviews. They generate innovative ideas for drama/theater work. Students collaboratively explore characters and their situations, demonstrating mutual respect for themselves and others while playing roles in the creation of a drama/theater piece, and actively contributing and incorporating diverse ideas within the collaborative process.</p> <p><b>Design:</b> Students demonstrate mutual respect for themselves and others while <b>Designing</b> and creating props, scenery, costumes, and soundscapes in the creation of a drama/theater piece, and actively contribute and incorporate diverse ideas within the collaborative process.</p>	<p><b>Performance:</b> Students use repetition and analysis to unify a devised or scripted drama/theater work during the rehearsal process.</p> <p><b>Design:</b> Students implement and refine a planned technical <b>Design</b> using simple technology during the rehearsal process for a devised or scripted drama/theater work.</p>	<p>Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)</p>

## Critical Proficiency

Present/Perform/Produce: Develop, refine, and convey meaning through artistic work.

### Priority Performance Indicator: Develop and Refine for Presentation

K-2	3-5	6-8	9-12
<p><b>Performance:</b> Students recognize characters and settings in dramatic play or guided drama experiences (e.g., process drama, story drama, creative drama); explore the integration of movement and voice within guided drama activities; and creatively implement original story elements in guided drama experiences such as process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students recognize elements of the story that impact costume, set, sound, and prop choices.</p>	<p><b>Performance:</b> Students employ body, face, gestures, and voice to convey character traits and emotions. Students articulate the underlying thoughts and emotions influencing dramatic structure and explore diverse physical and vocal choices to impart meaning within a scene.</p> <p><b>Design:</b> Students identify fundamental technical elements like costumes, lights, props, set, and sound.</p>	<p><b>Performance:</b> Students examine the dramatic structure of a theater production, employ acting exercises to improve performance, analyze the dramatic progression of the work, and employ various character objectives, motives, and tactics in scenes to resolve conflicts, help to tell the story, and enhance the overall theatrical experience.</p> <p><b>Design:</b> Students provide a set, costume, props, or soundscape that helps to tell the story and enhance the overall theatrical experience for a production.</p>	<p>Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5)</p>

**Priority Performance Indicator: Convey Meaning Through Presentation**

K-2	3-5	6-8	9-12
<p><b>Performance:</b> Students participate in a group-guided drama experience (e.g., process drama, story drama, creative drama) and informally share with peers.</p> <p><b>Design:</b> Students recognize what props, scenery, or soundscape choices may enhance the drama experience.</p>	<p><b>Performance:</b> Students express a theme or mood through a drama/theater performance for an informal audience.</p> <p><b>Design:</b> Students express a theme or mood through the technical elements of performance for an informal audience.</p>	<p>None at this level.</p>	<p>Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)</p>

## Critical Proficiency

Respond: Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

### Priority Performance Indicator: Perceive and Analyze

K-2	3-5	6-8	9-12
<p><b>Performance:</b> Students express preferences by identifying their favorite or least favorite aspects of a drama/theater experience in which they explore their own culture.</p> <p><b>Design:</b> Students recognize props and costumes used in guided drama experiences, and express personal feelings and emotions.</p>	<p><b>Performance:</b> Students articulate responses grounded in personal experiences during participation or observation of a drama/theater work.</p> <p><b>Design:</b> Students collaborate with classmates to propose criteria for assessing drama/theater productions.</p>	<p><b>Performance:</b> Students apply personal criteria to independently evaluate drama/theater work and compare personal and peer reactions to artistic choices within the context of a drama/theater presentation.</p> <p><b>Design:</b> Students apply personal criteria to independently evaluate drama/theater work and evaluate the production elements used in a drama/theater work to assess aesthetic choices.</p>	<p>Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>

## Critical Proficiency

Connect: Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

### Priority Performance Indicator: Synthesize and Relate

K-2	3-5	6-8	9-12
<p><b>Performance:</b> Students compare similarities and differences in stories from diverse cultures.</p> <p><b>Design:</b> Students recognize and connect character emotions in guided drama to personal experiences by identifying both similarities and differences in stories during dramatic play.</p>	<p><b>Performance:</b> Students examine and identify connections to community, social issues, and various content areas within <b>drama/theater</b> work.</p> <p><b>Design:</b> Students show cross-cultural approaches to storytelling, and investigate community, historical, and social issues while incorporating diverse content areas into the realm of drama/theater.</p>	<p><b>Performance:</b> Students explore a community issue through multiple perspectives within a drama/theater presentation, comparing conventions from a particular time period with contemporary ones. They analyze how the actions and motivations of characters in the <b>drama/theater</b> work convey the perspective of a community or culture.</p> <p><b>Design:</b> Students engage in the <b>Design</b> process by exploring a community issue through multiple perspectives within a drama/theater presentation. They compare <b>Design</b> conventions, such as set, costume, lighting, and sound, from a particular historical period with contemporary approaches. Through this exploration, they analyze how the <b>Design</b> elements and character portrayals in the <b>drama/theater</b> work convey the perspectives and values of a community or culture.</p>	<p>Students integrate and evaluate their ideas, knowledge, and cultural and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)</p>

## Priority Standards as Benchmarks

This section serves to underscore the identified standards employed in crafting the Priority Performance Indicators for each grade band. Priority Performance Indicators represent comprehensive clusters of standards that students strive to demonstrate proficiency in. These Priority Standards serve as the foundational benchmarks at each grade level, guiding students towards proficiency in the Grade Band Priority Performance Indicator.

### Kindergarten

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p><b>Performance:</b> Students enhance drama activities with innovative character choices and plot details in process, story, and creative drama.</p> <p><b>Design:</b> Students utilize nonrepresentational materials to craft props, puppets, and costume pieces for dramatic play or guided drama experiences.</p>	<p>With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (for example, process drama, story drama, creative drama). TH:Cr1.1.K.b.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students promote focused participation and interactive engagement in performance-based scenarios or guided drama activities like process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students work together with peers to create a storyline and collectively transform the performance space into an imagined world during guided drama activities.</p>	<p>With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (for example, process drama, story drama, creative drama). TH:Cr2.1.K.a.</p>



Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students recognize characters and settings in dramatic play or guided drama experiences (e.g., process drama, story drama, creative drama); explore the integration of movement and voice within guided drama activities; and creatively implement original story elements in guided drama experiences such as process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students recognize elements of the story that impact costume, set, sound, and prop choices.</p>	<p>With prompting and support, identify characters and setting in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama). TH:Pr4.1.K.a.</p>
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students express preferences by identifying their favorite or least favorite aspects of a drama/theater experience in which they explore their own culture.</p> <p><b>Design:</b> Students recognize props and costumes used in guided drama experiences, and express personal feelings and emotions.</p>	<p>With prompting and support, explore the student's own culture through dramatic play or a guided drama experience (for example, process drama, story drama, creative drama). TH:Re8.1.K.b.</p> <p>With prompting and support, identify favorite or least favorite parts of a drama/theater experience. TH:Re9.1.K.a.</p>
<p><b>Connect: Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students compare similarities and differences in stories from diverse cultures.</p> <p><b>Design:</b> Students recognize and connect character emotions in guided drama to personal experiences by identifying both similarities and differences in stories during dramatic play.</p>	<p>With prompting and support, identify stories that are similar and different from one another in dramatic play or a guided drama experience (for example, process drama, story drama, creative drama). TH:Cn11.2.K.a.</p>

## First Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p><b>Performance:</b> Students enhance drama activities with innovative character choices and plot details in process, story, and creative drama.</p> <p><b>Design:</b> Students utilize nonrepresentational materials to craft props, puppets, and costume pieces for dramatic play or guided drama experiences.</p>	<p>Propose potential choices characters could make in a guided drama experience (for example, process drama, story drama, creative drama). TH:Cr1.1.1.a.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students promote focused participation and interactive engagement in performance-based scenarios or guided drama activities like process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students work together with peers to create a storyline and collectively transform the performance space into an imagined world during guided drama activities.</p>	<p>Develop concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama). TH:Cr3.1.1.a.</p> <p>Collaboratively transform the performance space into an imagined world for a guided drama experience (for example, process drama, story drama, creative drama). TH:Cr3.1.1.c.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students recognize characters and settings in dramatic play or guided drama experiences (e.g., process drama, story drama, creative drama); explore the integration of movement and voice within guided drama activities; and creatively implement original story elements in guided drama experiences such as process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students recognize elements of the story that impact costume, set, sound, and prop choices.</p>	<p>Investigate how movement and voice are incorporated into a guided drama experience (for example, process drama, story drama, creative drama). TH:Pr4.1.1.b.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students express preferences by identifying their favorite or least favorite aspects of a drama/theater experience in which they explore their own culture.</p> <p><b>Design:</b> Students recognize props and costumes used in guided drama experiences, and express personal feelings and emotions.</p>	<p>Identify props and costumes that are used in a guided drama experience (for example, process drama, story drama, creative drama). TH:Re9.1.1.b.</p>
<p><b>Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students compare similarities and differences in stories from diverse cultures.</p> <p><b>Design:</b> Students recognize and connect character emotions in guided drama to personal experiences by identifying both similarities and differences in stories during dramatic play.</p>	<p>Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience. TH:Cn10.1.1.a.</p>

## Second Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p><b>Performance:</b> Students enhance drama activities with innovative character choices and plot details in process, story, and creative drama.</p> <p><b>Design:</b> Students utilize nonrepresentational materials to craft props, puppets, and costume pieces for dramatic play or guided drama experiences.</p>	<p>Propose potential new details to plot and story in a guided drama experience (for example, process drama, story drama, creative drama). TH:Cr1.1.2.a.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students promote focused participation and interactive engagement in performance-based scenarios or guided drama activities like process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students work together with peers to create a storyline and collectively transform the performance space into an imagined world during guided drama activities.</p>	<p>Collaborate with peers to contribute to a sequential plot in a guided drama experience (for example, process drama, story drama, creative drama). TH:Cr2.1.2.a.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students recognize characters and settings in dramatic play or guided drama experiences (e.g., process drama, story drama, creative drama); explore the integration of movement and voice within guided drama activities; and creatively implement original story elements in guided drama experiences such as process drama, story drama, and creative drama.</p> <p><b>Design:</b> Students recognize elements of the story that impact costume, set, sound, and prop choices.</p>	<p>Apply original story elements in a guided drama experience (for example, process drama, story drama, creative drama). TH:Pr4.1.2.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Present: Convey Meaning Through Presentation</b></p> <p><b>Performance:</b> Students participate in a group-guided drama experience (e.g., process drama, story drama, creative drama) and informally share with peers.</p> <p><b>Design:</b> Students recognize what props, scenery, or soundscape choices may enhance the drama experience.</p>	<p>Contribute to group-guided drama experiences (for example, process drama, story drama, creative drama) and informally share with peers. TH:Pr6.1.2.a.</p>
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students express preferences by identifying their favorite or least favorite aspects of a drama/theater experience in which they explore their own culture.</p> <p><b>Design:</b> Students recognize props and costumes used in guided drama experiences, and express personal feelings and emotions.</p>	<p>Explain personal feelings and emotions in a guided drama experience. TH:Re8.1.2.a.</p>
<p><b>Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students compare similarities and differences in stories from diverse cultures.</p> <p><b>Design:</b> Students recognize and connect character emotions in guided drama to personal experiences by identifying both similarities and differences in stories during dramatic play.</p>	<p>Identify similarities and differences in stories from multiple cultures in a guided drama experience (for example, process drama, story drama, creative drama). TH:Cn11.2.2.a.</p>

## Third Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p><b>Performance:</b> Students generate roles, imagined worlds, and improvised stories within a drama/theater work.</p> <p><b>Design:</b> Students suggest <b>Design</b> concepts that enhance the narrative and given circumstances in the same dramatic context.</p>	<p>Create roles, imagined worlds, and improvised stories in a drama/theater work. TH:Cr1.1.3.a.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students enhance improvised or scripted drama/theater work through repeated practice and thorough self and group reviews. They generate innovative ideas for drama/theater work. Students collaboratively explore characters and their situations, demonstrating mutual respect for themselves and others while playing roles in the creation of a drama/theater piece, and actively contributing and incorporating diverse ideas within the collaborative process.</p> <p><b>Design:</b> Students demonstrate mutual respect for themselves and others while <b>Designing</b> and creating props, scenery, costumes, and soundscapes in the creation of a drama/theater piece, and actively contribute and incorporate diverse ideas within the collaborative process.</p>	<p>Contribute ideas and accept/incorporate the ideas of others in preparing or devising a drama/theater work. TH:Cr2.1.3.b.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students employ body, face, gestures, and voice to convey character traits and emotions. Students articulate the underlying thoughts and emotions influencing dramatic structure and explore diverse physical and vocal choices to impart meaning within a scene.</p> <p><b>Design:</b> Students identify fundamental technical elements like costumes, lights, props, set, and sound.</p>	<p>Use body, face, gestures, and voice to communicate character traits and emotions in a scene. TH:Pr4.1.3.b.</p> <p>Identify the basic technical elements (costumes, lights, props, set, sound) that can be used in drama/theater work. TH:Pr5.1.3.b.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students articulate responses grounded in personal experiences during participation or observation of a drama/theater work.</p> <p><b>Design:</b> Students collaborate with classmates to propose criteria for assessing drama/theater productions.</p>	<p>Compare and contrast the roles of audience and performer in a drama/theater work. TH:Re9.1.3.c.</p>
<p><b>Connect: Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students examine and identify connections to community, social issues, and various content areas within drama/theater work.</p> <p><b>Design:</b> Students show cross-cultural approaches to storytelling, and investigate community, historical, and social issues while incorporating diverse content areas into the realm of drama/theater.</p>	<p>Identify connections to community, social issues, and other content areas in <b>drama/theater</b> work. TH:Cn.11.1.3.a.</p>

## Fourth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p><b>Performance:</b> Students generate roles, imagined worlds, and improvised stories within a drama/theater work.</p> <p><b>Design:</b> Students suggest <b>Design</b> concepts that enhance the narrative and given circumstances in the same dramatic context.</p>	<p>Propose <b>Design</b> ideas that support the story and given circumstances in a drama/theater work. TH:Cr1.1.4.b.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students enhance improvised or scripted drama/theater work through repeated practice and thorough self and group reviews. They generate innovative ideas for drama/theater work. Students collaboratively explore characters and their situations, demonstrating mutual respect for themselves and others while playing roles in the creation of a drama/theater piece, and actively contributing and incorporating diverse ideas within the collaborative process.</p> <p><b>Design:</b> Students demonstrate mutual respect for themselves and others while <b>Designing</b> and creating props, scenery, costumes, and soundscapes in the creation of a drama/theater piece, and actively contribute and incorporate diverse ideas within the collaborative process.</p>	<p>Demonstrate mutual respect for self and others and their roles in preparing or devising a drama/theater work. TH:Cr2.1.4.b.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students employ body, face, gestures, and voice to convey character traits and emotions. Students articulate the underlying thoughts and emotions influencing dramatic structure and explore diverse physical and vocal choices to impart meaning within a scene.</p> <p><b>Design:</b> Students identify fundamental technical elements like costumes, lights, props, set, and sound.</p>	<p>Describe the underlying thoughts and emotions that impact the dramatic structure in a drama/theater work. TH:Pr4.1.4.a.</p>



Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students articulate responses grounded in personal experiences during participation or observation of a drama/theater work.</p> <p><b>Design:</b> Students collaborate with classmates to propose criteria for assessing drama/theater productions.</p>	<p>Investigate the text and make connections to personal feelings in a drama/theater work. TH:Re8.1.4.c.</p> <p>Propose criteria as a class or group to evaluate drama/theater work. TH:Re9.1.4.a.</p>
<p><b>Connect: Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students examine and identify connections to community, social issues, and various content areas within drama/theater work.</p> <p><b>Design:</b> Students show cross-cultural approaches to storytelling, and investigate community, historical, and social issues while incorporating diverse content areas into the realm of drama/theater.</p>	<p>Investigate cross-cultural approaches to storytelling in drama/theater work. TH:Cn11.2.4.a.</p>

## Fifth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students enhance improvised or scripted drama/theater work through repeated practice and thorough self and group reviews. They generate innovative ideas for drama/theater work. Students collaboratively explore characters and their situations, demonstrating mutual respect for themselves and others while playing roles in the creation of a drama/theater piece, and actively contributing and incorporating diverse ideas within the collaborative process.</p> <p><b>Design:</b> Students demonstrate mutual respect for themselves and others while <b>Designing</b> and creating props, scenery, costumes, and soundscapes in the creation of a drama/theater piece, and actively contribute and incorporate diverse ideas within the collaborative process.</p>	<p>Devise original ideas for a drama/theater work that reflect collective inquiry about characters and their given circumstances. TH:Cr2.1.5.a.</p> <p>Revise and improve an improvised or scripted drama/theater work through repetition and self- and group-review. TH:Cr3.1.5.a.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students employ body, face, gestures, and voice to convey character traits and emotions. Students articulate the underlying thoughts and emotions influencing dramatic structure and explore diverse physical and vocal choices to impart meaning within a scene.</p> <p><b>Design:</b> Students identify fundamental technical elements like costumes, lights, props, set, and sound.</p>	<p>Explore physical and vocal choices to create meaning in a scene. TH:Pr4.1.5.b.</p>
<p><b>Present: Convey Meaning Through Presentation</b></p> <p><b>Performance:</b> Students express a theme or mood through a drama/theater performance for an informal audience.</p> <p><b>Design:</b> Students express a theme or mood through the technical elements of performance for an informal audience.</p>	<p>Explore a theme through a drama/theater performance for an informal audience. TH:Pr6.1.5.a</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students articulate responses grounded in personal experiences during participation or observation of a drama/theater work.</p> <p><b>Design:</b> Students collaborate with classmates to propose criteria for assessing drama/theater productions.</p>	<p>Justify responses based on personal experiences when participating in or observing a drama/theater work. TH:Re8.1.5.a.</p>
<p><b>Connect: Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students examine and identify connections to community, social issues, and various content areas within drama/theater work.</p> <p><b>Design:</b> Students show cross-cultural approaches to storytelling, and investigate community, historical, and social issues while incorporating diverse content areas into the realm of drama/theater.</p>	<p>Investigate community, historical, and social issues and incorporate other content areas in drama/theater work. TH:Cn.11.1.5.a.</p>

## Sixth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p><b>Performance:</b> Students portray a scripted or improvised character in a drama/theater work, authentically exploring their inner thoughts and objectives.</p> <p><b>Design:</b> Students vividly envision and describe the intricacies that contribute to their authenticity within the dramatic context.</p>	<p>Explore a scripted or improvised character authentic to a drama/theater work. TH:Cr1.1.6.c.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students use repetition and analysis to unify a devised or scripted drama/theater work during the rehearsal process.</p> <p><b>Design:</b> Students implement and refine a planned technical <b>Design</b> using simple technology during the rehearsal process for a devised or scripted drama/theater work.</p>	<p>Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. TH:Cr2.1.6.a.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students examine the dramatic structure of a theater production, employ acting exercises to improve performance, analyze the dramatic progression of the work, and employ various character objectives, motives, and tactics in scenes to resolve conflicts, help to tell the story, and enhance the overall theatrical experience.</p> <p><b>Design:</b> Students provide a set, costume, props, or soundscape that helps to tell the story and enhance the overall theatrical experience for a production.</p>	<p>Apply acting exercises to a drama/theater work. TH:Pr5.1.6.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students apply personal criteria to independently evaluate drama/theater work and compare personal and peer reactions to artistic choices within the context of a drama/theater presentation.</p> <p><b>Design:</b> Students apply personal criteria to independently evaluate drama/theater work and evaluate the production elements used in a drama/theater work to assess aesthetic choices.</p>	<p>Identify cultural perspectives that may influence the interpretation of a drama/theater work. TH:Re8.1.6.b.</p> <p>Apply criteria to evaluate drama/theater work as an individual. TH:Re9.1.6.a.</p>
<p><b>Connect: Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students explore a community issue through multiple perspectives within a drama/theater presentation, comparing conventions from a particular time period with contemporary ones. They analyze how the actions and motivations of characters in the drama/theater work convey the perspective of a community or culture.</p> <p><b>Design:</b> Students engage in the <b>Design</b> process by exploring a community issue through multiple perspectives within a drama/theater presentation. They compare <b>Design</b> conventions, such as set, costume, lighting, and sound, from a particular historical period with contemporary approaches. Through this exploration, they analyze how the <b>Design</b> elements and character portrayals in the drama/theater work convey the perspectives and values of a community or culture.</p>	<p>Explain how the actions and motivations of characters in a drama/theater work demonstrate the perspective of a community or culture. TH:Cn10.1.6.a.</p>

## Seventh Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p><b>Performance:</b> Students portray a scripted or improvised character in a drama/theater work, authentically exploring their inner thoughts and objectives.</p> <p><b>Design:</b> Students vividly envision and describe the intricacies that contribute to their authenticity within the dramatic context.</p>	<p>Envision and describe a scripted or improvised character’s inner thoughts and objectives that are authentic to a drama/theater work. TH:Cr1.1.7.c.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students use repetition and analysis to unify a devised or scripted drama/theater work during the rehearsal process.</p> <p><b>Design:</b> Students implement and refine a planned technical <b>Design</b> using simple technology during the rehearsal process for a devised or scripted drama/theater work.</p>	<p>Define and demonstrate the collaborative responsibilities of actor, director, and <b>Designer</b> to present a drama/theater work. TH:Cr2.1.7.b.</p> <p>Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work. TH:Cr3.1.7.b.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students examine the dramatic structure of a theater production, employ acting exercises to improve performance, analyze the dramatic progression of the work, and employ various character objectives, motives, and tactics in scenes to resolve conflicts, help to tell the story, and enhance the overall theatrical experience.</p> <p><b>Design:</b> Students provide a set, costume, props, or soundscape that helps to tell the story and enhance the overall theatrical experience for a production.</p>	<p>Analyze the dramatic arc of a drama/theater work. TH:Pr4.1.7.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students apply personal criteria to independently evaluate drama/theater work and compare personal and peer reactions to artistic choices within the context of a drama/theater presentation.</p> <p><b>Design:</b> Students apply personal criteria to independently evaluate drama/theater work and evaluate the production elements used in a drama/theater work to assess aesthetic choices.</p>	<p>Evaluate the production elements used in a drama/theater work to assess aesthetic choices. TH:Re9.1.7.b.</p>
<p><b>Connect: Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students explore a community issue through multiple perspectives within a drama/theater presentation, comparing conventions from a particular time period with contemporary ones. They analyze how the actions and motivations of characters in the drama/theater work convey the perspective of a community or culture.</p> <p><b>Design:</b> Students engage in the <b>Design</b> process by exploring a community issue through multiple perspectives within a drama/theater presentation. They compare <b>Design</b> conventions, such as set, costume, lighting, and sound, from a particular historical period with contemporary approaches. Through this exploration, they analyze how the <b>Design</b> elements and character portrayals in the drama/theater work convey the perspectives and values of a community or culture.</p>	<p>Compare the drama/theater conventions of a given time period with those of the present. TH:Cn11.2.7.b.</p>

## Eighth Grade

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Organize, Develop, and Complete</b></p> <p><b>Performance:</b> Students use repetition and analysis to unify a devised or scripted drama/theater work during the rehearsal process.</p> <p><b>Design:</b> Students implement and refine a planned technical <b>Design</b> using simple technology during the rehearsal process for a devised or scripted drama/theater work.</p>	<p>Use repetition and analysis in order to unify a devised or scripted drama/theater work during the rehearsal process. TH:Cr3.1.8.a.</p> <p>Implement and refine a planned technical <b>Design</b> using simple technology during the rehearsal process for a devised or scripted drama/theater work. TH:Cr3.1.8.c.</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p><b>Performance:</b> Students examine the dramatic structure of a theater production, employ acting exercises to improve performance, analyze the dramatic progression of the work, and employ various character objectives, motives, and tactics in scenes to resolve conflicts, help to tell the story, and enhance the overall theatrical experience.</p> <p><b>Design:</b> Students provide a set, costume, props, or soundscape that helps to tell the story and enhance the overall theatrical experience for a production.</p>	<p>Use various character objectives, motives, and tactics in a scene to overcome obstacles. TH:Pr4.1.8.b.</p>
<p><b>Respond: Perceive and Analyze</b></p> <p><b>Performance:</b> Students apply personal criteria to independently evaluate drama/theater work and compare personal and peer reactions to artistic choices within the context of a drama/theater presentation.</p> <p><b>Design:</b> Students apply personal criteria to independently evaluate drama/theater work and evaluate the production elements used in a drama/theater work to assess aesthetic choices.</p>	<p>Compare personal and peer reactions to artistic choices in a drama/theater work. TH:Re.7.1.8.a.</p>



Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Connect: Connect: Synthesize and Relate</b></p> <p><b>Performance:</b> Students explore a community issue through multiple perspectives within a drama/theater presentation, comparing conventions from a particular time period with contemporary ones. They analyze how the actions and motivations of characters in the drama/theater work convey the perspective of a community or culture.</p> <p><b>Design:</b> Students engage in the <b>Design</b> process by exploring a community issue through multiple perspectives within a drama/theater presentation. They compare <b>Design</b> conventions, such as set, costume, lighting, and sound, from a particular historical period with contemporary approaches. Through this exploration, they analyze how the <b>Design</b> elements and character portrayals in the drama/theater work convey the perspectives and values of a community or culture.</p>	<p>Examine a community issue through multiple perspectives in a drama/theater work. TH:Cn10.1.8.a.v</p> <p>Incorporate different forms of theater to strengthen the meaning and conflict in a <b>drama/theater</b> work with a particular cultural, global, or historic context. TH:Cn.11.1.8.a.</p>

## High School Proficient

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Create: Generate and Conceptualize</b></p> <p>Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)</p>	<p>Use script analysis to generate ideas about a character that is believable and authentic in a drama/theater work. TH:Cr1.1.I.c.</p>
<p><b>Create: Organize, Develop, and Complete</b></p> <p>Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)</p>	<p>Investigate the collaborative nature of the actor, director, playwright, and <b>Designers</b> (creative team) and explore their interdependent roles in a drama/theater work. TH:Cr2.1.I.b.</p> <p>Explore physical, vocal, and psychological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work. TH:Cr3.1.I.b</p>
<p><b>Present: Develop and Refine for Presentation</b></p> <p>Students can articulate the essential skills and knowledge necessary for the preservation, maintenance, and presentation of objects and artwork. They explore how technology has transformed the conservation, presentation, and appreciation of art, drawing comparisons and contrasts between modern technological advancements and traditional practices. (Anchor Standard 6)</p>	<p>Practice various acting techniques to expand skills in a rehearsal or <b>drama/theater</b> performance. TH:Pr5.1.I.a.</p>

Grade Band Priority Performance Indicator	Grade Level Priority Standard
<p><b>Respond: Perceive and Analyze</b></p> <p>Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>	<p>Justify personal reactions to artistic choices made in a drama/theater work. TH:Re.7.1.I.a.</p> <p>Recognize the validity of multiple interpretations of artistic choices in a drama/theater work. TH:Re.7.1.II.a.</p> <p>Support and explain personal aesthetics through participation in, and observation of, a drama/theater work. TH:Re8.1.I.c.</p>
<p><b>Connect: Synthesize and Relate</b></p> <p>Students integrate and evaluate their ideas, knowledge, and cultural, and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)</p>	<p>Explore how cultural, global, and historic belief systems affect creative choices in a drama/theater work. TH:Cn.11.1.I.a.</p> <p>Use basic theater research methods to better understand the social and cultural background of a <b>drama/theater</b> work. TH:Cn11.2.I.b.</p>