ENDURING UNDERSTANDINGS  PROGRESS POINTS	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.  Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.  Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.  Literacy: As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.  Students will, at an appropriate developmental level:  Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.  Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.  Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.  Interpret and transform new and traditional dramatic texts for informal and formal productions.  Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.  Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.		Chio Department of Education  2012 Drama/Theatre Standards GRADES 3 - 5
COGNITIVE & CREATIVE LEARNING	PERCEIVING/KNOWING CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
CONTENT STATEMENTS	1CE Identify the plot and retell the sequence of events in a story, play or theatre experience.  2CE Identify character types and relationships between characters including thoughts, feelings and information about them.  3CE Explain how the cultural and physical setting of a dramatic and theatrical work affects characterization.  4CE Differentiate dialogue from action in a specific piece of literature.  5CE Discuss the playwright's intent in a script.  6CE Recognize and describe the roles of writers in live theatre, film, video and other media forms of the day.  1CE Connect events in a story to sustain a storyline and achieve resolution.  2CE Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout the history of Ohio.	<ul> <li>1PR Create the movement and expressive voice of a character to explain and solve problems encountered by the character.</li> <li>2PR Use voice, movement, space and physical objects to communicate a storyline and a character's thoughts, feelings and ideas.</li> <li>3PR Use various design components to create an appropriate and striking environment for a scene or story.</li> <li>3PR Direct peers in performing a task in a dramatic situation.</li> <li>4PR Express a character's thoughts and feelings in writing.</li> <li>5PR Use problem-solving and communication skills to dramatize a story or current event.</li> <li>6PR Use elements and processes of theatre to integrate information from other academic content areas.</li> <li>1PR Create the movement and voice of a character to convey the character's decisions, actions and motivation.</li> <li>2PR Manipulate voice, movement, space, design and physical objects to</li> </ul>	1RE Describe the visual, aural and kinetic elements present in stories and plays from various cultures.  2RE Identify universal characters and themes in stories and plays from various time periods and cultures.  3RE Compare and contrast the elements (e.g., plot, character, theme, and setting) of various narratives.  4RE Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.  5RE Develop personal criteria to use for discussion, performance and evaluation of one's own theatrical experiences.  1RE Explain how manipulation of dramatic and theatrical elements brings about changes in performances  2RE Apply creative and critical reasoning processes to make personal connections to the
4	<ul> <li>3CE Explain how certain characters reflect time periods and cultures.</li> <li>4CE Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience.</li> <li>5CE Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.</li> <li>6CE Identify where dramatic and theatrical activities occur in the school or community.</li> </ul>	communicate thoughts, feelings and ideas in both improvised and scripted activities.  3PR Create a variety of improvisations based on a dramatic theme.  4PR Direct peers in performing a dramatic task or action in two different ways.  5PR Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting).  6PR Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history.  7PR Use the elements of theatre in combination with art elements from at least one other art form.	drama material they encounter.  3RE Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience.  4RE Justify personal opinions about a play or theatre experience.  5RE Establish criteria to critique the portrayal of a character based on voice, gesture, facial expression and movement.
5	<ul> <li>1CE Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions.</li> <li>2CE Research and explain where, when and how dramatic or theatrical activities occurred in a specific time period.</li> <li>3CE Discuss contributions to theatre made by a playwright or screenwriter.</li> <li>4CE Discuss how a written adaption of a story varies among media, including theatre, film, video and other arts media.</li> <li>5CE Differentiate among the unique characteristics of live theatre, film, video and new media forms.</li> </ul>	<ul> <li>1PR Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, scripted and improvised.</li> <li>2PR Analyze and represent various design components used in a theatrical event.</li> <li>3PR Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue.</li> <li>4PR Work cooperatively in different roles or jobs within a dramatic and theatrical experience.</li> <li>5PR Combine at least three art forms to create a theatrical experience.</li> </ul>	<ul> <li>1RE Examine and discuss the aesthetic qualities in dramatic and theatrical works.</li> <li>2RE Describe how traditional and new media arts (e.g., film, video, digital technologies influence dramatic production and audience response.</li> <li>3RE Identify factors that contribute to diverse opinions about a play or theatre experience.</li> <li>4RE Explain personal reasons for valuing the study and involvement in dramatic and theatrical and performance.</li> <li>5RE Create criteria and use it to evaluate ideas and artistic choices made for dramatic and theatrical performances.</li> </ul>