Theatre Arts Essential Standards by Grade Span with Student "I Can" Statements

(Students should be able to accomplish these outcomes by the end of Grades 2, 5, 8, and the Advanced High School Proficiency Level)

Processes	Skills and Concepts	Early Elementary (K-2)	Upper Elementary (3-5)	Middle Grades (6-8)	High School (9-12)
Communicating	using movement, voice, writing, and performance to communicate ideas and feelings	• I can use non-verbal expression to communicate movement elements, including size, weight, and rate and elements of characterization, including age and physicality. • I can use vocal variety and animation to create distinct voices for characters. • I can use drawing (pre-writing) to communicate the main idea of stories. • I can use dialogue to enhance the clarity of stories. • I can use improvisation to communicate activities, problems, and resolutions. • I can interpret stories from previously read texts by acting them out.	• I can use postures, gaits, and mannerisms to express a variety of characters in the presentations of stories. • I can apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression in various types of formal and informal presentations. • I can adapt sources, such as literature texts, poetry, and speeches, into scripts. • I can construct original scripts using dialogue that communicates ideas and feelings. • I can use improvisation to tell stories, express ideas, create characters, and solve problems. • I can interpret various characters from different genres of given texts through the use of the body and voice.	• I can use physical movement and acting skills to express emotions, characters, and stories to an audience. • I can apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression. • I can read and write scripts. • I can use playwriting skills to communicate conflict, plot, and character. • I can create original works that communicate ideas and feelings. • I can use acting skills, such as observation, concentration, and characterization, to perform original, written scenes. • I can interpret multiple characters from literature through formal and informal presentations.	• I can use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters. • I can apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to theatrical texts, and to develop characters. • I can use voice to create character dialects. • I can create original works, such as monologues, scenes, or performance pieces. • I can use constructive criticism to improve original works both written and read orally. • I can use improvisation and acting skills, such as observation, concentration, and characterization, to create extended scenes. • I can use improvisation and acting skills to perform for a formal audience using prompts provided by the audience. • I can interpret scenes, monologues, and scripts through formal and informal presentations.
Analyzing	analyzing literary texts and performances	• I can distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories. • I can analyze the relationships between events, characters, and settings.	• I can analyze texts or scripts in terms of setting, characters, sequence of events, main idea, problem, solution, and their interrelationships. • I can evaluate how intended meanings are conveyed through formal and informal productions.	• I can analyze plays in terms of theme, characters, conflict, dialogue, mood, and atmosphere. • I can evaluate the theatrical quality of formal or informal theatre productions.	• I can differentiate the plot structure, pacing, given circumstances, and character development within plays from a variety of theatre genres. • I can critique performances of written texts based on a set of given criteria.
Creating (Designing)	designing technical theatre components, such as costumes, sets, props, makeup, lighting, and sound	• I can explain how space affects performances. • I can explain how the use of costumes, props, and masks enhance dramatic play.	• I can select technical materials, such as set, props, colors, and effects, that are appropriate for, and support, performances. • I can explain how to use costumes, props, masks, set pieces, lighting, and sound to support dramatic presentations.	• I can apply the major technical elements, such as lights, sound, set, and costumes, to informal and formal presentations. • I can explain how to use technical theatre components of costumes, props, masks, set pieces, lighting and sound to support formal or informal dramatic presentations.	• I can use technical knowledge and design skills to formulate designs for a specific audience. • I can analyze design concepts for aesthetic impact of technical elements. • I can use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.

Connecting	understanding theatre in terms of the social, historical, and cultural contexts in which it was created and	• I can use theatre arts to illustrate how people express themselves differently. • I can exemplify theatre representing the heritage, customs, and traditions of various cultures. • I can explain the impact of media, such as theatre, film, the Internet, and television, on family life.	• I can exemplify how theatre is used by various groups for artistic expression within the local community. • I can understand how theatre has affected, and is reflected in, the culture, traditions, and history of North Carolina and the United States. • I can explain how theatre, film, and television impact our society. • I can create theatrical works that exemplify aspects of the culture, beliefs, and history of North Carolina and the United States.	• I can understand theatre arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the present. • I can understand the role of theatre arts in North Carolina and the United States in relation to history and geography. • I can create theatrical works that exemplify the style and culture of Europe, South America, Africa, Asia, and Australia.	• I can use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. • I can use theatre arts to explore concepts of civics and economics • I can explain the role of theatre arts in United States history. • I can interpret theatrical works from personal, cultural, and historical contexts. • I can exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.
	Understanding the traditions, roles, and unique conventions of theatre as an art form	• I can attend to others when they are sharing. • I can illustrate how to use appropriate behavior as an audience member. • I can illustrate how to share focus with others in a group setting. • I can summarize the role of the director or acting coach.	• I can illustrate theatre etiquette appropriate to the performance situation. • I can use strategies to critique self and others in a respectful and constructive manner. • I can explain the role of the actor in relation to performance responsibilities, such as memorization, blocking, and characterization. • I can explain the role of the playwright in relation to script construction techniques, such as dialogue, protagonist, and antagonist. • I can explain the role of the director in relation to staging techniques, such as cheating out, blocking, and levels.	• I can use appropriate theatre etiquette as a participant in informal and formal theatre. • I can explain the roles of actors and directors in creating performances. • I can explain the role of the playwright in relation to scripting theatre. • I can explain the roles of technical theatre in relation to theatrical productions.	• I can illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician. • I can design strategies to encourage appropriate audience etiquette. • I can use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works. • I can use production conventions, such as blocking or style, as given by directors or as indicated by playwrights. • I can analyze the interrelationships of theatre roles. • I can integrate conventions and structures of theatre when creating formal or informal theatre productions.