



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

THEATRE

CREATING									
Anchor Standard 1: Generate and conceptualize artistic ideas and work									
TH:Cr1.1a									
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry									
Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr1.1.PKa	TH:Cr1.1.Ka	TH:Cr1.1.1a	TH:Cr1.1.2a	TH:Cr1.1.3a	TH:Cr1.1.4a	TH:Cr1.1.5a	TH:Cr1.1.6a	TH:Cr1.1.7a	TH:Cr1.1.8a
With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	Create roles, imagined worlds, and improvised stories in a drama/theatre work.	Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.	Identify possible solutions to staging challenges in a drama/theatre work.	Identify possible solutions to staging challenges in a drama/theatre work.	Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.
I CAN tell the difference between a story that is real or made-up.	I CAN use my imagination to create a setting (time and place).	I CAN predict the actions of a character.	I CAN create additional storylines based on the given storyline to make the story more interesting.	I CAN create characters, settings and storylines spontaneously.	I CAN explain what the set should and could look like in a scripted or improvised performance.	I CAN explain how what a character looks like on the outside can help explain how they act towards others.	I CAN offer suggestions to fix staging problems in a theatrical work.	I CAN use research to find solutions to staging problems for a given theatrical work.	I CAN create and try different solutions to solving staging problems for a given theatrical work.

CREATING									
Anchor Standard 1: Generate and conceptualize artistic ideas and work									
TH:Cr1.1b									
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry									
Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr1.1.PKb	TH:Cr1.1.Kb	TH:Cr1.1.1b	TH:Cr1.1.2b	TH:Cr1.1.3b	TH:Cr1.1.4b	TH:Cr1.1.5b	TH:Cr1.1.6b	TH:Cr1.1.7b	TH:Cr1.1.8b
With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, and creative drama).	With prompting and support, use nonrepresentational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, and creative drama).	Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama.	Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).	Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	Propose design ideas that support the story and given circumstances in a drama/theatre work.	Identify solutions to design challenges in a drama/theatre work.	Explain and present solutions to design challenges in a drama/theatre work.	Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.
I CAN use the things that my teacher gives me to make props, puppets, or costumes for play.	I CAN use the things that my teacher gives me to make props, puppets, or costumes for play.	I CAN work with my friends to figure out what costumes and props we need for play.	I CAN work with my group to explain what the scenery should look like for play.	I CAN design in my head and explain to others my ideas for costumes, props, and sets for a given theatrical work.	I CAN imagine and create lighting, sound and special effects that are appropriate for a theatrical work and enhance the story.	I CAN present to a production team a technical design (lighting, sound, special effects, props, costumes and set) that is appropriate for a theatrical work and enhances the story.	I CAN offer suggestions to fix staging problems in a theatrical work.	I CAN use research to find solutions to staging problems for a given theatrical work.	I CAN create and try different solutions to solving staging problems for a given theatrical work.

CREATING									
Anchor Standard 1: Generate and conceptualize artistic ideas and work									
TH:Cr1.1c									
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry									
Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr1.1.PKc	TH:Cr1.1.Kc	TH:Cr1.1.1c	TH:Cr1.1.2c	TH:Cr1.1.3c	TH:Cr1.1.4c	TH:Cr1.1.5c	TH:Cr1.1.6c	TH:Cr1.1.7c	TH:Cr1.1.8c
		Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/theatre work.	Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.	Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work.
		I CAN show how using body language can make it easier for a character to tell his/her story.	I CAN explain why a character may change his/her voice or use sounds to help him/her tell a story.	I CAN work with my group to plan how a character should move and talk based on the dialogue and stage directions in a given theatrical work.	I CAN make decisions myself about how a character should move in a scene.	I CAN remember that what a character is thinking is going to influence how he/she is going to react in a scene.	I CAN explain how a scripted or improvised character would react to a situation.	I CAN explain what a scripted or improvised character is thinking in a scene and what it is that he/she wants.	I CAN explain what a scripted or improvised character is thinking in a scene, what it is that he/she wants, and what is driving the character to behave in certain ways.

CREATING									
Anchor Standard 2: Organize and develop artistic ideas and work									
TH:Cr2.1a									
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning									
Essential Question(s): How, when, and why do theatre artists' choices change?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr2.1.PKa	TH:Cr2.1.Ka	TH:Cr2.1.1a	TH:Cr2.1.2a	TH:Cr2.1.3a	TH:Cr2.1.4a	TH:Cr2.1.5a	TH:Cr2.1.6a	TH:Cr2.1.7a	TH:Cr2.1.8a
With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	Participate in methods of investigation to devise original ideas for a drama/theatre work.	Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.	Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
I CAN communicate through words and movement while I play.	I CAN react to the words and movement of my peers appropriately while I play.	I CAN add details to a theatrical work that conveys the story to an audience.	I CAN create dialogue with a partner about a given situation.	I CAN create dialogue between two characters based on a given situation.	I CAN create, with others, a dramatic concept that includes characters and a basic plot.	I CAN create a dramatic concept that includes characters and develops a plot that contains a conflict (given circumstances).	I CAN identify the playwright's purpose in a dramatic concept.	I CAN explain the playwright's purpose in a dramatic concept.	I CAN identify how history and culture played a role in the creation of a dramatic concept.

CREATING									
Anchor Standard 2: Organize and develop artistic ideas and work									
TH:Cr2.1b									
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning									
Essential Question(s): How, when, and why do theatre artists’ choices change?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr2.1.PKb	TH:Cr2.1.Kb	TH:Cr2.1.1b	TH:Cr2.1.2b	TH:Cr2.1.3b	TH:Cr2.1.4b	TH:Cr2.1.5b	TH:Cr2.1.6b	TH:Cr2.1.7b	TH:Cr2.1.8b
With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).	With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	Participate in defined responsibilities required to present a drama/theatre work informally to an audience.	Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
I CAN make up stories with my friends.	I CAN make up stories with my friends.	I CAN act out stories with my friends.	I CAN act out stories with my friends that have a beginning, middle and end.	I CAN work with my peers to develop a theatrical work.	I CAN identify the jobs needed to present a theatrical work and list the responsibilities for each.	I CAN take on a job in a theatrical work and perform that job based on the requirements given.	I CAN work with my peers to develop job responsibilities for a theatrical production.	I CAN work with my peers collaboratively to develop a plan for a dramatic concept.	I CAN create goals for the leadership roles in a theatrical production that can lead to a performance.

CREATING									
Anchor Standard 3: Refine and complete artistic work.									
TH:Cr3.1a									
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.									
Essential Question(s): How do theatre artists transform and edit their initial ideas?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr3.1.PKa	TH:Cr3.1.Ka	TH:Cr3.1.1a	TH:Cr3.1.2a	TH:Cr3.1.3a	TH:Cr3.1.4a	TH:Cr3.1.5a	TH:Cr3.1.6a	TH:Cr3.1.7a	TH:Cr3.1.8a
With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.	Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.	Articulate and examine choices to refine a devised or scripted drama/theatre work.	Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	Use repetition and analysis in order to revise devised or scripted drama/theatre work.
I CAN answer questions during play.	I CAN ask and answer questions during play.	I CAN create the plot for a guided drama.	I CAN create dialogue for a guided drama.	I CAN critique a performance with my peers based upon a given set of criteria.	I CAN critique a performance with my peers.	I CAN critique my own performance.	I CAN explain changes that need to be made in a production by observing the rehearsal process.	I CAN use the rehearsal process to determine changes that need to be made in the production by concentrating on specific parts of the performance.	I CAN use the rehearsal process to prepare a performance of a theatrical work.

CREATING									
Anchor Standard 3: Refine and complete artistic work.									
TH:Cr3.1b									
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.									
Essential Question(s): How do theatre artists transform and edit their initial ideas?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr3.1.PKb	TH:Cr3.1.Kb	TH:Cr3.1.1b	TH:Cr3.1.2b	TH:Cr3.1.3b	TH:Cr3.1.4b	TH:Cr3.1.5b	TH:Cr3.1.6b	TH:Cr3.1.7b	TH:Cr3.1.8b
		Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.
		I CAN recognize when sounds and movements are similar or different in guided drama.	I CAN use sound and movement in guided drama.	I CAN use my body and voice to show a character.	I CAN prepare my body and voice for theatrical performance using warm ups.	I CAN experiment with physical movements and vocal differences to help find the best choices for a character.	I CAN identify the traits of character based on how he/she looks and talks.	I CAN create a character based on the way the character looks and talks.	I CAN create a character based on the way the character looks, talks, and thinks.

CREATING									
Anchor Standard 3: Refine and complete artistic work.									
TH:Cr3.1c									
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.									
Essential Question(s): How do theatre artists transform and edit their initial ideas?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cr3.1.PKc	TH:Cr3.1.Kc	TH:Cr3.1.1c	TH:Cr3.1.2c	TH:Cr3.1.3c	TH:Cr3.1.4c	TH:Cr3.1.5c	TH:Cr3.1.6c	TH:Cr3.1.7c	TH:Cr3.1.8c
		Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	Practice and refine design and technical choices to support a devised or scripted drama/theatre work.	Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/theatre work.
		I CAN work with a group to brainstorm ideas of how to represent an object in play.	I CAN brainstorm, by myself, many different ways to show an object in play.	I CAN carry out a design plan based upon a devised or scripted theatrical work that has been provided to me.	I CAN work with a team to discover technical problems that arise during the rehearsal process and create solutions to those problems within the team.	I CAN explain how to solve a technical problem that arises during the rehearsal process and create creative solution to that problem.	I CAN carry out a technical plan that is provided to me by using the rehearsal process.	I CAN choose a technical plan (lights, sound, and/or special effects) from a variety of sources and carry out that plan through the rehearsal process.	I CAN carry out and modify a technical plan (lights, sound, and/or special effects) through the rehearsal process.