



# Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

**THEATRE**

**RESPONDING**

**Anchor Standard 7: Perceive and analyze artistic work.**

**TH:Re7.1a**

**Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experience.**

**Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Re7.1.PKa	TH:Re7.1.Ka	TH:Re7.1.1a	TH:Re7.1.2a	TH:Re7.1.3a	TH:Re7.1.4a	TH:Re7.1.5a	TH:Re7.1.6a	TH:Re7.1.7a	TH:Re7.1.8a
With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Recall choices made in a guided drama experience (e.g., process drama, story drama, and creative drama).	Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	Understand why artistic choices are made in a drama/theatre work.	Identify artistic choices made in a drama/theatre work through participation and observation.	Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	Describe and record personal reactions to artistic choices in a drama/theatre work.	Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	Apply criteria to the evaluation of artistic choices in a drama/theatre work.
I CAN identify an emotional response.	I CAN share an emotional response to a character.	I CAN tell when a choice is made.	I CAN identify when an artistic choice is made.	I CAN explain why artists make specific choices when putting together a theatrical work.	I CAN determine the artistic choices made in a theatrical work.	I CAN explain my reactions to a theatrical work.	I CAN explain the reactions of my peers and me to a theatrical work.	I CAN discuss with my peers my reaction to a theatrical work and compare my peers' reaction to my own.	I CAN use criteria to evaluate a theatrical work provided to me and use those criteria to justify a critique.

**RESPONDING**

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**TH:Re8.1a**

**Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.**

**Essential Question(s): How can the same work of art communicate different messages to different people?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Re8.1.PKa	TH:Re8.1.Ka	TH:Re8.1.1a	TH:Re8.1.2a	TH:Re8.1.3a	TH:Re8.1.4a	TH:Re8.1.5a	TH:Re8.1.6a	TH:Re8.1.7a	TH:Re8.1.8a
With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	Consider multiple personal experiences when participating in or observing a drama/theatre work.	Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	Justify responses based on personal experiences when participating in or observing a drama/theatre work.	Explain how artists make choices based on personal experience in a drama/theatre work.	Identify the artistic choices made based on personal experience in a drama/theatre work.	Recognize and share artistic choices when participating in or observing a drama/theatre work.
I CAN identify my preferences in play.	I CAN identify the preferences of my peers and me in play.	I CAN explain my individual preferences and emotional reactions to a theatrical work.	I CAN understand that everyone has individual preferences and emotional reactions to a drama experience, and those preferences and emotions affect each person's reaction to the theatrical work.	I CAN understand that others may have a different experience that me when participating in or observing a theatrical work.	I CAN share my experience with a theatrical work and compare that experience with the experience of others.	I CAN defend my response to a theatrical work.	I CAN explain how artists use their personal experience to make choices about a theatrical work.	I CAN identify the artistic choices made in a theatrical work.	I CAN make artistic choices about a theatrical work and share those.

**RESPONDING**

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**TH:Re8.1b**

**Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.**

**Essential Question(s): How can the same work of art communicate different messages to different people?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Re8.1.PKb	TH:Re8.1.Kb	TH:Re8.1.1b	TH:Re8.1.2b	TH:Re8.1.3b	TH:Re8.1.4b	TH:Re8.1.5b	TH:Re8.1.6b	TH:Re8.1.7b	TH:Re8.1.8b
With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.	Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	Identify cultural perspectives that may influence the evaluation of a drama/theatre work.	Describe how cultural perspectives can influence the evaluation of drama/theatre work.	Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
I CAN identify characters in play.	I CAN identify the setting of play.	I CAN explain why a character does something in a guided drama.	I CAN explain why a character does something and what will happen to the character based on those choices.	I CAN recognize there are multiple ways to develop a character that reflects cultural perspectives through physicality, props and/or costumes.	I CAN identify how cultural perspective can be shown in a theatrical work through the use of physicality, props and/or costumes.	I CAN explain an audience's response to characters based on cultural perspective.	I CAN find cultural perspectives that can influence opinions about a theatrical work.	I CAN explain how someone's cultural perspective can influence his/her opinion about a theatrical work.	I CAN consider how cultural perspectives can influence opinions about a theatrical work.

**RESPONDING**

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**TH:Re8.1c**

**Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.**

**Essential Question(s): How can the same work of art communicate different messages to different people?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Re8.1.PKc	TH:Re8.1.Kc	TH:Re8.1.1c	TH:Re8.1.2c	TH:Re8.1.3c	TH:Re8.1.4c	TH:Re8.1.5c	TH:Re8.1.6c	TH:Re8.1.7c	TH:Re8.1.8c
		Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	Examine how connections are made between oneself and a character's emotions in drama/theatre work.	Identify and discuss physiological changes connected to emotions in drama/theatre work.	Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.	Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.
		I CAN compare how I would react to a situation with that of a character.	I CAN match the emotions of a character to the character's actions.	I CAN become a character by connecting my experiences to the experiences of the character.	I CAN explain how emotions change how a person acts.	I CAN determine how emotion affects posture, gesture, breathing, and vocal intonation in a theatrical work.	I CAN tell what my personal aesthetics, preferences and beliefs about a theatrical work are.	I CAN explain how personal aesthetics, preferences and beliefs are used in a theatrical work.	I CAN use my personal aesthetics, preferences and beliefs to evaluate a theatrical work.

**RESPONDING**

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**TH:Re9.1a**

**Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.**

**Essential Question(s): How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Re9.1.PKa	TH:Re9.1.Ka	TH:Re9.1.1a	TH:Re9.1.2a	TH:Re9.1.3a	TH:Re9.1.4a	TH:Re9.1.5a	TH:Re9.1.6a	TH:Re9.1.7a	TH:Re9.1.8a
With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).	Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).	Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).	Understand how and why groups evaluate drama/theatre work.	Propose a plan to evaluate drama/theatre work.	Develop and implement a plan to evaluate drama/theatre work.	Use supporting evidence and criteria to evaluate drama/theatre work.	Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
I CAN be in a play by myself.	I CAN be in a play with others.	I CAN contribute to the ideas of others in a guided drama experience.	I CAN work with my peers to develop a scene.	I CAN explain why theatrical works need to be evaluated.	I CAN assist in developing a plan to evaluate a theatrical work.	I CAN make a plan for how to evaluate a theatrical work.	I CAN use criteria provided to me to evaluate a theatrical work.	I CAN create criteria for evaluating a theatrical work.	I CAN react to a theatrical work taking into consideration aesthetics and artistic criteria.



**RESPONDING**

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**TH:Re9.1b**

**Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.**

**Essential Question(s): How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Re9.1.PKb	TH:Re9.1.Kb	TH:Re9.1.1b	TH:Re9.1.2b	TH:Re9.1.3b	TH:Re9.1.4b	TH:Re9.1.5b	TH:Re9.1.6b	TH:Re9.1.7b	TH:Re9.1.8b
		Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	Consider and analyze technical elements from multiple drama/theatre works.	Investigate how technical elements may support a theme or idea in a drama/theatre work.	Assess how technical elements represent the theme of a drama/theatre work.	Apply the production elements used in a drama/theatre work to assess aesthetic choices.	Consider the aesthetics of the production elements in a drama/theatre work.	Apply the production elements used in a drama/theatre work to assess aesthetic choices.
		I CAN identify props or costumes in a drama experience.	I CAN use a prop or costume in a drama experience.	I CAN identify and explain technical elements in a theatrical work.	I CAN make connections between the technical elements of a theatrical work and the message of that work.	I CAN explain how technical elements in a theatrical production can express the message of that work.	I CAN use production elements in a theatrical work to form an opinion about the quality of the work.	I CAN see how the production elements of a theatrical work can affect the interpretation of that work.	I CAN form an opinion about a theatrical work based on the production elements of that work.

**RESPONDING**

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**TH:Re9.1c**

**Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.**

**Essential Question(s): How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?**

Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Re9.1.PKc	TH:Re9.1.Kc	TH:Re9.1.1c	TH:Re9.1.2c	TH:Re9.1.3c	TH:Re9.1.4c	TH:Re9.1.5c	TH:Re9.1.6c	TH:Re9.1.7c	TH:Re9.1.8c
		Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.	Observe how a character’s choices impact an audience’s perspective in a drama/theatre work.	Recognize how a character’s circumstances impact an audience’s perspective in a drama/theatre work.	Identify a specific audience or purpose for a drama/theatre work.	Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	Assess the impact of a drama/theatre work on a specific audience.
		I CAN tell the difference between how one character will handle a particular situation and how another would handle the same situation.	I CAN point out the decisions characters make.	I CAN explain the conflict in a theatrical work after observing the work.	I CAN describe an audience’s reaction to a character’s choices while observing a theatrical work.	I CAN determine how a character’s situation will affect an audience.	I CAN explain what kind of audience would be best suited for a particular audience.	I CAN determine how an audience will react to a theatrical work.	I CAN explain how a theatrical work can affect an audience.