



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

THEATRE

CONNECTING									
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.									
TH:Cn10.1a									
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.									
Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cn10.1.PKa	TH:Cn10.1.Ka	TH:Cn10.1.1a	TH:Cn10.1.2a	TH:Cn10.1.3a	TH:Cn10.1.4a	TH:Cn10.1.5a	TH:Cn10.1.6a	TH:Cn10.1.7a	TH:Cn10.1.8a
With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	Identify the ways drama/theatre work reflects the perspectives of a community or culture.	Explain how drama/theatre connects oneself to a community or culture.	Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	Examine a community issue through multiple perspectives in a drama/theatre work.
I CAN make connections to parts of a story because I have done something like that.	I CAN tell ways that I am the same and different from characters in a play.	I CAN tell what emotions a character in a play is feeling and tell a time when I felt the same way.	I CAN make connections to something a character experiences with something that I have experienced.	I CAN connect my personal experiences to that of a theatrical work.	I CAN determine the ways a theatrical piece reflects what is happening in society.	I CAN explain how theatre shares information, as well as thoughts and feelings with others that may endorse or conflict with their beliefs.	I CAN argue how the language and actions of a character seen in a play can influence how people feel about that person/time/place.	I CAN develop a theatrical work that appeals to many different viewpoints.	I CAN look at how a particular community issue can be seen from various viewpoints (characters, production team, audience, critics).

CONNECTING									
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.									
TH:Cn11.1a									
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.									
Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?									
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TH:Cn:11.1.PKa	TH:Cn:11.1.Ka	TH:Cn11.1.1a	TH:Cn11.1.2a	TH:Cn11.1.3a	TH:Cn11.1.4a	TH:Cn11.1.5a	TH:Cn11.1.6a	TH:Cn11.1.7a	TH:Cn11.1.8a
With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	Identify connections to community, social issues and other content areas in drama/theatre work.	Respond to community and social issues and incorporate other content areas in drama/theatre work.	Investigate historical, global and social issues expressed in drama/theatre work.	Identify universal themes or common social issues and express them through a drama/theatre work.	Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
I CAN use everything that I know to help me when I am playing.	I CAN think about what I know and use it to help me when I am engaged in play.	I CAN use things that I have learned in all of my classes and arts to help me in my play.	I CAN figure out what I have learned in other classes that will help me to have a better performance.	I CAN make connections of what is happening around me to things happening in a theatrical work.	I CAN use what is happening around me at the time to help create my performance.	I CAN read plays and look for issues being addressed in them.	I CAN choose a universal theme and/or social issue and use them to create a theatre performance.	I CAN use other art forms in a theatrical work to help strengthen the context of culture, times, or places.	I CAN study contemporary issues, cultures and societies through observing theatrical work.