



# **Delaware Standards for Visual and Performing Arts**

**Grade-Level & Proficiency-Level Expectations**

**High School**

# **THEATRE**

| CONNECTING  |   |   |
|---|---|---|
| <b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b>  |   |   |
| <b>TH:Cn10.1a</b>   |   |   |
| <b>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</b>  |   |   |
| <b>Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</b> |   |   |
| HS Proficient   | HS Accomplished   | HS Advanced   |
| TH:Cn10.1.Ia  | TH:Cn10.1.IIa   | TH:Cn10.1.IIIa  |
| Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.  | Choose and interpret a drama/theatre work to reflect or question personal beliefs.                                    | Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.              |
| I CAN determine how the reaction of my audience should drive selection and/or creation of a theatrical work.  | I CAN choose a theatrical work that would appeal to an audience and make the audience think about a particular topic. | I CAN work with my peers on a theatrical work that take into consideration multiple viewpoints and studies an issue that is relevant to its audience. |

| <b>CONNECTING</b>   |  |   |
|---|--|---|
| <b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>   |  |   |
| <b>TH:Cn11.1a</b>   |  |   |
| <b>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</b>                             |  |   |
| <b>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?</b> |  |   |
| <b>HS Proficient</b>  | <b>HS Accomplished</b>   | <b>HS Advanced</b>  |
| <b>TH:Cn11.1.Ia</b>   | <b>TH:Cn11.1.IIa</b>   | <b>TH:Cn11.1.IIIa</b>   |
| Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.  | Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work. | Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. |
| I CAN understand how culture, society and history play a part in the creation of a theatrical work.   | I CAN use other disciplines (visual art, dance, music, media arts) in a theatrical work to reach a broader audience.               | I CAN create a theatrical work that poses a question about culture, the world or history.                 |

| CONNECTING  |   |   |
|---|---|---|
| <b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>   |   |   |
| <b>TH:Cn11.2a</b>   |   |   |
| <b>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</b>   |   |   |
| <b>Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</b> |   |   |
| HS Proficient   | HS Accomplished   | HS Advanced   |
| TH:Cn11.2.Ia  | TH:Cn11.2.IIa   | TH:Cn11.2.IIIa  |
| Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.                          | Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic. | Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research. |
| I CAN find out how other theatre artists approach the creative process to tell a story through a theatrical work.   | I CAN make creative choices in a theatrical work using evidence from research.  | I CAN defend the creative choices made in a theatrical work using evidence from research.   |

| CONNECTING  |   |   |
|---|---|---|
| <b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>   |   |   |
| <b>TH:Cn11.2b</b>   |   |   |
| <b>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</b>   |   |   |
| <b>Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</b> |   |   |
| HS Proficient   | HS Accomplished   | HS Advanced   |
| TH:Cn11.2.Ib  | TH:Cn11.2.IIb   | TH:Cn11.2.IIIb  |
| Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.   | Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work. | Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research. |
| I CAN find out the societal and cultural background of a theatrical work.   | I CAN explain how bias can affect the interpretation of a theatrical work.  | I CAN express and defend an opinion about a theatrical work using evidence based on societal, cultural, and historical viewpoints.            |