

# THEATRE Crosswalk

## Crosswalk for Proposed Fine Arts Missouri Learning Standards

### Legend

Strikethrough	<del>Strikethrough</del>	Removed Text
Bold	<b>Bold</b>	New Text
Yellow Highlight	Yellow Highlight	Minor change to the standard
Green Highlight	Green Highlight	Significant change to the standard
Magenta Highlight	Magenta Highlight	Existing standard shifted to a lower or higher grade-level
No Highlight	No Highlight	No change to the standard

**ABOUT THE MISSOURI LEARNING STANDARDS:** The State Board of Education approved the updated Missouri Learning Standards: Grade Level Expectations on **XXXX**, based on the standards created by work groups of Missouri educators, parents, and community members. The revised standards were developed by Missourians for Missouri students. These expectations are challenging, yet attainable, for students in our state. The standards further define our high expectations for what children should know and be able to do in each course and grade level, helping ensure they graduate prepared for college, career, and life.

**ABOUT THE THEATRE CROSSWALK:** The intent of this crosswalk is to enhance understanding of the changes to the THEATRE expectations. The column on the left contains the newly adopted THEATRE expectations (201X). The column on the right contains the previous expectations (GLEs) which show some alignment. This document is intended to assist teachers with some of the issues associated with implementing new THEATRE standards: planning, pacing, professional development and curricular materials.

## Preschool THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Theatre <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	NO GLEs were developed for PK
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.PK.a	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).		
TH: Cr1.1.PK.b	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, creative drama).		
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-PK.a.	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).		
TH: Cr2-PK.b.	With prompting and support, express original ideas in dramatic play or a guided drama		

	experience (e.g., process drama, story drama, creative drama).		
<b>3. Refine and complete artistic work.</b>			
TH: Cr3.1.PK.a	With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>4. Select, analyze, and interpret artistic work for presentation.</b>			
TH: Pr4.1.PK.a	With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>5. Develop and refine artistic techniques and work for presentation.</b>			
TH: Pr5.1.PK.a	With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).		
TH: Pr5.1.PK.b	With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
Pr5.1 PK.c	With prompting and support, demonstrate audience etiquette for venue.		

<b>6. Convey meaning through the presentation of artistic work.</b>			
TH: Pr6.1.PK.a	With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.PK.a	With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.PK.a	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.		
TH: Re8.1.PK.b	With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>9. Apply criteria to evaluate artistic work.</b>			
TH: Re9.1.PK.a	With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		

<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			
TH: Cn10.1.PK.a	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).		
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.PK.a	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).		
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>			
TH: Cn11.2.PK.a	With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Cn11.2.PK.b	With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		

## Kindergarten THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Grade Level Expectations: Theatre (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.K.a	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).	PP.1.A.K. EP.1.A.K.  IC.2.AK.	Tell stories about themselves with a beginning, middle, and end  Identify a beginning, middle, and end  Listen to a story and act out the story in dramatic play
TH: Cr1.1.K.b	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, creative drama).	PP.1.C.K.  EP.1.C.K.	Create playing space (e.g. moving chairs) and costumes using basic materials (e.g. hats, aprons, props)  Define playing space and costumes
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-K.a	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).	AP.1.A.K	Discuss the effect a story has on its audience through the sharing of personal opinions
TH: Cr2-K.b	With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).		
<b>3. Refine and complete artistic work.</b>			

TH: Cr3.1.K.a	With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
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**4. Select, analyze, and interpret artistic work for presentation.**

TH: Pr4.1.K.a	With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
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**5. Develop and refine artistic techniques and work for presentation.**

TH: Pr5.1.K.a	With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	PP.1.A.K	Tell stories about themselves with a beginning, middle, and end
TH: Pr5.1.K.b	With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Pr5.1.K.c	With prompting and support, demonstrate audience etiquette for venue.	PP.1.E.K	Practice appropriate audience behavior.

**6. Convey meaning through the presentation of artistic work.**

TH:	With prompting and support, use voice and		
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Pr6.1.K.a.	sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.K.a	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).		
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.K.a	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.		
TH: Re8.1.K.b	With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>9. Apply criteria to evaluate artistic work.</b>			
TH: Re9.1.K.a	With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).		
<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			

TH: Cn10.1.K.a	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).	HC.1B.K	Identify the difference between fantasy and reality in dramatic play
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.K.a	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).		
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>			
TH: Cn11.2.K.a	With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Cn11.2.K.b	With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).		

## 1st GRADE THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Theatre <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.1.a	Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Cr1.1.1.b	Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Cr1.1.1.c	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).	PP.1.B.1  EP.1.B.1	Express a feeling through gesture and voice (e.g., fear, surprise, joy)  Show a variety of gestures (e.g., raise hand, shrug, nod head) and explain their meaning
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-1.a	Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	PP.1A.1	Tell stories about a character with a beginning, middle, and end
TH: Cr2-1.b	With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).		

<b>3. Refine and complete artistic work.</b>			
TH: Cr3.1.1.a	Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	IC.2.A.1	Listen to a story and act out the story in dramatic play
TH: Cr3.1.1.b	Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Cr3.1.1.c	Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>4. Select, analyze, and interpret artistic work for presentation.</b>			
TH: Pr4.1.1.a	Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Pr4.1.1.b	Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>5. Develop and refine artistic techniques and work for presentation.</b>			
TH: Pr5.1.1.a	With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g.,		

	process drama, story drama, creative drama).		
TH: Pr5.1.1.b	With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	PP.1.C.1 EP.1.C.1	Adapt the environment using basic materials (e.g., draw scenery on board, turn on/off room lights, move furniture) Define playing space and costumes
TH: Pr5.1.1.c	With prompting and support, demonstrate audience etiquette for venue and purpose.	PP.1.E.1	Practice appropriate audience behavior.
<b>6. Convey meaning through the presentation of artistic work.</b>			
TH: Pr6.1.1.a.	With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	PP,1.F.1	Participate in a performance for a class or invited audience
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.1.a	Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	AP.1.A.1 AP.1.B.1	Discuss the effect a story has on its audience through the sharing of personal opinions Orally express impressions and observations related to dramatic activities and performances
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.1.a	Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.		
TH: Re8.1.1.b	Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	EP.1.A.1	Identify character, problem, solution, and setting

TH: Re8.1.1.c	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).		
<b>9. Apply criteria to evaluate artistic work.</b>			
TH: Re9.1.1.a	Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Re9.1.1.b	Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	EP.1.C.1	Define playing space and costumes
TH: Re9.1.1.c	Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			
TH: Cn10.1.1.a	Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.		
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.1.a	Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	IC.1.A.1 HC.2.A.1	Use music, creative movement and visual components in dramatic play Identify diverse cultural dimensions in dramatic play

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH: Cn11.2.1.a	Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).	HC.2.A.1	Identify diverse cultural dimensions in dramatic play
TH: Cn11.2.1.b	Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	HC.1.B.1	Identify the difference between fantasy and reality in literature and media

## 2nd GRADE THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Theatre <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.2.a	Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	IC.1.A.2	Use music, creative movement and visual components in dramatic play
TH: Cr1.1.2.b	Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).	IC.2.A.2	Listen to a story and act out the story in dramatic play
TH: Cr1.1.2.c	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).	PP.1.A.2  IC.1.A.2	Tell stories through role-play, imitation, and recreating dialogue  Use music, creative movement and visual components in dramatic play
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-2.a	Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	PP.1.A.2	Tell stories through role-play, imitation, and recreating dialogue

TH: Cr2-2.b	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).	PP.1.A.2 PP.1.B.2	Tell stories through role-play, imitation, and recreating dialogue Use role playing to investigate proper social skills
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### 3. Refine and complete artistic work.

TH: Cr3.1.2.a	Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Cr3.1.2.b	Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Cr3.1.2.c	Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).		

### 4. Select, analyze, and interpret artistic work for presentation.

TH: Pr4.1.2.a	Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	EP.1.B.2	Identify dialogue and lines of a script
TH: Pr4.1.2.b	Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., (e.g., process drama, story drama, creative drama).		

### 5. Develop and refine artistic techniques and work for presentation.

TH: Pr5.1.2.a	Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Pr5.1.2.b	Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	PP.1.C.2 EP.1.C.2	Display simple costumes that reflect the character (e.g. wigs, shawls, vests)  Define playing space and costumes
TH: Pr5.1.2.c	With prompting and support, demonstrate appropriate audience etiquette for venue and purpose.	PP.1.E.2	Practice appropriate audience behavior.
<b>6. Convey meaning through the presentation of artistic work.</b>			
TH: Pr6.1.2.a.	Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	PP.1.F.2	Participate in a performance for a class or invited audience
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.2.a	Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).		
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.2.a	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.	PP.1.B.2 AP.1.A.2	Use role playing to investigate proper social skills  Discuss why the story has the effect it does on the audience

TH: Re8.1.2.b	Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	HC.1.B.2	Imitate and synthesize life experiences (e.g., when you are sick, on the playground, in the lunch line when meeting strangers)in dramatic play
TH: Re8.1.2.c	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).	AP.1.A.2 AP.1.B.2	Discuss why the story has the effect it does on the audience  Express impressions and observations related to dramatic activities and performances (e.g., students could write letters or draw pictures to high school performers who visited their class and performed)
<b>9. Apply criteria to evaluate artistic work.</b>			
TH: Re9.1.2.a	Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).		
TH: Re9.1.2.b	Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	PP.1.C.2 EP.1.C.2	Display simple costumes that reflect the character (e.g. wigs, shawls, vests)  Define playing space and costumes
TH: Re9.1.2.c	Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	AP.1.A.2 AP.1.B.2	Discuss why the story has the effect it does on the audience  Express impressions and observations related to dramatic activities and performances (e.g., students could write letters or draw pictures to high school performers who visited their class and performed)
<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			
TH: Cn10.1.2.a	Relate character experiences to personal experiences in a guided drama experience	EP.1.A.2 EP.1.B.2	Identify dialogue and puppetry  Identify dialogue and lines of a script

	(e.g., process drama, story drama, creative drama).	HC.1.B.2	Imitate and synthesize life experiences (e.g., when you are sick, on the playground, in the lunch line when meeting strangers) in dramatic play
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.2.a	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).	HC.2.A.2	Reflect historical and diverse cultural influences in dramatic activities
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>			
TH: Cn11.2.2.a	Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).	HC.2.A.2	Reflect historical and diverse cultural influences in dramatic activities
TH: Cn11.2.2.b	Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	HC.2.A.2	Reflect historical and diverse cultural influences in dramatic activities

## 3rd GRADE THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Theatre <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.3.a	Create roles, imagined worlds, and improvised stories in a drama/theatre work.	PP.1.B.3	Participate in dramatic play that reflects the environment and portrays character (e.g. build a snowman and show that it is cold)
TH: Cr1.1.3.b	Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	PP.1.C.3 EP.1.C.3	Use props, costumes, sound, and setting safely  Identify technical theatre elements such as setting, sound, properties, lighting, costumes, and make-up
TH: Cr1.1.3.c	Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	PP.1.B.3	Participate in dramatic play that reflects the environment and portrays character (e.g. build a snowman and show that it is cold)
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-3.a	Participate in methods of investigation to devise original ideas for a drama/theatre work.		
TH: Cr2-3.b	Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	PP.1.A.3	Tell stories through group improvisation using original idea and conflict

**3. Refine and complete artistic work.**

TH: Cr3.1.3.a	Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.		
TH: Cr3.1.3.b	Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.		
TH: Cr3.1.3.c	Practice and refine design and technical choices to support a devised or scripted drama/theatre work.		

**4. Select, analyze, and interpret artistic work for presentation.**

TH: Pr4.1.3.a	Apply the elements of dramatic structure to a story and create a drama/theatre work.	EP.1.A.3 EP.1.B.3 IC.2.A.3	Identify action Identify lead/principal, chorus, and role/supporting role Write a paragraph (fiction or nonfiction) and act out the characters in the story in dramatic play
TH: Pr4.1.3.b	Investigate how movement and voice are incorporated into drama/theatre work.	IC.1.A.3	Use music, creative movement and visual components in dramatic play

**5. Develop and refine artistic techniques and work for presentation.**

TH: Pr5.1.3.a	Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.		
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TH: Pr5.1.3.b	Identify the basic technical elements that can be used in drama/theatre work.	PP.1.C.3  EP.1.C.3	Use props, costumes, sound, and setting safely  Identify technical theatre elements such as setting, sound, properties, lighting, costumes, and make-up
TH: Pr5.1.3.c	With prompting and support, demonstrate appropriate audience etiquette for venue and purpose.	PP.1.E.3	Model appropriate audience behavior.
<b>6. Convey meaning through the presentation of artistic work.</b>			
TH: Pr6.1.3.a.	Practice drama/theatre work and share reflections individually and in small groups.	PP.1.F.3	Participate in a performance for a class or invited audience
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.3.a	Understand why artistic choices are made in a drama/theatre work.	AP.1.A.3	Discuss what the students see in a dramatic presentation, including the quality of the acting and technical elements
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.3.a	Consider multiple personal experiences when participating in or observing a drama/theatre work.	PP.1.A.3	Tell stories through group improvisation using original idea and conflict
TH: Re8.1.3.b	Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.		
TH: Re8.1.3.c	Examine how connections are made between oneself and a character's emotions in drama/theatre work.	AP.1.B.3	Express impressions and observations related to dramatic activities and performances

<b>9. Apply criteria to evaluate artistic work.</b>			
TH: Re9.1.3.a	Understand how and why groups evaluate drama/theatre work.		
TH: Re9.1.3.b	Consider and analyze technical elements from multiple drama/theatre works.		
TH: Re9.1.3.c	Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.		
<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			
TH: Cn10.1.3.a	Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.		
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.3.a	Identify connections to community, social issues and other content areas in drama/theatre work.	HC.1.B.3	Utilize dramatic play to complete a piece of open ended literature
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>			
TH: Cn11.2.3.a	Explore how stories are adapted from literature to drama/theatre work.	HC.1.B.3	Utilize dramatic play to complete a piece of open ended literature

TH: Cn11.2.3.b	Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.	HC.2.A.3	Reflect historical and diverse cultural influences in dramatic activities
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## 4th GRADE THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Theatre <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.4.a	Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.		
TH: Cr1.1.4.b	Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	PP.1.C.4  EP.1.C.4	Apply technical theatre elements such as setting, sound, properties, lighting, costumes or makeup (e.g., dressing up as historical Missouri figures)  Identify the safe use of props, costumes, sound and setting
TH: Cr1.1.4.c	Imagine how a character might move to support the story and given circumstances in a drama/theatre work.		
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-4.a	Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	PP.1.B.4	Express emotions and ideas to imitate life experiences. Improvise dialogue to tell stories, specific settings, and scenes
TH: Cr2-4.b	Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.		

**3. Refine and complete artistic work.**

TH: Cr3.1.4.a	Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.		
TH: Cr3.1.4.b	Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	EP.1.B.4	Identify vocal inflection and how it shows character in reading
TH: Cr3.1.4.c	Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.		

**4. Select, analyze, and interpret artistic work for presentation.**

TH: Pr4.1.4.a	Modify the dialogue and action to change the story in a drama/theatre work.	PP.1.B.4	Express emotions and ideas to imitate life experiences. Improvise dialogue to tell stories, specific settings, and scenes
TH: Pr4.1.4.b	Make physical choices to develop a character in a drama/theatre work.		

**5. Develop and refine artistic techniques and work for presentation.**

TH: Pr5.1.4.a	Practice selected exercises that can be used in a group setting for drama/theatre work.		
TH: Pr5.1.4.b	Propose the use of technical elements in a drama/theatre work.	PP.1.C.4	Apply technical theatre elements such as setting, sound, properties, lighting, costumes or makeup (e.g., dressing up as historical Missouri figures)  Identify the safe use of props, costumes, sound and setting

		EP.1.C.4	
TH: Pr5.1.4.c	With prompting and guidance, demonstrate appropriate audience etiquette for venue and purpose.	PP.1.E.4	Model appropriate audience behavior.
<b>6. Convey meaning through the presentation of artistic work.</b>			
TH: Pr6.1.4.a.	Share small-group drama/theatre work, with peers as audience.	PP.1.F.4	Participate in a performance for a class or invited audience
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.4.a	Identify artistic choices made in a drama/theatre work through participation and observation.	EP.1.A.4 AP.1.A.4 AP.1.A.4	Identify symbol and scenes  Develop and apply appropriate criteria to use in critiquing the work of others  Express impressions and observations related to dramatic activities and performances
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.4.a	Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	AP.1.A.4	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations
TH: Re8.1.4.b	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.		

TH: Re8.1.4.c	Identify and discuss physiological changes connected to emotions in drama/ theatre work.		
<b>9. Apply criteria to evaluate artistic work.</b>			
TH: Re9.1.4.a	Propose a plan to evaluate drama/theatre work.	AP.1.A.4  AP.1.A.4	Develop and apply appropriate criteria to use in critiquing the work of others  Express impressions and observations related to dramatic activities and performances
TH: Re9.1.4.b	Investigate how technical elements may support a theme or idea in a drama/theatre work.		
TH: Re9.1.4.c	Observe how a character's choices impact an audience's perspective in a drama/theatre work.	AP.1.A.4  AP.1.B.4	Develop and apply appropriate criteria to use in critiquing the work of others  Express impressions and observations related to dramatic activities and performances
<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			
TH: Cn10.1.4.a	Identify the ways drama/theatre work reflects the perspectives of a community or culture.	HC.1.B.4	Introduce problem solving through dramatic play
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.4.a	Respond to community and social issues and incorporate other content areas in drama/theatre work.	PP.1.A.4	Write a brief story about an historical event or figure

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH: Cn11.2.4.a	Investigate cross cultural approaches to storytelling in drama/theatre work.		
TH: Cn11.2.4.b	Compare the drama/theatre conventions of a given time period with those of the present.	IC.2.A.4 HC.2.A.4	Write a paragraph (fiction or nonfiction) based on Missouri history and act out the characters in the story in dramatic play Imitate life experiences of famous Missourians in dramatic play

## 5th GRADE THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre <small>(Adopted April 2019 for implementation in the 2019 – 2020 school year.)</small>		Missouri Grade Level Expectations: Theatre <small>(Adopted 2010, transitioning out.)</small>	
Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.5.a	Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.		
TH: Cr1.1.5.b	Propose design ideas that support the story and given circumstances in a drama/theatre work.	PP.1.C.5	Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking
TH: Cr1.1.5.c	Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work		
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-5.a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.	PP.1.A.5	Write an original story based on teacher-generated theme (e.g., DARE, social studies based)
TH: Cr2-5.b	Participate in defined responsibilities required to present a drama/theatre work informally to an audience.		
<b>3. Refine and complete artistic work.</b>			

TH: Cr3.1.5.a	Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.	PP.1.B.5	Use vocal skills (e.g., clarity, variety, and volume) through reading aloud and interpreting characters
TH: Cr3.1.5.b	Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.		
TH: Cr3.1.5.c	Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	PP.1.C.5  EP.1.C.5	Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking  Identify space that has been appropriately set up for playmaking
<b>4. Select, analyze, and interpret artistic work for presentation.</b>			
TH: Pr4.1.5.a	Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.		
TH: Pr4.1.5.b	Use physical choices to create meaning in a drama/theatre work.		

<b>5. Develop and refine artistic techniques and work for presentation.</b>			
TH: Pr5.1.5.a	Choose acting exercises that can be applied to a drama/theatre work.	EP.1.B.5	Identify audition, callback, call , stage directions (i.e., upstage, downstage, center, left, right), projection, curtain call
TH: Pr5.1.5.b	Demonstrate the use of technical elements in a drama/theatre work.	PP.1.C.5  EP.1.C.5	Alter space appropriately (e.g., create a separate audience space from performance space) to create a suitable environment for playmaking  Identify space that has been appropriately set up for playmaking

TH: Pr5.1.5.c	Demonstrate appropriate audience etiquette for venue, purpose and style	PP.1.E.5	Model appropriate behavior at a variety of performances.
<b>6. Convey meaning through the presentation of artistic work.</b>			
TH: Pr6.1.5.a.	Present drama/theatre work informally to an audience.	PP.1.F.5	Participate in a performance for a class or invited audience
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.5.a	Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	AP.1.A.5	Communicate artistic choices and offer alternatives to solve problems and build consensus
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.5.a	Justify responses based on personal experiences when participating in or observing a drama/theatre work.	AP.1.B.5	Express and compare personal reactions to artistic choices in comedy, tragedy or other dramatic forms (e.g., outside performances brought into school or on television)
TH: Re8.1.5.b	Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	AP.1.B.5	Express and compare personal reactions to artistic choices in comedy, tragedy or other dramatic forms (e.g., outside performances brought into school or on television)
TH: Re8.1.5.c	Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	PP.1.B.5	Use vocal skills (e.g., clarity, variety, and volume) through reading aloud and interpreting characters
<b>9. Apply criteria to evaluate artistic work.</b>			
TH: Re9.1.5.a	Develop and implement a plan to evaluate drama/theatre work.		

TH: Re9.1.5.b	Assess how technical elements represent the theme of a drama/theatre work.	IC.1.A.5	Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations
TH: Re9.1.5.c	Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	HC.1.B.5 HC.2.A.5 PP.1.A.5 AP.1.A.5	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change  Examine and compare characteristics of theatrical works from various cultures throughout history  Write an original story based on teacher-generated theme (e.g., DARE, social studies based)  Communicate artistic choices and offer alternatives to solve problems and build consensus
<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			
TH: Cn10.1.5.a	Explain how drama/theatre connects oneself to a community or culture.	HC.1.B.5 HC.2.A.5 IC.1.A.5	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change  Examine and compare characteristics of theatrical works from various cultures throughout history  Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.5.a	Investigate historical, global and social issues expressed in drama/theatre work.	HC.1.B.5 HC.2.A.5	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change  Examine and compare characteristics of theatrical works from various cultures throughout history

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH: Cn11.2.5.a	Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	IC.2.A.5	Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own
TH: Cn11.2.5.b	Identify historical sources that explain drama/theatre terminology and conventions.		

## 6th GRADE THEATRE

<b>Missouri Learning Standards: Grade-Level Expectations for Theatre</b> (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		<b>Missouri Grade Level Expectations: Theatre</b> (Adopted 2010, transitioning out.)	
<b>Code</b>	<b>Newly Adopted Standards</b>	<b>Code</b>	<b>Current GLE</b>
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.6.a	Identify possible solutions to staging challenges in a drama/theatre work.	EP.1.B.6	Identify cue, notes, on/off book, cheat/open out, and cold-reading
TH: Cr1.1.6.b	Identify solutions to design challenges in a drama/theatre work	EP.1.C.6	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes
TH: Cr1.1.6.c	Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	PP.1.A.6	Write an expanded story using themes taught across the curriculum
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-6.a	Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.		
TH: Cr2-6.b	Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	PP.1.F.6	Rehearse, polish and present a performance for a class or invited audience
<b>3. Refine and complete artistic work.</b>			

TH: Cr3.1.6.a	Articulate and examine choices to refine a devised or scripted drama/theatre work.	PP.1.F.6	Rehearse, polish and present a performance for a class or invited audience
TH: Cr3.1.6.b	Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	PP.1.B.6	Show concentration, pantomime, and body alignment to develop believable characters
TH: Cr3.1.6.c	Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	PP.1.C.6	Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes

**4. Select, analyze, and interpret artistic work for presentation.**

TH: Pr4.1.6.a	Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	EP.1.B.6 PP.1.A.6	Identify cue, notes, on/off book, cheat/open out, and cold-reading Write an expanded story using themes taught across the curriculum
TH: Pr4.1.6.b	Experiment with various physical choices to communicate character in a drama/theatre work.	PP.1.B.6	Show concentration, pantomime, and body alignment to develop believable characters

**5. Develop and refine artistic techniques and work for presentation.**

TH: Pr5.1.6.a	Recognize how acting exercises and techniques can be applied to a drama/theatre work.	PP.1.F.6	Rehearse, polish and present a performance for a class or invited audience
TH: Pr5.1.6.b	Articulate how technical elements are integrated into a drama/ theatre work.	EP.1.C.6	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes

TH: Pr5.1.5.c	Demonstrate appropriate audience etiquette for venue, purpose and style	PP.1.E.5	Model appropriate audience behavior at various performances.
<b>6. Convey meaning through the presentation of artistic work.</b>			
TH: Pr6.1.6.a.	Adapt a drama/theatre work and present it informally for an audience	PP.1.F.6	Rehearse, polish and present a performance for a class or invited audience
<b>7. Perceive and analyze artistic work</b>			
TH: Re7.1.6.a	Describe and record personal reactions to artistic choices in a drama/theatre work.	AP.1.A.6 AP.1.B.6	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary  Express and compare personal reactions to artistic choices in comedy, tragedy or other dramatic forms (e.g., outside performances brought into school or on television)
<b>8. Interpret intent and meaning in artistic work.</b>			
TH: Re8.1.6.a	Explain how artists make choices based on personal experience in a drama/theatre work.	AP.1.A.6 HC.1.A.6	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary  Examine and compare characteristics of theatrical works from various cultures throughout history
TH: Re8.1.6.b	Identify cultural perspectives that may influence the evaluation of a drama/theatre work.		
TH: Re8.1.6.c	Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.	AP.1.A.6	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
<b>9. Apply criteria to evaluate artistic work.</b>			

TH: Re9.1.6.a	Use supporting evidence and criteria to evaluate drama/theatre work.	AP.1.A.6	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
TH: Re9.1.6.b	Apply the production elements used in a drama/theatre work to assess aesthetic choices.	AP.1.A.6	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
TH: Re9.1.6.c	Identify a specific audience or purpose for a drama/theatre work.	HC.1.B.6  HC.2.A.6	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change  Examine and compare characteristics of theatrical works from various cultures throughout history
<b>10. Synthesize and relate knowledge and personal experiences to make art.</b>			
TH: Cn10.1.6.a	Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	HC.1.B.6  HC.2.A.6  IC.1.A.6	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change  Examine and compare characteristics of theatrical works from various cultures throughout history  Compare and contrast the ways ideas and emotions are depicted in art, dance, music and theatre and select movement, music or visual elements to enhance classroom dramatizations
<b>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>			
TH: Cn11.1.6.a	Identify universal themes or common social issues and express them through a drama/theatre work.	HC.1.B.6  HC.2.A.6  IC.2.A.6	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change  Examine and compare characteristics of theatrical works from various cultures throughout history  Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH: Cn11.2.6.a	Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.		
TH: Cn11.2.6.b	Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	HC.1.A.6  IC.2.A.6	Examine and compare characteristics of theatrical works from various cultures throughout history  Using improvisation or dramatic play, act out a character or scene from a previous time period or culture that is not your own

## 7th GRADE THEATRE

Missouri Learning Standards: Grade-Level Expectations for Theatre (Adopted April 2019 for implementation in the 2019 – 2020 school year.)		Missouri Grade Level Expectations: Theatre (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.7.a	Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	EP.1.B.7	Identify cue, notes, on/off book, cheat/open out, and cold-reading
TH: Cr1.1.7.b	Explain and present solutions to design challenges in a drama/ theatre work.	EP.1.C.7	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes
TH: Cr1.1.7.c	Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.	PP.1.A.7 EP.1.A.7 IC.2.A.7	Write scenes from personal experience with conflict and resolution  Identify protagonist, antagonist, monologue, and dramatic conflict  Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-7.a	Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	PP.1.A.7 IC.2.A.7	Write scenes from personal experience with conflict and resolution  Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class

TH: Cr2-7.b	Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	PP.1.A.7  PP.1.F.7	Write scenes from personal experience with conflict and resolution  Rehearse, polish and present a performance for a class or invited audience
<b>3. Refine and complete artistic work.</b>			
TH: Cr3.1.7.a	Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	PP.1.F.7	Rehearse, polish and present a performance for a class or invited audience
TH: Cr3.1.7.b	Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	PP.1.B.7  EP.1.A.7	Speak, move, and generate ideas spontaneously through improvisation and acting  Identify protagonist, antagonist, monologue, and dramatic conflict
TH: Cr3.1.7.c	Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	PP.1.C.7	Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes
<b>4. Select, analyze, and interpret artistic work for presentation.</b>			
TH: Pr4.1.7.a	Consider various staging choices to enhance the story in a drama/theatre work.	PP.1.B.7  EP.1.A.7  EP.1.B.7	Speak, move, and generate ideas spontaneously through improvisation and acting  Identify protagonist, antagonist, monologue, and dramatic conflict  Identify cue, notes, on/off book, cheat/open out, and cold-reading
TH: Pr4.1.7.b	Use various character objectives in a drama/theatre work.	PP.1.F.7  EP.1.A.7	Rehearse, polish and present a performance for a class or invited audience  Identify protagonist, antagonist, monologue, and dramatic conflict

## 5. Develop and refine artistic techniques and work for presentation.

TH: Pr5.1.7.a	Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	PP.1.F.7	Rehearse, polish and present a performance for a class or invited audience
TH: Pr5.1.7.b	Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	EP.1.C.7	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes
TH: Pr5.1.5.c	Demonstrate appropriate audience etiquette for venue, purpose and style	PP.1.E.5	Model appropriate audience behavior at various performances.

## 6. Convey meaning through the presentation of artistic work.

TH: Pr6.1.7.a.	Participate in rehearsals for a drama/theatre work that will be shared with an audience.	PP.1.F.7	Rehearse, polish and present a performance for a class or invited audience
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## 7. Perceive and analyze artistic work

TH: Re7.1.7.a	Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.	AP.1.A.7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
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## 8. Interpret intent and meaning in artistic work.

TH: Re8.1.7.a	Identify the artistic choices made based on personal experience in a drama/theatre work.	AP.1.A.7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
		IC.1.A.7	Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects

TH: Re8.1.7.b	Describe how cultural perspectives can influence the evaluation of drama/theatre work.	AP.1.A.7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
		IC.1.A.7	Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects
		HC.1.A.7	Examine and compare characteristics of theatrical works from various cultures throughout history
TH: Re8.1.7.c	Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	AP.1.A.7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
		AP.1.B.7	Choose calculated and reasonable risks physically, emotionally and artistically

**9. Apply criteria to evaluate artistic work.**

TH: Re9.1.7.a	Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	AP.1.A.7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
TH: Re9.1.7.b	Consider the aesthetics of the production elements in a drama/theatre work.	AP.1.A.7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
TH: Re9.1.7.c	Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	AP.1.A.7	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
		HC.1.B.7	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change
		HC.2.A.7	Examine and compare characteristics of theatrical works from various cultures throughout history

**10. Synthesize and relate knowledge and personal experiences to make art.**

TH: Cn10.1.7.a	Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	HC.1.B.7	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change
		HC.2.A.7	Examine and compare characteristics of theatrical works from various cultures throughout history

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

TH: Cn11.1.7.a	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.	HC.1.B.7	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change
		HC.2.A.7	Examine and compare characteristics of theatrical works from various cultures throughout history

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH: Cn11.2.7.a	Research and discuss how a playwright might have intended a drama/theatre work to be produced.		
TH: Cn11.2.7.b	Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	HC.1.A.7	Examine and compare characteristics of theatrical works from various cultures throughout history

## 8th GRADE THEATRE

### Missouri Learning Standards: Grade-Level Expectations for Theatre

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

### Missouri Grade Level Expectations: Theatre

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.8.a	Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.		
TH: Cr1.1.8.b	Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	EP.1.C8	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes
		IC.1.B.8	Use hardware and software in the design elements of theatre
TH: Cr1.1.8.c	Develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a drama/theatre work	IC.2.A.8	Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class
<b>2. Organize and develop artistic ideas and work.</b>			
TH: Cr2-8.a	Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	IC.2.A.8	Write a monologue or character sketch based on an historical figure (e.g., Einstein, Napoleon, Anne Frank, George Washington) and perform it for the class

TH: Cr2-8.b	Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	PP.1.F.8	Rehearse, polish and present a performance for a class or invited audience
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### **3. Refine and complete artistic work.**

TH: Cr3.1.8.a	Use repetition and analysis in order to revise devised or scripted drama/theatre work	PP.1.F.8	Rehearse, polish and present a performance for a class or invited audience
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TH: Cr3.1.8.b	Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.
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TH: Cr3.1.8.c	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work	PP.1.C.8	Design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environment for improvised or scripted scenes
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### **4. Select, analyze, and interpret artistic work for presentation.**

TH: Pr4.1.8.PP.1	Explore different pacing to better communicate the story in a drama/theatre work.
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TH: Pr4.1.8.b	Explore different pacing to better communicate the story in a drama/theatre work.
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### **5. Develop and refine artistic techniques and work for presentation.**

TH: Pr5.1.8.a	Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	PP.1.F.8	Rehearse, polish and present a performance for a class or invited audience
TH: Pr5.1.8.b	Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.	EP.1.C8 IC.1.B.8	Identify technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes Use hardware and software in the design elements of theatre
TH: Pr5.1.5.c	Demonstrate appropriate audience etiquette for venue, purpose and style	PP.1.E.5	Model appropriate audience behavior at various performances.

### **6. Convey meaning through the presentation of artistic work.**

TH: Pr6.1.8.a.	Perform a rehearsed drama/theatre work for an audience.	PP.1.F.8	Rehearse, polish and present a performance for a class or invited audience
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### **7. Perceive and analyze artistic work**

TH: Re7.1.8.a	Apply criteria to the evaluation of artistic choices in a drama/theatre work.	AP.1.A.8	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
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### **8. Interpret intent and meaning in artistic work.**

TH: Re8.1.8.a	Recognize and share artistic choices when participating in or observing a drama/theatre work.	AP.1.A.8 IC.1.A.8	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects
TH: Re8.1.8.b	Analyze how cultural perspectives influence the evaluation of a drama/theatre work.	IC.1.A.8	Identify visual, aural and kinetic components in art, dance, music and theatre; compare and contrast the presentation of the same subjects

		HC.1.A.8	Examine and compare characteristics of theatrical works from various cultures throughout history
TH: Re8.1.8.c	Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	AP.1.A.8	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
		AP.1.B.8	Choose calculated and reasonable risks physically, emotionally and artistically

### 9. Apply criteria to evaluate artistic work.

TH: Re9.1.8.a	Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.	AP.1.A.8	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
TH: Re9.1.8.b	Apply the production elements used in a drama/theatre work to assess aesthetic choices.	AP.1.A.8	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
TH: Re9.1.8.c	Assess the impact of a drama/theatre work on a specific audience.	AP.1.A.8	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
		HC.1.B.8	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change
		HC.2.A.8	Examine and compare characteristics of theatrical works from various cultures throughout history

### 10. Synthesize and relate knowledge and personal experiences to make art.

TH: Cn10.1.8.a	Examine a community issue through multiple perspectives in a drama/theatre work.	HC.1.B.8	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change
		HC.2.A.8	Examine and compare characteristics of theatrical works from various cultures throughout history

## **11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

TH: Cn11.1.8.a	Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	HC.1.B.8	Describe how theatre, film, television and electronic media reflect life and act as a catalyst for change
		HC.2.A.8	Examine and compare characteristics of theatrical works from various cultures throughout history

## **11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH: Cn11.2.8.a	Research the story elements of a staged drama/theatre work and compare them to another production of the same work.		
TH: Cn11.2.8.b	Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	HC.1.A.8	Examine and compare characteristics of theatrical works from various cultures throughout history

## HIGH SCHOOL Proficient THEATRE

### Missouri Learning Standards: Grade-Level Expectations for Theatre

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

### Missouri Grade Level Expectations: Theatre

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.I.a	Apply basic research to construct ideas about the visual composition of a drama/theatre work.		
TH: Cr1.1.I.b	Explore the impact of technology on design choices in a drama/theatre work.	PP.1.C.P	Apply stagecraft skills safely Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity
		EP.1.C.P	Identify and apply stagecraft skills Identify and apply technical knowledge and skills necessary to safely create and/or operate functional scenery, properties, lighting, sound, costumes, make-up and publicity
		IC.1.B.P	Use hardware and software in lighting Use hardware and software in sound Use hardware and software in scenic elements Use hardware and software in makeup and costuming Use hardware and software in script writing Use hardware and software in properties Use hardware and software in business & house management
		IC.1.B.P	Analyze budgetary needs of the technical aspect of a theatrical production Predict the fiscal responsibilities of a production (e.g., royalties, costume and set expenses) Analyze a play and design a set using scale for a non-realized production Use lighting equipment and accessories to demonstrate an understanding of the lighting spectrum Use sound equipment to demonstrate an understanding of human hearing

TH:  
Cr1.1.I.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

## 2. Organize and develop artistic ideas and work.

TH:  
Cr2-I.a Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

HC.1.A.P

Research the cultural and historical background of a specific play

Describe the roles of theatre, film, television and electronic media in American society

HC.1.B.P

TH:  
Cr2-I.b Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

PP.1.D.P

Evaluate the director's role in creating a production  
Block a scripted scene

HC.1.B.P

Describe the roles of theatre, film, television and electronic media in American society

## 3. Refine and complete artistic work.

TH:  
Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

PP.1.A.P

Write an original scene utilizing character development and plot elements

TH:  
Cr3.1.I.b Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

PP.1.B.P

Use basic terms of theatre (see glossary)  
Utilize warm-up techniques for preparation of body, voice and mind

TH:  
Cr3.1.I.c Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

## 4. Select, analyze, and interpret artistic work for presentation.

TH: Examine how character relationships assist in telling the story of a drama/theatre work. PP.1.B.P Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character  
Pr4.1.I.a

TH: Shape character choices using given circumstances in a drama/theatre work. PP.1.B.P Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character  
Pr4.1.I.b

### 5. Develop and refine artistic techniques and work for presentation.

TH: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. PP1.B.P Use basic terms of theatre (see glossary)  
Pr5.1.I.a Utilize warm-up techniques for preparation of body, voice and mind

TH: Use researched technical elements to increase the impact of design for a drama/theatre production. PP.1.C.P Apply stagecraft skills safely  
Pr5.1.I.b Safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup, and publicity

EP.1.C.P Identify and apply stagecraft skills  
Identify and apply technical knowledge and skills necessary to safely create and/or operate functional scenery, properties, lighting, sound, costumes, make-up and publicity

IC.1.B.P Use hardware and software in lighting  
Use hardware and software in sound  
Use hardware and software in scenic elements  
Use hardware and software in makeup and costuming  
Use hardware and software in script writing  
Use hardware and software in properties  
Use hardware and software in business & house management

IC.2.A.P Analyze budgetary needs of the technical aspect of a theatrical production  
Predict the fiscal responsibilities of a production (e.g., royalties, costume and set expenses)  
Analyze a play and design a set using scale for a non-realized production  
Use lighting equipment and accessories to demonstrate an understanding of the lighting spectrum

			Use sound equipment to demonstrate an understanding of human hearing
TH: Pr5.1.5.c	Demonstrate appropriate audience etiquette for venue, purpose and style	PP.1.E.5	Model appropriate audience behavior or at various performances.

**6. Convey meaning through the presentation of artistic work.**

TH: Pr6.1.I.a	Perform a scripted drama/theatre work for a specific audience.	PP.1.F.P	Rehearse, polish and present a performance for a class or invited audience
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**7. Perceive and analyze artistic work**

TH: Re7.1.I.a	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	EP. 1.D.P	Define the director's responsibility to the author's intent, script, actors, designers, technicians and the audience Identify the director's role in creating a production Identify the skills necessary to block a scripted scene
		AP.1.A.P	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary

**8. Interpret intent and meaning in artistic work.**

TH: Re8.1.I.a	Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	EP. 1.D.P	Define the director's responsibility to the author's intent, script, actors, designers, technicians and the audience Identify the director's role in creating a production Identify the skills necessary to block a scripted scene
TH: Re8.1.I.b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	AP.1.B.P	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances
		IC.1.A.P	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances
		HC.1.A.P	Research the cultural and historical background of a specific play

TH: Re8.1.I.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	AP.1.A.P	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary
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**9. Apply criteria to evaluate artistic work.**

TH: Re9.1.I.a	Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	AP.1.A.P IC.1.A.P	Define the terminology and process of evaluation and apply this process to performances using appropriate theatre vocabulary Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances
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TH: Re9.1.I.b	Consider the aesthetics of the production elements in a drama/theatre work.	EP. 1.D.P	Define the director's responsibility to the author's intent, script, actors, designers, technicians and the audience Identify the director's role in creating a production Identify the skills necessary to block a scripted scene
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TH: Re9.1.I.c	Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	AP.1.B.P	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances
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**10. Synthesize and relate knowledge and personal experiences to make art.**

TH: Cn10.1.I.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.		
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**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

TH: Cn11.1.I.a	Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	IC.1.A.P	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances
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**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH: Cn11.2.I.a	Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	EP. 1.D.P	Define the director’s responsibility to the author’s intent, script, actors, designers, technicians and the audience Identify the director’s role in creating a production Identify the skills necessary to block a scripted scene
		HC.2.A.P	Identify, compare and contrast the lives, works and influences of representative theatre artists from various cultures and historical time periods (e.g., Shakespeare, Moliere, Ibsen, Julie Taymor, Peter Brook, Sondheim)
		HC.2.B.P	Select career and vocational opportunities in theatre and describe the training, skills, self-discipline and artistic discipline needed to pursue them
TH: Cn11.2.I.b	Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	PP1.B.P	Use basic terms of theatre (see glossary) Utilize warm-up techniques for preparation of body, voice and mind Improvise using emotional and sensory recall
		EP.1.A.P	Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character Identify spine, fourth wall, foil, subtext, aside, unities, and denouement
		EP.1.B.P	Identify centering, counter-cross, upstaging, emotional memory, motivation, obstacle, objective, tactic, action, pitch, rate, phrasing, volume, tempo, quality, and prepared audition

## HIGH SCHOOL Accomplished THEATRE

### Missouri Learning Standards: Grade-Level Expectations for Theatre

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

### Missouri Grade Level Expectations: Theatre

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards
<b>1. Generate and conceptualize artistic ideas and work.</b>	
TH: Cr1.1.II.a	Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
TH: Cr1.1.II.b	Understand and apply technology to design solutions for a drama/theatre work.
TH: Cr1.1.II.c	Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
<b>2. Organize and develop artistic ideas and work.</b>	
TH: Cr2-II.a	Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
TH: Cr2-II.b	Cooperate as a creative team to make interpretive choices for a drama/theatre work.
<b>3. Refine and complete artistic work.</b>	

Code	Current GLE
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TH:  
Cr3.1.II.a Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

TH:  
Cr3.1.II.b Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

TH:  
Cr3.1.II.c Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

#### **4. Select, analyze, and interpret artistic work for presentation.**

TH:  
Pr4.1.II.a Discover how unique choices shape believable and sustainable drama/ theatre work.

TH:  
Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

#### **5. Develop and refine artistic techniques and work for presentation.**

TH:  
Pr5.1.II.a Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

TH:  
Pr5.1.II.b Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:  
Pr5.1.5.c Demonstrate appropriate audience etiquette for venue, purpose and style

PP.1.E.5

Model appropriate audience behavior at various performances.

### **6. Convey meaning through the presentation of artistic work.**

TH:  
Pr6.1.II.a Present a drama/theatre work using creative processes that shape the production for a specific audience.

### **7. Perceive and analyze artistic work**

TH:  
Re7.1.II.a Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

### **8. Interpret intent and meaning in artistic work.**

TH:  
Re8.1.II.a Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

TH:  
Re8.1.II.b Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

TH:  
Re8.1.II.c Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

### **9. Apply criteria to evaluate artistic work.**

TH:  
Re9.1.II.a Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

TH:  
Re9.1.II.b Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

TH:  
Re9.1.II.c Verify how a drama/theatre work communicates for a specific purpose and audience.

### **10. Synthesize and relate knowledge and personal experiences to make art.**

TH:  
Cn10.1.II.a Choose and interpret a drama/theatre work to reflect or question personal beliefs

### **11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

TH:  
Cn11.1.II.a Integrate conventions and knowledge from different art forms and other disciplines to develop a cross cultural drama/theatre work.

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH:  
Cn11.2.II.a      Formulate creative choices for a devised or  
scripted drama/theatre work based on  
theatre research about the selected topic

TH:  
Cn11.2.II.b      Explore how personal beliefs and biases  
can affect the interpretation of research  
data applied in drama/theatre work.

## HIGH SCHOOL Advanced THEATRE

### Missouri Learning Standards: Grade-Level Expectations for Theatre

(Adopted April 2019 for implementation in the 2019 – 2020 school year.)

### Missouri Grade Level Expectations: Theatre

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
<b>1. Generate and conceptualize artistic ideas and work.</b>			
TH: Cr1.1.III.a	Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.	PP.1.F.A	Stage a performance of a script
TH: Cr1.1.III.b	Create a complete design for a drama/theatre work that incorporates all elements of technology.	PP.1.C.A	Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg)
		EP.1.C.A	Identify and apply the technical responsibilities of the head of crews for production Identify specialized areas of study in technical theatre
		IC.1.B.A	Plan & incorporate the usage of hardware and software in lighting Plan & incorporate the usage of hardware and software in sound Plan & incorporate the usage of hardware and software in scenic elements Plan & incorporate the usage of hardware and software in makeup and costuming Plan & incorporate the usage of hardware and software in script writing Plan & incorporate the usage of hardware and software in properties Plan & incorporate the usage of hardware and software in business & house management
		A.IC.2.A.A	Apply budgetary needs of the technical aspect of a theatrical production Plan fiscal responsibilities of a production

Analyze a play and design a set using scale for a realized production  
Design lighting to demonstrate an understanding of the lighting spectrum

TH:  
Cr1.1.III.c Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

## 2. Organize and develop artistic ideas and work.

TH:  
Cr2-III.a Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

PP.1.A.A

Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution

TH:  
Cr2-III.b Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

PP.1.A.A

Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution

PP.1.F.A

Stage a performance of a script

## 3. Refine and complete artistic work.

TH:  
Cr3.1.III.a Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

PP.1.A.A

Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution

TH:  
Cr3.1.III.b Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

PP.1.F.A

Stage a performance of a script

TH: Cr3.1.III.c	Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	PP.1.C.A	Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg)
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**4. Select, analyze, and interpret artistic work for presentation.**

TH: Pr4.1.III.a	Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.	PP.1.A.A	Write a script incorporating character, dialogue, stage directions, plot, rising action and resolution
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EP.1.A.A

Identify duex ex machina, pace, and styles (e.g., realism, naturalism, abstractism, epic, expressionism, comedy of manner, opera, theatre of cruelty and absurd, invisible theatre, performance art, musical theatre, vaudeville, madrigal)

EP.1.B.A

Identify Method acting, master gesture, actor's tendency, and master teacher's approaches (e.g., Stanislavski, Hagen, Spolin, Strasberg, Alexander, Grotowski, Brecht, Suzuki, Adler, Artaud, Brook)

TH: Pr4.1.III.b	Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	PP.1.A.A
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Create a character using emotional, intellectual, social characteristics and sensory recall  
Using script analysis, identify and create a believable emotional build for a character

Use subtext in portrayal of characters in classical/contemporary scenes

EP.1.B.A

Identify Method acting, master gesture, actor's tendency, and master teacher's approaches (e.g., Stanislavski, Hagen, Spolin, Strasberg, Alexander, Grotowski, Brecht, Suzuki, Adler, Artaud, Brook)

**5. Develop and refine artistic techniques and work for presentation.**

TH: Pr5.1.III.a	Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	PP.1.B.A
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Create and lead warm-up techniques for preparation of body, voice and mind

TH: Pr5.1.III.b	Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	PP.1.C.A	Organize and perform the technical responsibilities of the head of crews for production Display proficiency in at least one area of technical theatre of study (e.g., lighting, sound, dramaturg)
		EP.1.C.A	Identify and apply the technical responsibilities of the head of crews for production Identify specialized areas of study in technical theatre
		IC.1.B.A	Plan & incorporate the usage of hardware and software in lighting Plan & incorporate the usage of hardware and software in sound Plan & incorporate the usage of hardware and software in scenic elements Plan & incorporate the usage of hardware and software in makeup and costuming Plan & incorporate the usage of hardware and software in script writing Plan & incorporate the usage of hardware and software in properties Plan & incorporate the usage of hardware and software in business & house management
		IC.2.A.A.	Apply budgetary needs of the technical aspect of a theatrical production Plan fiscal responsibilities of a production Analyze a play and design a set using scale for a realized production Design lighting to demonstrate an understanding of the lighting spectrum
TH: Pr5.1.c	Demonstrate appropriate audience etiquette for venue, purpose and style.	PP.1E.A	Model appropriate audience behavior at various performances.

**6. Convey meaning through the presentation of artistic work.**

TH: Pr6.1.III.a.	Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	PP.1.D.A	Direct a dramatic text including interpreting the text and playwright's intent, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance
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## 7. Perceive and analyze artistic work

TH: Re7.1.III.a	Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	EP.1.B.A	Identify Method acting, master gesture, actor's tendency, and master teacher's approaches (e.g., Stanislavski, Hagen, Spolin, Strasberg, Alexander, Grotowski, Brecht, Suzuki, Adler, Artaud, Brook)
		IC.2.A.A	Portray theatre as a reflection of life in particular times, places and cultures Trace historical and cultural developments in theatrical styles and genres
		HC.1.A.A	Research, evaluate and synthesize cultural and historical information to support artistic choices
		HC.1.B.A	Analyze and apply knowledge of social, political and dramatic aspects of theatre, film and television  Analyze and evaluate historical and cultural influences on theatre
		HC.2.A.A	

## 8. Interpret intent and meaning in artistic work.

TH: Re8.1.III.a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.	EP.1.D.A	Identify the skills needed in directing a dramatic text including interpreting the text, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance
TH: Re8.1.III.b	Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.	PP.1.B.A	Use advanced terms of theatre
TH: Re8.1.III.c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.	EP.1.B.A	Identify Method acting, master gesture, actor's tendency, and master teacher's approaches (e.g., Stanislavski, Hagen, Spolin, Strasberg, Alexander, Grotowski, Brecht, Suzuki, Adler, Artaud, Brook)

**9. Apply criteria to evaluate artistic work.**

TH: Re9.1.III.a	Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	AP.1.A.A	Apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television or electronic media
		AP.1.B.A	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances
		IC.1.A.A	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances
TH: Re9.1.III.b	Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	EP.1.D.A	Identify the skills needed in directing a dramatic text including interpreting the text, giving clear instructions, specifying expectations, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process and performance
		AP.1.A.A	Apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television or electronic media
		AP.1.B.A	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances
TH: Re9.1.III.c	Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.	IC.1.A.A	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances
		AP.1.A.A	Apply evaluation concepts to performances and compare and contrast literary and dramatic criticism of theatre, film, television or electronic media
		AP.1.B.A	Articulate, justify and apply personal criteria for critiquing dramatic texts and performances
		IC.1.A.A	Compare and contrast communication methods in theatre with that of art, music and dance, and integrate more than one art form in informal and formal performances

**10. Synthesize and relate knowledge and personal experiences to make art.**

TH:  
Cn10.1.III.a Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

TH:  
Cn11.1.III.a Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

TH:  
Cn11.2.III.a Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

HC.2.B.A

Evaluate career and vocational opportunities in theatre, film, television, and electronic media justifying choices, and analyze the training, skills, self-discipline and artistic discipline needed to pursue them

TH:  
Cn11.2.III.b Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

TH:  
Cn11.2.III.c Evaluate career and vocational opportunities in theatre, film, television, and electronic media justifying choices, and analyze the training, skills, self-discipline and artistic discipline needed to pursue them

HC.2.B.A

Evaluate career and vocational opportunities in theatre, film, television, and electronic media justifying choices, and analyze the training, skills, self-discipline and artistic discipline needed to pursue them

