

**Standard 1: Developing Scripts****BASIC****Benchmark 1: The student knows the basic elements of a story.**

<b>Basic Level Knowledge Base Indicators</b>	<b>Instructional Examples</b>
<p><b>The student...</b></p> <ol style="list-style-type: none"><li>1. identifies the beginning, middle, and end of a story.</li><li>2. sequences events according to basic story structures of beginning, middle, and end.</li><li>3. identifies the <b>conflict and resolution</b> of a story.</li><li>4. distinguishes conflict from resolution.</li><li>5. analyzes theatrical works to identify parts of the plot.</li></ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"><li>1. a) break a favorite story such as <u>Charlotte's Web</u> into its beginning, middle, and end. b) create an original story with a beginning, middle, and end.</li><li>2. take multiple events from a story and arrange them into chronological order, placing them into beginning, middle, and end categories.</li><li>3. orally explain the conflict and resolution for a children's story such as <u>The Three Billy Goat's Gruff</u>.</li><li>4. develop conflict and resolution for an original story.</li><li>5. use a graphic organizer to diagram the various parts of the plot in a children's story such as <u>Beauty and the Beast</u>.</li></ol>
<p><b>Notes:</b> Titles suggested in the instructional examples can be substituted by any other play, story, or performance.  Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 2: The student knows how to improvise dialogue to tell stories.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. improvises dialogue while role-playing a character in an imaginary or real-life situation.</li> <li>2. creates dialogue while role playing a character from children’s literature or literary genre such as folk or fairytale.</li> <li>3. creates a dialogue based on the theme or lyrics from another art form such as a song or poem.</li> <li>4. demonstrates a complete story through <b>improvisational</b> acting.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. create a make-believe argument between two friends over what to do that evening.</li> <li>2. improvise the scene between Dorothy and the Wizard in <u>The Wizard of Oz</u>.</li> <li>3. improvise the dialogue to make a play of the nursery rhyme “Jack and Jill Went Up the Hill”</li> <li>4. a) collaborate in groups of three to create an original plot for a play, with one student making up the beginning, the next making up the middle, and the last one determining the end. b) break into three groups with each group <b>dramatizing</b> one of the three elements (beginning, middle, end) to a story such as <u>The Three Little Pigs</u>, in sequential order.</li> </ol>
<p><b>Notes:</b> With the basic level improvised/verbal scripts are appropriate with upper grades. Written scripts that are original and adapted from narrative material can be introduced.</p> <p>Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 3: The student knows how to use improvisation to create dialogue for a script.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. improvises dialogue by <b>role playing</b> characters from various literary genres.</li> <li>2. improvises dialogue based on a song or poem.</li> <li>3. improvises dialogue based on real-life situations.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. record on tape an <b>improvised</b> scene based on <u>Rumplestiltskin</u>.</li> <li>2. create and record <b>dialogue</b> for the poem <u>Get Up and Bar the Door</u>.</li> <li>3. in <b>dialogue</b> form, retell the breakfast conversation had at their house.</li> </ol>
<p><b>Notes:</b> Recording dialogue may include an aid acting as scribe to write down dialogue for students or using any type of recording media such as audiotape or videotape.</p> <p>Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 1. The student recognizes how to collaborate with peers to produce a classroom dramatization.

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. demonstrates team work in <b>dramatizing</b> written texts and life experiences.</li> <li>2. collaboratively selects interrelated <b>dramatic elements</b> for classroom <b>dramatization</b>: character, setting, situation.</li> <li>3. leads a group in decision-making for an original classroom <b>performance</b>.</li> <li>4. collaborates with peers in creating and presenting an <b>improvisational performance</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. dramatize life experiences that involve the efforts of two or more people such as learning to ride a bike or receiving a gift.</li> <li>2.               <ol style="list-style-type: none"> <li>a) create an original folk tale or fairy tale with a lesson choosing characters, setting, and other dramatic elements.</li> <li>b) decide in groups what characters are going to be in a <b>dramatization</b> of a scene from <u>Charlotte's Web</u>, where the scene will take place (setting), and what will happen in the scene (the situation.)</li> </ol> </li> <li>3. take turns being leader for planning an original folk tale or fairy tale <b>performance</b>.</li> <li>4. work in small groups to plan and perform an <b>improvisational performance</b> based on solving a real life problem.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 1: The student imagines and clearly describes characters and their relationships.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. explores, assumes, and imitates various character <b>roles</b>.</li> <li>2. recognizes real life characters and their distinctions from fantasy characters.</li> <li>3. describes a variety of characters/roles from real life and fantasy situations.</li>   <li>4. creates characters that interact for a specific reason.</li>   <li>5. explores and recognizes character relationships in specific situations.</li> <li>6. <b>improvises</b> and <b>role-plays</b> a character from a real or fictional story.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. imitate real life characters from school or history.</li> <li>2. view a segment from the video <u>Goldilocks and the Three Bears</u> and discuss ways the characters are unlike real life.</li> <li>3. a) bring a character to life that would wear a certain hat or costume provided by the teacher. b) play the <b>role</b> of a TV reporter and do a pretend interview with a fellow classmate about their favorite places to go out to eat.</li> <li>4. discuss the character relationships in a children's story such as <u>Goldilocks and the Three Bears</u> and then reenact the story addressing a new problem rather than the original one.</li> <li>5. discuss how and why the characters in a story such as <u>Old Yeller</u> relate to one another the way they do.</li> <li>6. play the <b>roles</b> of various family members going on a vacation trip in a van.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 2: The student uses variations of voice, movement, and gesture for different characters.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. participates in structured play to free voice and <b>gesture</b>.</li> <li>2. uses clear <b>articulation</b> and audible <b>projection</b> during class or public <b>performances</b>.</li> <li>3. demonstrates clear vocal and physical characterization during class or public <b>performances</b>.</li> <li>4. combines effective audible, vocal, and physical qualities when depicting a character.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>a) show an object and tell a creative story as if they were the object.</li> <li>b) mimic various rhythmic patterns of clapping to increase their concentration and listening skills.</li> </ol> </li> <li>2. practice <b>voice</b> exercises (i.e., vocal warm-ups, tongue twisters).</li> <li>3.               <ol style="list-style-type: none"> <li>a) use their bodies and voices to represent various animals.</li> <li>b) become statues depicting various emotions, such as sorrow or happiness with body position and hand gestures.</li> </ol> </li> <li>4. use their voices and bodies to create characters of different ages: babies, toddlers, teenagers, old people.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 1: The student recognizes that there are a variety of roles and responsibilities necessary for theatrical production.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. defines the different jobs associated with the <b>production</b> of a classroom play.</li> <li>2. carries out the responsibilities for one or more of the jobs associated with play <b>production</b>.</li> <li>3. gives reasons why these <b>roles</b> are important to play <b>production</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. state the various jobs necessary for turning a story like <u>Goldilocks and The Three Bears</u> into a play.</li> <li>2. fulfill the responsibilities that go with creating a <b>set</b> for a play of <u>Goldilocks and The Three Bears</u>.</li> <li>3. explain the purposes that each activity and responsibility has for a <b>production</b> of <u>Goldilocks and The Three Bears</u>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 2: The student visualizes a setting appropriate to a story.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. draws and colors a picture for a single <b>setting</b> to a story.</li> <li>2. creates a story board for an entire story.</li> <li>3. creates a 3-D setting for at least one part of a story.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. draw an imaginary <b>setting</b> for a story like <u>The Wizard of Oz</u>.</li> <li>2. create a series of pictures in chronological order for a story like <u>The Secret Garden</u>.</li> <li>3. construct a paper model of a scene from <u>The Secret Garden</u>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 3: The student uses simple objects and materials for props, costumes, and physical settings.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. uses materials at hand to create masks, stage makeup, costume pieces, and props for a <b>dramatization</b>.</li> <li>2. uses tables, chairs, and other objects to create a <b>set</b> for a classroom <b>dramatization</b>.</li> <li>3. creates a simple <b>set</b> for a select scene within a given space, using available materials.</li> <li>4. creates simple stage <b>sets</b> using objects in the classroom and from home to recreate the environment for a play.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. create masks, make-up, costumes, and props for <u>The Three Billy Goats Gruff</u>.</li> <li>2. use tables, chairs, and other objects such as boxes and desks to create a <b>set</b> for a <b>dramatization</b> of <u>The Three Billy Goats Gruff</u>.</li> <li>3. create a <b>set</b> for a <b>scene</b> from <u>Little Red Riding Hood</u> using classroom space and resources.</li> <li>4. design the <b>set</b> for a story like <u>The Three Billy Goats' Gruff</u> changing the environment from rural to urban and substituting a problem and solution appropriate for that setting.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 4: The student demonstrates safe use of simple tools and materials.

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. correctly uses scissors, pencils, and other tools for creating <b>costumes, props,</b> and physical <b>setting</b>.</li> <li>2. explains the proper use of tools and materials needed for creating <b>costumes, props,</b> and physical <b>setting</b>.</li> <li>3. respectfully uses and maintains the use of tools.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. a) hold scissors in a safe manner when cutting paper by cutting away from the body. b) hold paper in a safe way when stapling.</li> <li>2. create a list of rules for safe use of tools used when constructing masks for a classroom play.</li> <li>3. show respect toward others when working with tools and materials needed for creating <b>costumes, props,</b> and physical <b>setting</b>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Benchmark 5: The student knows how to design simple advertising and marketing materials.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. identifies marketing materials needed for advertising a play.</li> <li>2. identifies the qualities needed in advertising materials for marketing a play.</li> <li>3. creates posters, programs, and other marketing materials for a <b>skit</b>.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. assist in deciding the marketing materials that would be most effective in advertising <u>The Lion, The Witch, and The Wardrobe</u>.</li> <li>2. select colors, shapes, and other imagery needed for designing a poster used to advertise <u>The Lion, The Witch, and The Wardrobe</u>.</li> <li>3. create posters, programs, and tickets for a play such as <u>The Lion, The Witch, and The Wardrobe</u>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others** **BASIC**

**Benchmark 1: The student identifies how dramatic elements communicate meanings and elicit emotions in stories, performances, and electronic media.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. defines and uses theatrical terms/vocabulary when discussing <b>dramatic</b> content (plot, characters, themes, etc.) and theatrical forms (realistic and non-realistic styles).</li> <li>2. gives and explains personal opinions about a play’s message and the impact of the <b>dramatic</b> content on its <b>performance</b>.</li> <li>3. identifies <b>dramatic elements</b> in live and recorded theatrical <b>performances</b> (movement, dialogue, scenery, costumes, etc.) and how they combine to communicate ideas and evoke emotions.</li> <li>4. identifies the <b>dramatic elements</b> that make their own and others’ <b>performances</b> successful or unsuccessful. Explain why.</li> <li>5. explains reasons for personal <b>aesthetic</b> preferences based on <b>dramatic elements</b> used.</li> <li>6. classifies basic dramatic <b>genres</b> (comic, serious drama) and theatrical forms (realistic, non-realistic).</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. discuss how <b>dramatic elements</b> are used in a <b>performance</b> or video such as <u>The Prince and The Pauper</u>.</li> <li>2. discuss the moral of a story such as <u>Charlotte’s Web</u> using guide questions such as: “What did the main character learn by the end of the play? How do you know?”</li> <li>3. a) describe through a drawing the beginning, middle, and end of plots for <u>Charlotte’s Web</u>. b) describe in a drawing the characters and <b>setting(s)</b> for <u>Charlotte’s Web</u>. c) listen to a video without watching; identify and discuss how the actors use their voice to communicate meanings and elicit emotional responses. d) watch a video with the sound muted; identify and discuss ways the visual <b>dramatic elements</b> convey meanings and elicit emotional responses including how actors use their bodies to communicate.</li> <li>4. identify how they use <b>scenery</b> to communicate meanings about places and time periods.</li> <li>5. discuss with a partner personal likes and dislikes regarding the conflict in <u>Aladdin</u> in relationship to its causes and resolution presented through the play.</li> <li>6. a) compare and contrast qualities of live actors’ <b>performances</b> and animated <b>characterizations</b> in the same <b>dramatized</b> story. b) describe how theatrical forms communicate ideas about characters and their situations in realistic and non-realistic ways. c) provide input during a class discussion addressing ways cartoons are similar and different from a serious <b>performance</b>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others** **BASIC**

**Benchmark 2 - The student identifies and reflects upon personal meanings and emotional responses to performances and applies ideas to self and society.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. describes personal meanings and main ideas (themes, messages) interpreted from <b>dramatized</b> stories and <b>performances</b>.</li> <li>2. <b>articulates</b> and discusses emotional reactions to the whole, as well as parts of theatrical experiences and identifies the <b>dramatic elements</b> that impacted these emotions.</li> <li>3. explains how main ideas relate to self and society.</li> <li>4. examines how and why individuals respond differently to the same <b>performance</b>.</li> <li>5. compares personal interpretations of plays with respective <b>performances</b>.</li> <li>6. recognizes the similarities and differences between staged <b>performances</b> and real life events.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. write two paragraphs, one describing the main idea in <u>Aladdin</u> and the other explaining how this main idea relates to self or someone else they know.</li> <li>2. participate in a teacher lead, class discussion of the play <u>Jungle Book</u> describing their emotional response to the entire play. Include reference to how the <b>dramatic elements</b> affected their responses. Then focus on specific parts of this play, again making supporting references to how the elements impacted their reactions.</li> <li>3. write two paragraphs, one explaining the main idea in <u>Pinocchio</u> and in the other how that main idea relates to self.</li> <li>4. discuss different interpretations of meanings from <u>Jungle Book</u> and what could impact differing opinions.</li> <li>5. list the reactions experienced when viewing the play <u>Heidi</u> and then their interpretations of an on stage performance of this play. Discuss similarities and differences.</li> <li>6. list the events in "Rumpelstiltskin" that could be true to life and those unlikely to happen in real life.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others** **BASIC**

**Benchmark 3: The student recognizes the contextual aspects of performances from various cultures, times, and places.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. recognizes how theatre communicates ideas about past and present cultural and social contexts.</li> <li>2. compares and contrasts the similarities and differences between dramatic fiction and factual stories.</li> <li>3. compares and contrasts the theatrical treatment of fictional stories with actual life events in the past and present.</li> <li>4. describes <b>dramatic elements</b> in plays and <b>performances</b> that indicate particular qualities related to cultures, times, and places.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. compare their reception of a tale such as Disney's <u>Pinocchio</u> when <b>dramatized</b> in the past and in contemporary times.</li> <li>2. discuss cross-gender or cross-ethnic casting of characters in a play or dramatic <b>performance</b>.</li> <li>3. discuss the advantages and disadvantages of <b>casting</b> child or adult actors as child characters in plays and <b>performances</b>.</li> <li>4. discuss adaptations of historical events such as <u>The Holocaust</u> or <u>The Diary of Anne Frank</u> into plays.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

**Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others** **BASIC**

**Benchmark 4: The student demonstrates responsible audience etiquette.**

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. expresses emotions when attending public <b>performances</b> with live or recorded actors.</li> <li>2. discusses <b>performances</b> with peers after attending.</li>   <li>3. invests sufficient mental effort during <b>performances</b> to make meanings.</li> <li>4. watches, listens to, and responds mindfully and emotionally to theatre events.</li> <li>5. orally explains the do' s and don'ts regarding appropriate <b>audience</b> dress.</li> <li>6. explains appropriate and inappropriate emotional behavior.</li> <li>7. discusses behaviors that would interrupt the <b>performance</b>.</li> <li>8. explains why cameras and other recording devices are prohibited by copyright law.</li> <li>9. understands why cell phones and beeping pagers/watches disturb actors and other <b>audience</b> members.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. clap, express delight, surprise, amazement, and other emotions appropriate for actors' <b>performances</b>.</li> <li>2. a) attend as many live <b>performances</b> as possible to observe and discuss <b>audience</b> behaviors. b) discuss why live actors like to hear <b>audiences'</b> appropriate reactions during <b>performances</b>. c) evaluate actors' <b>performances</b> based on live <b>audience</b> responses.</li> <li>3. observe, thinks through, expresses thoughts, makes connections, questions, draws conclusions, and invests in other high level thinking both orally and in writing.</li> <li>4. explain why irresponsible <b>audience</b> behaviors harm live actors' concentration on stage and disrupt other <b>audience</b> members' attention and focus.</li> <li>5. create and justify criteria for <b>critiquing</b> appropriate <b>audience</b> dress.</li> <li>6. a) <b>analyze</b> and explain how <b>audience</b> responses to theatre can impact that presentation. b) <b>articulate</b>, justify, and apply personal criteria for <b>critiquing</b> appropriate and inappropriate <b>audience</b> behavior.</li> <li>7. view a dramatic <b>performance</b> such as <u>Oliver Twist</u> and record <b>audience</b> behaviors that have interrupted or could have interrupted the <b>performance</b> and sites how they impacted it.</li> <li>8. write a paragraph explaining why recording devices disrupt <b>performances</b>.</li> <li>9. explain to a beginning theatre students why electronic devices interfere with effective acting.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p>	

Benchmark 1: The student recognizes connections between theatre and other disciplines.

Basic Level Knowledge Base Indicators	Instructional Examples
<p><b>The student...</b></p> <ol style="list-style-type: none"> <li>1. identifies connections that exist between theatre and language arts.</li> <li>2. uses social issues to develop themes for <b>scripts</b>.</li> <li>3. creatively <b>dramatizes</b> physical science processes.</li> <li>4. connects math <b>concepts</b> through <b>dramatization</b>.</li> <li>5. lists characteristics specific to cultural <b>settings</b>.</li> <li>6. discusses how dance and creative movement are used in <b>performances</b>.</li> <li>7. assists in selecting music and other sound appropriate for story <b>dramatization</b>.</li> <li>8. develops <b>settings</b> through the use of visual art elements.</li> </ol>	<p><b>The teacher has students...</b></p> <ol style="list-style-type: none"> <li>1. develop language skills by <b>role-playing</b> characters in stories and identify <b>dramatic elements</b>.</li> <li>2. <b>role-play</b> historical events such as the First Thanksgiving and explore solutions to language and cultural differences.</li> <li>3. a) <b>role-play</b> the birth, life, and death of a butterfly from cocoon stages through adulthood. b) dramatize the movement of atoms or the solar system.</li> <li>4. solve story problems by <b>dramatizing</b> them with <b>props</b>.</li> <li>5. read a story about another country and indicate the physical elements and characteristics needed when creating a <b>setting</b> for a play about this story.</li> <li>6. play sports games using the characteristics and movements of a chosen animal.</li> <li>7. a) provide suggestions for music and sound needed for a classroom <b>dramatization</b> of <u>Little Red Riding Hood</u>. b) <b>dramatize</b> the life of Amelia Earhart and create the sensation of flight through sound and movement for scenes in the <b>performance</b>.</li> <li>8. Draw and paint a scene from <u>Cinderella</u>.</li> </ol>
<p><b>Notes:</b> Indicator achievement will vary with individual students at different levels.</p> <p>Visual Arts include areas such as: painting, drawing, photography, ceramics, design, fibers, and jewelry.</p>	