DRAFT WISCONSIN STANDARDS FOR THEATRE — PERFORMANCE STRAND

CREATE
Students will generate, develop, and refine artistic work.

K-2
- **Characterization** - Portray feelings of a known or imagined character.
- **Improvisation** - Play imaginatively within a scenario.
- **Text/Script** - Tell a story to a teacher or a peer using known or imagined dialogue.
- **Direction** - Listen to and follow direction given by a teacher or a student leader.
- **Collaboration** - Contribute ideas and make decisions as a group to advance a story.

3-5
- **Characterization** - Use written or improvised dialogue to portray feelings and movement of a character in a known or imagined story.
- **Improvisation** - Play a character in a story through improvisation.
- **Text/Script** - Create a scenario for two characters based on an existing or imagined story.
- **Direction** - Plan staging within a small group setting while utilizing stage vocabulary.
- **Collaboration** - Execute a defined role within an ensemble.

6-8
- **Characterization** - Interpret dialogue or a script using authentic actions.
- **Improvisation** - Develop improvised plot with a predefined setting and characters.
- **Text/Script** - Create a script or adapt an existing work for three or more characters based on a theme, image, or concept.
- **Direction** - Formulate a vision that incorporates purposeful blocking and stage elements.
- **Collaboration** - Share leadership and responsibilities to plan a production.

9-12
- **Characterization** - Create vivid, complex and well-rounded characters that authentically represent the text with defined action.
- **Improvisation** - Develop improvised concepts, including setting, characters, and situation.
- **Text/Script** - Devise an original or adapt an existing work that incorporates dramatic structure.
- **Direction** - Formulate a directorial vision for the text/script as evidenced by an artistic statement or program note.
- **Collaboration** - Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.

PERFORM
Students will analyze, develop, and convey meaning through the presentation of artistic work.

K-2
- **Oral Communication** - Use vocalizations and spoken language to communicate.
- **Nonverbal Communication** - Use gestures, movement, and facial expressions to communicate.
- **Spatial Awareness** - Use objects in an imaginative manner.
- **Public Presentation** - Portray a character for a classroom presentation.
- **Protocol** - Exercise developmentally appropriate stage etiquette for school or public performances.

3-5
- **Oral Communication** - Explore vocal choices to support an improvised or scripted work.
- **Nonverbal Communication** - Use gestures, facial expressions, and movement to develop a character in an improvised or scripted work.
- **Spatial Awareness** - Use a hand prop or set piece appropriate to the character while being mindful of the stage environment.
- **Public Presentation** - Recite the text/script in classroom presentation.
- **Protocol** - Exercise developmentally appropriate stage etiquette for school or public performances.

6-8
- **Oral Communication** - Produce truthful, authentic vocal choices based on an interpretation of text.
- **Nonverbal Communication** - Create a tableau depicting stories relating to emotional expression.
- **Spatial Awareness** - Use a hand prop or set piece appropriate to the character with purposeful action within the stage environment.
- **Public Presentation** - Recite a memorized text/script/scene in a performance.
- **Protocol** - Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.

9-12
- **Oral Communication** - Create truthful, authentic vocal choices based on an internal, emotional interpretation of text.
- **Nonverbal Communication** - Demonstrate a character's inner life by utilizing techniques of physical expression and movement to convey subtext.
- **Spatial Awareness** - Demonstrate effective purposeful character action, interactions with others, and prop/set use within the stage environment.
- **Public Presentation** - Perform memorized text/script/scene that includes blocking and related expressive techniques.
- **Protocol** - Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.

RESPOND
Students will critically interpret intent and meaning in order to evaluate artistic work.

K-2
- **Analysis** - Respond to a theatrical work by sharing what is seen, heard, and/or felt.
- **Reflection** - Assess personal participation in a performance.
- **View performance** - Demonstrate developmentally appropriate audience etiquette.

3-5
- **Analysis** - Identify separate elements in a theatrical work such as characters, plot, and performance elements.
- **Reflection** - Assess personal participation in a performance with examples from experiences.
- **View performance** - Demonstrate developmentally appropriate audience etiquette.

6-8
- **Analysis** - Express preferences for effectiveness of theatrical performance choices (what works/what does not work).
- **Reflection** - Assess personal participation in a production through critique using theatre vocabulary.
- **View performance** - Demonstrate developmentally appropriate audience etiquette.

9-12
- **Analysis** - Critically analyze the effectiveness of character choices for a theatrical production.
- **Reflection** - Assess personal participation in a production through constructive critique using precise theatre vocabulary.
- **View performance** - Demonstrate developmentally appropriate audience etiquette at a professional performance.

CONNECT
Students will relate prior knowledge and personal experience with theatre to cultural and historical context.

K-2
- **Cultural Social Context** - Express how theatre relates to self and others.
- **Research** - Identify parts of a story (characters, setting, and plot).
- **Career Connections** - Identify a profession in theatre.
- **Cross Disciplinary** - Describe how theatre connects to art and music.

3-5
- **Cultural Social Context** - Explain how theatre relates to self, others, and the world.
- **Research** - Identify the "given circumstances," environmental and situational conditions that influence a theatrical work.
- **Career Connections** - Describe a profession in theatre.
- **Cross Disciplinary** - Identify how theatre connects to literature and social studies.

6-8
- **Cultural Social Context** - Examine how theatre relates to self, others, and the world in the past and present.
- **Research** - Describe the "given circumstances," environmental and situational conditions that influence a theatrical work.
- **Career Connections** - Explore and differentiate theatre professions.
- **Cross Disciplinary** - Analyze historical and cultural relationships between theatre and other disciplines.

9-12
- **Cultural Social Context** - Compare and contrast how two or more cultural and/or historical traditions impact production, text, or script.
- **Research** - Explain production choices based on the "given circumstances," environmental and situational conditions of a theatrical work.
- **Career Connections** - Explain what knowledge or training is required for theatre production careers, and how theatrical skills translate to other fields.
- **Cross Disciplinary** - Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.