DRAFT WISCONSIN STANDARDS FOR THEATRE

PRODUCTION STRAND

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

K-2
- **Design** - Assemble, draw, or describe a character's costume for a story.
- **Text/Script** - Tell a story to a teacher or a peer that includes ideas for production elements.
- **Management Plan** - Watch a live or recorded production and identify responsibilities of some of those involved in creating the work.
- **Collaboration** - Contribute ideas and make decisions as a group to advance a story.

3-5
- **Design** - Assemble, draw, or describe multiple ideas for costumes, props, and/or scenery used for a story.
- **Text/Script** - Create a scenario for an existing or imagined story that includes production elements.
- **Management Plan** - Read a script or watch a live or recorded production and list responsibilities of executing a show.
- **Collaboration** - Execute a defined role within an ensemble.

6-8
- **Design** - Create a selection of documents or artifacts depicting some design elements of a production
- **Text/Script** - Outline required major production elements based on a script.
- **Management Plan** - Read a script or watch a live or recorded production and describe sequence of steps in the process required to execute that show.
- **Collaboration** - Share leadership and responsibilities to plan a production.

9-12
- **Design** - Create a selection of documents and/or artifacts for three or more design elements for a production.
- **Text/Script** - Devise required major production and management elements of a script that support a directorial concept.
- **Management Plan** - Create a timeline for executing production elements for a hypothetical or realized show.
- **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
- **Design Execution** - Arrange available furniture and props in a classroom for a show.
- **Tools & Technology Use** - Use arts/crafts in the creation of props, costumes, or scenery.
- **Design & Management Documentation** - Share production element(s) created.
- **Public Presentation** - Perform in a production role within a classroom presentation.
- **Protocol** - Exercise developmentally appropriate stage etiquette for school or public performances.

3-5
- **Design Execution** - Explore technical elements in a guided drama experience.
- **Tools & Technology Use** - Use basic hand tools safely in the creation of props, costumes, and set elements under direction of a teacher.
- **Design & Management Documentation** - Collect artifacts to highlight two or more production elements created or utilized.
- **Public Presentation** - Exercise developmentally appropriate stage etiquette for school or public performances.
- **Protocol** - Exercise appropriate conduct for school or public performances.

6-8
- **Design Execution** - Demonstrate a specific production role safely and within overall script/technical requirements.
- **Tools & Technology Use** - Use common hand tools and technology safely and properly to create/or run a theatrical production element under direction of a teacher.
- **Design & Management Documentation** - Organize artifacts and documents with personal commentary in a portfolio for a production assignment.
- **Public Presentation** - Run one production element in a classroom or public performance.
- **Protocol** - Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.

9-12
- **Design Execution** - Execute a specific production role safely and within overall script/technical requirements for a school or public performance.
- **Tools & Technology Use** - Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.
- **Design & Management Documentation** - Assemble documents, renderings, and artifacts in a portfolio that includes design concept and working within the parameters of a production.
- **Public Presentation** - Execute a production element in a classroom or public performance.
- **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 production.
- **View Performance** - Demonstrate developmentally appropriate audience etiquette.

3-5
- **Analysis** - Identify separate production elements in a theatrical work.
- **Reflection** - Assess personal participation in a production with examples from experiences.
- **View Performance** - Demonstrate developmentally appropriate audience etiquette.

6-8
- **Analysis** - Express preferences for effectiveness of theatrical production elements (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 design and technical elements 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 production 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 production 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 production 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.