

WISCONSIN STANDARDS FOR THEATRE

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.

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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.

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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.

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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.

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