

WISCONSIN STANDARDS FOR  
**Theatre Education**



**Performance**

# Content Area

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Theatre Performance

**Discipline: Theatre (T)**

**Content Area: Theatre Performance (P)**

**Standard 1 - CREATE: Students will generate, develop, and refine artistic work.**

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	<p><b>TP.Cr.1.e: Characterization</b></p> <p>Portray feelings of a known or imagined character.</p>	<p><b>TP.Cr.6.i: Characterization</b></p> <p>Use written or improvised dialogue to portray feelings and movement of a character in a known or imagined story.</p>	<p><b>TP.Cr.11.m: Characterization</b></p> <p>Interpret dialogue or a script using authentic actions.</p>	<p><b>TP.Cr.16.h: Characterization</b></p> <p>Create vivid, complex and well-rounded characters that authentically represent the text with defined action.</p>
	<p><b>TP.Cr.2.e: Improvisation</b></p> <p>Play imaginatively within a scenario.</p>	<p><b>TP.Cr.7.i: Improvisation</b></p> <p>Play a character in a story through improvisation.</p>	<p><b>TP.Cr.12.m: Improvisation</b></p> <p>Develop improvised plot with a predefined setting and characters.</p>	<p><b>TP.Cr.17.h: Improvisation</b></p> <p>Develop improvised concepts, including setting, characters, and situation.</p>
	<p><b>TP.Cr.3.e: Text/Script</b></p> <p>Tell a story to a teacher or a peer using known or imagined dialogue.</p>	<p><b>TP.Cr.8.i: Text/Script</b></p> <p>Create a scenario for two characters based on an existing or imagined story.</p>	<p><b>TP.Cr.13.m: Text/Script</b></p> <p>Create a script or adapt an existing work for three or more characters based on a theme, image, or concept.</p>	<p><b>TP.Cr.18.h: Text/Script</b></p> <p>Devise an original or adapt an existing work that incorporates dramatic structure.</p>
	<p><b>TP.Cr.4.e: Direction</b></p> <p>Listen to and follow direction given by a teacher or a student leader.</p>	<p><b>TP.Cr.9.i: Direction</b></p> <p>Plan staging within a small group setting while utilizing stage vocabulary.</p>	<p><b>TP.Cr.14.m: Direction</b></p> <p>Formulate a vision that incorporates purposeful blocking and stage elements.</p>	<p><b>TP.Cr.19.h: Direction</b></p> <p>Formulate a directorial vision for the text/script as evidenced by an artistic statement or program note.</p>
	<p><b>TP.Cr.5.e: Collaboration</b></p> <p>Contribute ideas and make decisions as a group to advance a story.</p>	<p><b>TP.Cr.10.i: Collaboration</b></p> <p>Execute a defined role within an ensemble.</p>	<p><b>TP.Cr.15.m: Collaboration</b></p> <p>Share leadership and responsibilities to plan a production.</p>	<p><b>TP.Cr.20.h: Collaboration</b></p> <p>Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.</p>

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**Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.**

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
<b>PERFORM</b>	<p><b>TP.P.1.e: Oral Communication</b></p> <p>Use vocalizations and spoken language to communicate.</p>	<p><b>TP.P.6.i: Oral Communication</b></p> <p>Explore vocal choices to support an improvised or scripted work.</p>	<p><b>TP.P.11.m: Oral Communication</b></p> <p>Produce truthful, authentic vocal choices based on an interpretation of text.</p>	<p><b>TP.P.16.h: Oral Communication</b></p> <p>Create truthful, authentic vocal choices based on an internal, emotional interpretation of text.</p>
	<p><b>TP.P.2.e: Nonverbal Communication</b></p> <p>Use gestures, movement, and facial expressions to communicate.</p>	<p><b>TP.P.7.i: Nonverbal Communication</b></p> <p>Use gestures, facial expressions, and movement to develop a character in an improvised or scripted work.</p>	<p><b>TP.P.12.m: Nonverbal Communication</b></p> <p>Create a tableau depicting stories relating to emotional expression.</p>	<p><b>TP.P.17.h: Nonverbal Communication</b></p> <p>Demonstrate a character's inner life by utilizing techniques of physical expression and movement to convey subtext.</p>
	<p><b>TP.P.3.e: Spatial Awareness</b></p> <p>Use objects in an imaginative manner.</p>	<p><b>TP.P.8.i: Spatial Awareness</b></p> <p>Use a hand prop or set piece appropriate to the character while being mindful of the stage environment.</p>	<p><b>TP.P.13.m: Spatial Awareness</b></p> <p>Use a hand prop or set piece appropriate to the character with purposeful action within the stage environment.</p>	<p><b>TP.P.18.h: Spatial Awareness</b></p> <p>Demonstrate effective purposeful character action, interactions with others, and prop/set use within the stage environment.</p>
	<p><b>TP.P.4.e: Public Presentation</b></p> <p>Portray a character for a classroom presentation.</p>	<p><b>TP.P.9.i: Public Presentation</b></p> <p>Recite the text/script in classroom presentation.</p>	<p><b>TP.P.14.m: Public Presentation</b></p> <p>Recite a memorized text/script/scene in a performance.</p>	<p><b>TP.P.19.h: Public Presentation</b></p> <p>Perform memorized text/script/scene that includes blocking and related expressive techniques.</p>
	<p><b>TP.P.5.e: Protocol</b></p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p>	<p><b>TP.P.10.i: Protocol</b></p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p>	<p><b>TP.P.15.m: Protocol</b></p> <p>Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.</p>	<p><b>TP.P.20.h: Protocol</b></p> <p>Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.</p>

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**Standard 3 - RESPOND:** Students will critically interpret intent and meaning in order to evaluate artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	<p><b>TP.R.1.e: Analysis</b></p> <p>Respond to a theatrical work by sharing what is seen, heard, and/or felt.</p>	<p><b>TP.R.4.i: Analysis</b></p> <p>Identify separate elements in a theatrical work such as characters, plot, and performance elements.</p>	<p><b>TP.R.7.m: Analysis</b></p> <p>Express preferences for effectiveness of theatrical performance choices (what works/what does not work).</p>	<p><b>TP.R.10.h: Analysis</b></p> <p>Critically analyze the effectiveness of character choices for a theatrical production.</p>
	<p><b>TP.R.2.e: Reflection</b></p> <p>Assess personal participation in a performance.</p>	<p><b>TP.R.5.i: Reflection</b></p> <p>Assess personal participation in a performance with examples from experiences.</p>	<p><b>TP.R.8.m: Reflection</b></p> <p>Assess personal participation in a production through critique using theatre vocabulary.</p>	<p><b>TP.R.11.h: Reflection</b></p> <p>Assess personal participation in a production through constructive critique using precise theatre vocabulary.</p>
	<p><b>TP.R.3.e: View Performance</b></p> <p>Demonstrate developmentally appropriate audience etiquette.</p>	<p><b>TP.R.6.i: View Performance</b></p> <p>Demonstrate developmentally appropriate audience etiquette.</p>	<p><b>TP.R.9.m: View Performance</b></p> <p>Demonstrate developmentally appropriate audience etiquette.</p>	<p><b>TP.R.12.h: View Performance</b></p> <p>Demonstrate developmentally appropriate audience etiquette at a professional performance.</p>

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**Standard 4 - CONNECT:** Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.

<b>Artistic Process</b>	<b>Performance Indicators (By Grade Band)</b>			
	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>CONNECT</b>	<p><b>TP.Cn.1.e: Cultural Social Context</b></p> <p>Express how theatre relates to self and others.</p>	<p><b>TP.Cn.5.i: Cultural Social Context</b></p> <p>Explain how theatre relates to self, others, and the world.</p>	<p><b>TP.Cn.9.m: Cultural Social Context</b></p> <p>Examine how theatre relates to self, others, and the world in the past and present.</p>	<p><b>TP.Cn.13.h: Cultural Social Context</b></p> <p>Compare and contrast how two or more cultural and/or historical traditions impact production, text, or script.</p>
	<p><b>TP.Cn.2.e: Research</b></p> <p>Identify parts of a story (characters, setting, and plot).</p>	<p><b>TP.Cn.6.i: Research</b></p> <p>Identify the “given circumstances,” environmental and situational conditions that influence a theatrical work.</p>	<p><b>TP.Cn.10.m: Research</b></p> <p>Describe the “given circumstances,” environmental and situational conditions that influence a theatrical work.</p>	<p><b>TP.Cn.14.h: Research</b></p> <p>Explain performance choices based on the “given circumstances,” environmental and situational conditions of a theatrical work.</p>
	<p><b>TP.Cn.3.e: Career Connections</b></p> <p>Identify a profession in theatre.</p>	<p><b>TP.Cn.7.i: Career Connections</b></p> <p>Describe a profession in theatre.</p>	<p><b>TP.Cn.11.m: Career Connections</b></p> <p>Explore and differentiate theatre professions.</p>	<p><b>TP.Cn.15.h: Career Connections</b></p> <p>Explain what knowledge or training is required for theatre careers, and how theatrical skills translate to other fields.</p>
	<p><b>TP.Cn.4.e: Cross Disciplinary</b></p> <p>Describe how theatre connects to art and music.</p>	<p><b>TP.Cn.8.i: Cross Disciplinary</b></p> <p>Identify how theatre connects to literature and social studies.</p>	<p><b>TP.Cn.12.m: Cross Disciplinary</b></p> <p>Analyze historical and cultural relationships between theatre and other disciplines.</p>	<p><b>TP.Cn.16.h: Cross Disciplinary</b></p> <p>Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.</p>