

WISCONSIN STANDARDS FOR
Theatre Education



Production

Content Area

Theatre Production

Discipline: Theatre (T)

Content Area: Theatre Production (D)

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>TD.Cr.1.e: Design</p> <p>Assemble, draw, or describe a character's costume for a story.</p>	<p>TD.Cr.5.i: Design</p> <p>Assemble, draw, or describe multiple ideas for costumes, props, and/or scenery used for a story.</p>	<p>TD.Cr.9.m: Design</p> <p>Create a selection of documents or artifacts depicting some design elements of a production.</p>	<p>TD.Cr.13.h: Design</p> <p>Create a selection of documents and/or artifacts for three or more design elements for a production.</p>
	<p>TD.Cr.2.e: Text/Script</p> <p>Tell a story to a teacher or a peer that includes ideas for production elements.</p>	<p>TD.Cr.6.i: Text/Script</p> <p>Create a scenario for an existing or imagined story that includes production elements.</p>	<p>TD.Cr.10.m: Text/Script</p> <p>Outline required major production elements based on a script.</p>	<p>TD.Cr.14.h: Text/Script</p> <p>Devise required major production and management elements of a script that support a directorial concept.</p>
	<p>TD.Cr.3.e: Management Plan</p> <p>Watch a live or recorded production and identify responsibilities of some of those involved in creating the work.</p>	<p>TD.Cr.7.i: Management Plan</p> <p>Read a script or watch a live or recorded production and list responsibilities of executing a show.</p>	<p>TD.Cr.11.m: Management Plan</p> <p>Read a script or watch a live or recorded production and describe sequence of steps in the process required to execute that show.</p>	<p>TD.Cr.15.h: Management Plan</p> <p>Create a timeline for executing production elements for a hypothetical or realized show.</p>
	<p>TD.Cr.4.e: Collaboration</p> <p>Contribute ideas and make decisions as a group to advance a story.</p>	<p>TD.Cr.8.i: Collaboration</p> <p>Execute a defined role within an ensemble.</p>	<p>TD.Cr.12.m: Collaboration</p> <p>Share leadership and responsibilities to plan a production.</p>	<p>TD.Cr.16.h: Collaboration</p> <p>Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.</p>

Discipline: Theatre (T)**Content Area: Theatre Production (D)****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
PERFORM	TD.P.1.e: Design Execution Arrange available furniture and props in a classroom for a show.	TD.P.6.i: Design Execution Explore technical elements in a guided drama experience.	TD.P.11.m: Design Execution Demonstrate a specific production role safely and within overall script/technical requirements.	TD.P.16.h: Design Execution Execute a specific production role safely and within overall script/technical requirements for a school or public performance.
	TD.P.2.e: Tools & Technology Use Use arts/crafts in the creation of props, costumes, or scenery.	TD.P.7.i: Tools & Technology Use Use basic hand tools safely in the creation of props, costumes, and set elements under direction of a teacher.	TD.P.12.m: 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.	TD.P.17.h: 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.
	TD.P.3.e: Design & Management Documentation Share production element(s) created.	TD.P.8.i: Design & Management Documentation Collect artifacts to highlight two or more production elements created or utilized.	TD.P.13.m: Design & Management Documentation Organize artifacts and documents with personal commentary in a portfolio for a production assignment.	TD.P.18.h: Design & Management Documentation Assemble documents, renderings, and artifacts in a portfolio that includes design concept and working within the parameters of a production.

(cont.) 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
PERFORM	<p>TD.P.4.e: Public Presentation</p> <p>Perform in a production role within a classroom presentation.</p>	<p>TD.P.9.i: Public Presentation</p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p>	<p>TD.P.14.m: Public Presentation</p> <p>Run one production element in a classroom or public performance.</p>	<p>TD.P.19.h: Public Presentation</p> <p>Execute a production element in a classroom or public performance.</p>
	<p>TD.P.5.e: Protocol</p> <p>Exercise developmentally appropriate stage etiquette for school or public performances.</p>	<p>TD.P.10.i: Protocol</p> <p>Exercise appropriate conduct for school or public performances.</p>	<p>TD.P.15.m: Protocol</p> <p>Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.</p>	<p>TD.P.20.h: Protocol</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>TD.R.1.e: Analysis</p> <p>Respond to a theatrical work by sharing what is seen, heard, and/or felt.</p>	<p>TD.R.4.i: Analysis</p> <p>Identify separate production elements in a theatrical work.</p>	<p>TD.R.7.m: Analysis</p> <p>Express preferences for effectiveness of theatrical production elements (what works/what does not work).</p>	<p>TD.R.10.h: Analysis</p> <p>Critically analyze the effectiveness of design and technical elements for a theatrical production.</p>
	<p>TD.R.2.e: Reflection</p> <p>Assess personal participation in a production.</p>	<p>TD.R.5.i: Reflection</p> <p>Assess personal participation in a production with examples from experiences.</p>	<p>TD.R.8.m: Reflection</p> <p>Assess personal participation in a production through critique using theatre vocabulary.</p>	<p>TD.R.11.h: Reflection</p> <p>Assess personal participation in a production through constructive critique using precise theatre vocabulary.</p>
	<p>TD.R.3.e: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p>	<p>TD.R.6.i: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p>	<p>TD.R.9.m: View Performance</p> <p>Demonstrate developmentally appropriate audience etiquette.</p>	<p>TD.R.12.h: View Performance</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.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CONNECT	<p>TD.Cn.1.e: Cultural Social Context</p> <p>Express how theatre relates to self and others.</p>	<p>TD.Cn.5.i: Cultural Social Context</p> <p>Explain how theatre relates to self, others, and the world.</p>	<p>TD.Cn.9.m: Cultural Social Context</p> <p>Examine how theatre relates to self, others, and the world in the past and present.</p>	<p>TD.Cn.13.h: Cultural Social Context</p> <p>Compare and contrast how two or more cultural and/or historical traditions impact production, text, or script.</p>
	<p>TD.Cn.2.e: Research</p> <p>Identify parts of a story (characters, setting, and plot).</p>	<p>TD.Cn.6.i: Research</p> <p>Identify the “given circumstances.” environmental and situational conditions that influence a theatrical work.</p>	<p>TD.Cn.10.m: Research</p> <p>Describe the “given circumstances.” environmental and situational conditions that influence a theatrical work.</p>	<p>TD.Cn.14.h: Research</p> <p>Explain production choices based on the “given circumstances,” environmental and situational conditions of a theatrical work.</p>
	<p>TD.Cn.3.e: Career Connections</p> <p>Identify a production profession in theatre.</p>	<p>TD.Cn.7.i: Career Connections</p> <p>Describe a production profession in theatre.</p>	<p>TD.Cn.11.m: Career Connections</p> <p>Explore and differentiate theatre production professions.</p>	<p>TD.Cn.15.h: Career Connections</p> <p>Explain what knowledge or training is required for theatre production careers, and how theatrical skills translate to other fields.</p>
	<p>TD.Cn.4.e: Cross Disciplinary</p> <p>Describe how theatre connects to art and music.</p>	<p>TD.Cn.8.i: Cross Disciplinary</p> <p>Identify how theatre connects to literature and social studies.</p>	<p>TD.Cn.12.m: Cross Disciplinary</p> <p>Analyze historical and cultural relationships between theatre and other disciplines.</p>	<p>TD.Cn.16.h: Cross Disciplinary</p> <p>Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.</p>