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## ABSTRACT

This booklet lists six model content standards in theater arts for elementary and secondary school students in the state of Colorado. The six standards cited in the booklet are: (1) Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration; (2) Students understand and apply the creative process to skills of storytelling, playwriting, acting, and directing; (3) Students understand and apply the creative process to enhance skills of design and technical theater; (4) Students understand and relate the role of theater arts to culture and history; (5) Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression; and (6) Students know and apply connections between theater and other disciplines. The booklet lists various goals for students to achieve in implementing the six standards for the different elementary, middle school, and high school grades. (NKA)

# Colorado Model Content Standards For Theatre

## Suggested Grade Level Expectations

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## **Standard 1:**

### **Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.**

#### *Kindergarten students will:*

- develop respect for others in dramatic activities.
- begin to participate effectively in a group.
- begin to demonstrate creative problem-solving skills.
- begin to share constructive opinions about dramatic activity and discuss the effect a story has on its audience.

#### *First Grade Students will:*

- develop respect for others in dramatic activities.
- develop effective participation in a group.
- demonstrate creative problem-solving skills.
- begin to share constructive opinions about dramatic activity and discuss the effect a story has on its audience.

#### *Second Grade Students will:*

- practice respect for others in dramatic activities.
- practice effective participation in a group.
- practice creative problem-solving skills.
- practice giving constructive feedback about dramatic activity and talk about how actors working together use drama to create images, moods, and feelings in their performances.

#### *Third Grade Students will:*

- demonstrate respect for others in dramatic activities.
- demonstrate effective participation in a group.

- demonstrate creative problem-solving skills.
- demonstrate giving constructive feedback about dramatic activity, and talk about what he or she sees in a dramatic presentation, including the quality of the acting, props, and lighting.

*Fourth Grade Students will:*

- respect others in dramatic activity.
- effectively participate in a group.
- use creative problem-solving skills.
- give constructive feedback about dramatic activity.
- develop and apply appropriate criteria to use in critiquing the work of others.

*Fifth and Sixth Grade Students will:*

- understand the balance between personal and group needs.
- incorporate ideas to unify a group product.
- communicate artistic choices and offer alternatives to solve problems and build consensus.
- adapt and develop each activity based on constructive criticism.
- meet deadlines and follow through with individual and group commitments.

*Seventh and Eighth Grade Students will:*

- react positively to the comments of others as a means of self-expression and self-correction.
- evaluate strengths and identify areas for improvement in peer performance.
- display self-discipline, self-direction, and a sense of responsibility toward individual and group commitments.
- generate imaginative and creative solutions to problems.
- demonstrate effective use and management of time.

- demonstrate a willingness to take calculated and reasonable risks; physically, emotionally, and artistically.
- create, improvise, and record individual and group progress of theatrical conventions (for example, setting, dialogue).

*Students in Grades Nine through Twelve will*

**At the beginning level:**

- demonstrate the ability to meet the class expectations indicated at the seventh and eighth grade levels.

**At the intermediate and advanced levels:**

- develop unified production concepts through research and collaboration among student directors, designers and actors.

## **Standard 2:**

### **Students understand and apply the creative process to skills of story telling, playwriting, acting, and directing.**

#### *Kindergarten Students will:*

- tell stories about themselves with a beginning, middle and end.
- develop skills in rhythmic movement, pantomime, use of the voice, story interpretation and improvisation through guided dramatic play.
- use expressive movement and sounds to dramatize stories or rhymes read or told by the teacher.
- express a feeling through gesture and voice.
- explore space using movement.
- demonstrate safe use of movement and voice.
- participate in dramatic play.
- use role-playing to develop confidence and to understand human behavior.
- develop self-awareness through dramatic play.
- assume roles through imitation and re-creation.
- plan and record improvisations based on personal experience and imagination.
- participate in a performance for an audience.

#### *First Grade Students will:*

- develop different ways of telling stories with a character, setting, problem and solution.
- develop skills in rhythmic movement, pantomime, use of the voice, story interpretation and improvisation through guided dramatic play.
- use expressive movement and sounds to dramatize stories or rhymes read or told by the teacher.
- express a feeling through gesture and voice.

- explore space using movement.
- demonstrate safe use of movement and voice.
- participate in dramatic play.
- develop role-playing techniques to develop confidence and to understand human behavior.
- develop self-awareness through dramatic play.
- describe and dramatize a character.
- assume roles through imitation and re-creation.
- develop strategies to plan and record improvisations based on personal experience and imagination.
- participate in a performance for an audience.

*Second Grade Students will:*

- practice different ways of creating and telling stories with a partner.
- practice skills in rhythmic movement, pantomime, use of the voice, story interpretation and improvisation through guided dramatic play.
- use expressive movement and sounds to dramatize stories or rhymes read or told by the teacher.
- express a feeling through gesture and voice.
- explore space using movement.
- demonstrate safe use of movement and voice.
- participate in dramatic play.
- practice role-playing techniques to develop confidence and to understand human behavior.
- develop self-awareness through dramatic play.
- describe and dramatize a character.

- assume roles through imitation and re-creation.
- practice strategies to plan and to record improvisations based on personal experience and imagination.
- participate in a performance for an audience.

*Third Grade Students will:*

- practice creating and telling stories through group improvisation.
- practice skills in rhythmic movement, pantomime, use of the voice, story interpretation and improvisation through guided dramatic play.
- use expressive movement and sounds to dramatize stories or rhymes read or told by the teacher..
- express a feeling through gesture and voice.
- explore space using movement.
- demonstrate safe use of movement and voice.
- participate in dramatic play.
- practice role-playing techniques to develop confidence and to understand human behavior.
- develop self-awareness through dramatic play.
- describe and dramatize a character
- assume roles through imitation and re-creation.
- practice strategies to plan and to record improvisations based on personal experience and imagination.
- participate in a performance for an audience.

*Fourth Grade Students will:*

- master the art of story telling.



- use rhythmic movement, pantomime, voice, story interpretation and improvisation through guided dramatic activities.
- identify body language that expresses emotion.
- demonstrate safe use of the voice and body.
- describe clearly characters, their relationships and their surroundings.
- develop characters and assume roles in short improvised scenes; using imagination, personal experience, heritage, literature, and history.
- dramatize literary selections in unison, pairs, and groups; and create simple stories collaboratively through imaginative play in improvisations and story dramatization (describing the characters, their relationships, their environments and demonstrating a logical connection of events).
- use expressive movement and sounds to dramatize stories or rhymes read or told by the teacher.
- express a feeling through gesture and voice.
- explore space using movement.
- demonstrate safe use of movement and voice.
- participate in dramatic play.
- use role-playing techniques to develop confidence and to understand human behavior.
- develop self-awareness through role play.
- describe and dramatize a character.
- assume roles through imitation and re-creation.
- plan and record improvisations based on personal experience and imagination.
- use improvisation as a technique to create a story.
- improvise dialogue to tell stories.
- improvise a role in a specific setting and scene.

- participate in a performance for an audience.

*Fifth and Sixth Grade Students will:*

- demonstrate the ability to interpret character analysis and apply stage directions.
- demonstrate sensory recall, concentration, pantomime, and body alignment to develop believable characters.

I. develop vocal skills with emphasis placed on clarity, variety, and volume through reading aloud and interpreting characters.

- create and perform improvisations and scripted scenes for an audience.

*Seventh and eighth grade students will:*

- utilize warm-up techniques for preparation of body, voice and mind.
- create expressive movement and pantomime to define space and characters.
- speak, move, and generate ideas spontaneously through improvisation and acting.
- investigate a variety of roles in situations.
- investigate thoughts and feelings, using effective voice and diction.
- investigate thoughts and feelings, using effective stage movement.
- create setting, character, and plot in improvised and scripted scenes.
- communicate a clear beginning, middle and ending in spontaneous and planned scenes.
- show an awareness of story sequence.
- demonstrate an awareness of the potential of one's own body and voice in performance situations.
- develop safe and dramatic voice techniques including: projection, articulation and diction.
- define and use basic terms of the theatre.

- make logical choices within the boundaries of situation and character.
- understand focus and the processes of sharing, giving and taking focus.
- identify the director's role in the theatrical process.
- recognize and demonstrate the techniques of stage movement.
- recognize character motivation and relationships.
- rehearse, polish, and present a performance.

*Students in Grades Nine through Twelve will*

**at the beginning level:**

- demonstrate the ability to meet the class expectations indicated at the seventh and eighth grade levels.
- use voice and movement for conscious communication of thoughts, feelings, and character with a specific audience.
- compare and demonstrate classical and contemporary acting styles and techniques.
- use improvisation to interpret sub text of scripted materials and to create original scripts.
- recognize the need to control and protect the voice and body.
- utilize improvisational skills in the exploration of text.
- cooperate with a director to better understand the director's role in creating the production.

**at the intermediate level:**

- direct a small group in a dramatic activity, including: giving clear instructions, specifying expectations, coaching, and evaluating performances.
- act and/or direct duet acting scenes.
- rehearse and perform a stage monologue.
- demonstrate the ability to block a scripted scene.

- analyze and portray a character from a dramatic text, describing physical, emotional, intellectual and social characteristics.

- identify and create a believable emotional build for a character.

**at the advanced level:**

- portray believable characters in improvised scenes, monologues, or scripted scenes of various theatrical styles.

- direct a dramatic text including: interpreting the text, coaching the actors, developing a unified production concept, coordinating the technical elements, telling the story, and evaluating the rehearsal process.

- write a script incorporating character, dialogue, stage directions, plot, rising action and resolution.

- write a script according to advanced principles of dramatic forms (for example, verse drama, absurdist comedy, performance art).

- select one or more areas of theatre production for independent study.

- stage a reading of or perform an original script.

### **Standard 3:**

**Students understand and apply the creative process to enhance skills of design and technical theatre.**

**(Note: activities that require technical theatre equipment or supplies should be performed according to established theatrical practice, standards of safety, and environmental guidelines.)**

*Kindergarten Students will:*

- visualize and design environments by using space, color, line, shape, textures, and sound sources to communicate locale and mood.
- assemble and use objects, lights, fabric, sound effects, masks, makeup; to represent time, and place; and to suggest character in play making activities.

*First Grade Students will:*

- develop environments by using space, color, line, shape, textures, and sound sources to communicate locale and mood.
- assemble and use objects, lights, fabric, sound effects, masks, makeup; to represent time, and place; and to suggest character in play making activities.

*Second Grade Students will:*

- visualize and design environments using space, color, line, shape, textures, and sound sources to communicate locale and mood.
- assemble and use objects, lights, fabric, sound effects, masks, makeup; to represent time, and place; and to suggest character in play making activities.

*Third Grade Students will:*

- visualize and design environments using space, color, line, shape, textures, and sound sources to communicate locale and mood.
- assemble and use objects, lights, fabric, sound effects, masks, makeup; to represent time, and place; and to suggest character in play making activities.

*Fourth Grade Students will:*

- visualize and design environments using space, color, line, shape, textures, and sound sources to communicate locale and mood.
- assemble and use objects, lights, fabric, sound effects, masks; makeup to represent time, and place; and to suggest character in play making activities.

*Fifth and Sixth Grade Students will:*

- analyze dramatic text to suggest season, time, and period through setting, sound, properties, lighting, makeup and costume.

*Seventh and Eighth Grade Students will:*

- design and use technical elements of theatre to represent time and place, establish character, enhance mood and create dramatic environments for improvised or scripted scenes.
- recognize the basic terminology associated with technical theatre skills.
- understand and demonstrate the use of technology in performance.

*Students in Grades Nine through Twelve will*

**at the beginning level:**

- demonstrate the ability to meet the class expectations indicated at the seventh and eighth grade levels.

**at the intermediate level:**

- understand and apply the functions of technical elements of sound, scenery, costuming, lighting, make-up, stage properties, and publicity.

**at the advanced level:**

- describe and demonstrate artistic choices in the use of technology pertaining to the technical elements of a production.
- organize and perform the technical responsibilities of the head of crews for production.
- analyze, research and design scenery, lighting, make-up, costumes, stage properties for a production or independent study project.
- stage manage a production.

## **Standard 4:**

### **Students understand and relate the role of theatre arts to culture and history.**

#### *Kindergarten Students will:*

- explore historical and cultural information to support dramatic activities.
- apply knowledge of historical and cultural events through the creation of dramatic activities.

#### *First Grade Students will:*

- research historical and cultural information to support classroom dramatization.
- apply knowledge of historical and cultural events through the creation of dramatic activities.

#### *Second Grade Students:*

- research historical and cultural information to support classroom dramatization.
- apply knowledge of historical and cultural events through the creation of dramatic activities.

#### *Third Grade Students will:*

- research historical and cultural information to support classroom dramatization.
- apply knowledge of historical and cultural events through the creation of dramatic activities

#### *Fourth Grade Students will:*

- research historical and cultural information to support classroom dramatization.
- apply knowledge of historical and cultural events through the creation of dramatic activities.

#### *Fifth and Sixth Grade Students will:*

- examine and compare characteristics of theatrical works from various cultures throughout history.
- research historical and cultural dramatic events and festivals.

- demonstrate an understanding of major theatre traditions in a variety of times and places.
- identify, compare, and contrast similar characters and situations in dramas from other cultures.
- study and perform dramatic adaptations of cultural stories.
- describe how theatre reflects life and how it is often a catalyst for change.

*Seventh and Eighth Grade Students will:*

- analyze the emotional and social impact of dramatic events in student's lives, the community and other cultures.
- examine and compare characteristics of theatrical works from various cultures throughout history.
- explore historical and cultural concepts through dramatic activities.

*Students in Grades Nine through Twelve will*

**at the beginning level:**

- demonstrate the ability to meet the class expectations indicated at the seventh and eighth grade levels.

**at the intermediate level:**

- understand and describe the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history.
- analyze and apply knowledge of social, political, and dramatic aspects of various cultures throughout history in the development of theatrical productions.
- research the cultural and historical background of a specific play.

**at the advanced level:**

- research, evaluate and synthesize cultural and historical information to support artistic choices.
- demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, and historical periods of time.
- identify and compare the lives, works, and influences of representative theatre artists from various cultures and historical periods of time.



## **Standard 5:**

**Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.**

*Kindergarten Students will:*

- express impressions and observations related to dramatic activities and performances.
- understand the form of dramatic structure(character, setting, beginning, middle, ending, plot structure, comedy and tragedy).
- demonstrate responsible audience behavior.

*First Grade Students will:*

- express impressions and observations related to dramatic activities and performances.
- understand the form of dramatic structure(character, setting, beginning, middle, ending, comedy and tragedy).
- demonstrate responsible audience behavior.

*Second Grade Students will:*

- express impressions and observations related to dramatic activities and performances.
- understand the form of dramatic structure.
- demonstrate responsible audience behavior.

*Third Grade Students will:*

- express impressions and observations related to dramatic activities and performances.
- understand the form of dramatic structure.
- demonstrate responsible audience behavior.

*Fourth Grade Students will:*

- express impressions and observations related to dramatic activities and performances.
- understand the form of dramatic structure.
- demonstrate responsible audience behavior.

*Fifth and Sixth Grade Students will:*

- understand and use appropriate plot, character, and spectacle.
- identify and analyze dramatic elements of drama and theatre.
- express and compare personal reactions to comedy, tragedy, and other dramatic forms.
- use specific criteria to describe, analyze, and evaluate artistic choices in dramatic presentations.
- demonstrate responsible audience behavior.

*Seventh and Eighth Grade Students will:*

- demonstrate responsible audience behavior.
- critique and evaluate artistic choices and personal reactions to dramatic presentations; using guidelines for evaluating a theatrical production.
- understand and use appropriate plot, character, and spectacle.
- identify and analyze dramatic elements of theatre.
- express and compare personal reactions to comedy, tragedy, and other dramatic forms.

*Students in Grades Nine through Twelve will*

**at the beginning level:**

- demonstrate the ability to meet the class expectations indicated at the seventh and eighth grade levels.
- read and analyze dramatic literature in terms of genre, structure, theme, character, imagery, symbolism, language, and style.

- describe and compare methods of communication involving theatre and other art forms (for example, the use of the voice in live theatre in comparison with the use of a microphone in motion pictures.)

- compare the dramatic structure of theatre, film, television, and electronic media.

**at the intermediate level:**

- analyze characters from various genres and media, describing physical, emotional, intellectual, and social dimensions.

- reflect and revise critical choices pertaining to dramatic texts and performances.

- articulate, justify, and apply personal criteria for critiquing dramatic texts and performances.

**at the advanced level:**

- compare and contrast plays of several different dramatic forms.

## **Standard 6:**

### **Students know and apply connections between theatre and other disciplines.**

#### *Kindergarten Students will:*

- create dramatic activities to understand other disciplines.
- identify relationships between theatre and other disciplines.
- explore technology to enhance dramatic activities.

#### *First Grade Students will:*

- recognize the similarities and differences between theatre, television and other technology.
- create dramatic activities to understand other disciplines.
- identify relationships between theatre and other disciplines.
- explore technology to enhance dramatic activities.

#### *Second Grade Students will:*

- create dramatic activities to understand other disciplines.
- identify relationships between theatre and other disciplines.
- explore technology to enhance dramatic activities.

#### *Third Grade Students will:*

- create dramatic activities to understand other disciplines.
- identify relationships between theatre and other disciplines.
- explore technology to enhance dramatic activities.

#### *Fourth Grade Students will:*

- create dramatic activities to understand other disciplines.
- identify relationships between theatre and other disciplines.

- explore technology to enhance dramatic activities.

*Fifth and Sixth Grade Students will:*

- explain how theatre is interrelated with other disciplines.
- understand and use technology to enhance classroom activities and dramatizations.
- identify professions and careers related to the performing arts.
- integrate other art forms and other content areas into theatrical performance.

*Seventh and Eighth Grade Students will:*

- recognize the multi-disciplinary nature of theatre.
- integrate other art forms and other content areas into theatrical performance.
- explain how theatre is interrelated with other disciplines and art forms.
- understand and use technology to enhance classroom activities and dramatizations.
- identify professions and careers related to the performing arts.

*Students in Grades Nine through Twelve will*

**at the beginning level:**

- demonstrate the ability to meet the class expectations indicated at the seventh and eighth grade levels.

**at the intermediate level:**

- investigate the roles of live theatre, film, television, and electronic media in the world at large.
- investigate and compare common themes among theatre, various art forms and content areas.
- demonstrate how technology can be used to reinforce, enhance, or alter a theatrical performance.
- create a project in theatre that uses electronic media to present theatre in a new or enhanced form.

- compare and contrast practices and methods of performance to the practices and methods of film, television, and electronic media.

**at the advanced level:**

- investigate and explain the knowledge, skills, training, self-discipline needed to pursue careers and vocational opportunities in theatre-arts.
- investigate and explain the relationship between theatre training with careers or vocational opportunities that require theatrical skills.
- create an interdisciplinary project involving theatre, which can be integrated to enhance school wide curriculum.
- use complex technologies to enhance theatrical productions.



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