

Critical Thinking and Reflection

<p>Enduring Understanding: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>	TH.K.C.1.1	TH.1.C.1.1	TH.2.C.1.1	TH.3.C.1.1	TH.4.C.1.1	TH.5.C.1.1	TH.68.C.1.1	TH.912.C.1.1	TH.912.C.1.7	
	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.	Describe a character in a story and tell why the character is important to the story.	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.	Devise a story about an age-appropriate issue and explore different endings.	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.	Devise an original work based on a community issue that explores various solutions to a problem.	Devise an original work based on a global issue that explores various solutions to a problem.	Justify personal perceptions of a director's vision and/or playwright's intent.	
		TH.1.C.1.2	TH.2.C.1.2	TH.3.C.1.2	TH.4.C.1.2	TH.5.C.1.2	TH.68.C.1.2	TH.912.C.1.2	TH.912.C.1.8	
		Draw a picture from a favorite story and share with the class why the scene was important to the story.	Respond to a play by drawing and/or writing about a favorite aspect of it.	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.	Create an original pantomime using instrumental music created or found to set the mood.	Develop a character analysis to support artistic portrayal.	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.	Apply the components of aesthetics and criticism to a theatrical performance or design.	
							TH.68.C.1.3	TH.912.C.1.3		
							TH.68.C.1.4	TH.912.C.1.4		
							TH.68.C.1.5	TH.912.C.1.5		
							TH.68.C.1.6	TH.912.C.1.6		
<p>Enduring Understanding: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>	TH.K.C.2.1	TH.1.C.2.1	TH.2.C.2.1	TH.3.C.2.1	TH.4.C.2.1	TH.5.C.2.1	TH.68.C.2.1	TH.912.C.2.1	TH.912.C.2.5	
	Respond to a performance and share personal preferences about parts of the performance.	Discuss what worked well and what didn't work well after acting out a story.	Discuss the purpose of a critique.	Revise a formal or informal performance after receiving a critique.	Provide a verbal critique to help strengthen a peer's performance.	Change and strengthen one's own performance based on coaching from a director.	Use group-generated criteria to critique others and help strengthen each other's performance.	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.	
		TH.1.C.2.2	TH.2.C.2.2	TH.3.C.2.2	TH.4.C.2.2	TH.5.C.2.2	TH.68.C.2.2	TH.912.C.2.2	TH.912.C.2.6	
		Identify elements of an effective performance.	Describe how an actor in a play, musical, or film creates a character.	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.	Reflect on the strengths and needs of one's own performance.	Write a self-critique of a performance.	Keep a rehearsal journal to document individual performance progress.	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.	
					TH.4.C.2.3	TH.5.C.2.3	TH.68.C.2.3	TH.912.C.2.3	TH.912.C.2.7	
<p>Enduring Understanding: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>	TH.K.C.3.1	TH.1.C.3.1	TH.2.C.3.1	TH.3.C.3.1	TH.4.C.3.1	TH.5.C.3.1	TH.68.C.3.1	TH.912.C.3.1		
	Recognize that individuals may like different things about a selected story or play.	Share opinions about selected plays.	Identify important characteristics to discuss when sharing opinions about theatre.	Discuss the techniques that help create an effective theatre work.	Identify the characteristics of an effective acting performance.	Discuss alternate performance possibilities of the same character in the same play.	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.	Explore commonalities between works of theatre and other performance media.		
	TH.K.C.3.2				TH.4.C.3.2	TH.5.C.3.2	TH.68.C.3.2	TH.912.C.3.2		
Share reactions to a live theatre performance.				Create an original scene or monologue based on a historical event or person.	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.	Compare a film version of a story to its original play form.	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.			
				TH.4.C.3.3	TH.5.C.3.3	TH.68.C.3.3	TH.912.C.3.3			
				Define the elements of a selected scene that create an effective presentation of an event or person.	Define the visual elements that must be conveyed dramatically to make a scene effective.	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.			

Innovation, Technology, and the Future

Enduring Understanding: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	TH.K.F.1.1	TH.1.F.1.1	TH.2.F.1.1	TH.3.F.1.1	TH.4.F.1.1	TH.5.F.1.1	TH.68.F.1.1	TH.912.F.1.1		
	Pretend to be an animal by imitating its movements and sounds.	Pretend to be an animal or person living in an imagined place.	Create and sustain a character inspired by a class reading or activity.	Create and/or collect appropriate props and costumes and use them to help tell a story.	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.	Manipulate various design components to imagine the world of the character.	Synthesize research, analysis, and imagination to create believable characters and settings.		
				TH.3.F.1.2	TH.4.F.1.2	TH.5.F.1.2	TH.68.F.1.2	TH.912.F.1.2		
				Arrange classroom furniture to create an environment for a story.	Create sound and lighting effects to suggest the mood of a story.	Create a new ending for a familiar story.	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.	Solve short conflict-driven scenarios through improvisation.		
						TH.5.F.1.3	TH.68.F.1.3	TH.912.F.1.3		
						Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.		
Enduring Understanding: Careers in and related to the arts significantly and positively impact local and global economies.			TH.2.F.2.1	TH.3.F.2.1	TH.4.F.2.1	TH.5.F.2.1	TH.68.F.2.1	TH.912.F.2.1	TH.912.F.2.4	
			Identify the jobs people can have in a theater.	Identify non-theatre professions that require the same skills as are used in theatre.	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.	
							TH.68.F.2.2	TH.912.F.2.2	TH.912.F.2.5	
							Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.	Assess the skills needed for theatre-related jobs in the community to support career selection.	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.	
Enduring Understanding: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	TH.K.F.3.1	TH.1.F.3.1	TH.2.F.3.1	TH.3.F.3.1	TH.4.F.3.1	TH.5.F.3.1	TH.68.F.3.1	TH.912.F.3.1	TH.912.F.3.4	TH.912.F.3.7
	Exhibit age-appropriate dramatic play behaviors.	Describe and discuss how to work together as actors.	Identify what was successful about a collaborative theatre activity.	Participate in a collaborative project to create a theatrical performance and reflect on the experience.	Identify the leadership qualities of directors, actors, and/or technicians.	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.	Use social networking or other communication technology appropriately to advertise for a production or school event.
							TH.68.F.3.2	TH.912.F.3.2	TH.912.F.3.5	TH.912.F.3.8
						Develop a list of line items that would typically be found in a production budget for a performance.	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.	
							TH.912.F.3.3	TH.912.F.3.6		
							Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.	Examine how skills used in putting on a production can be applied in the general work place and design a resume showing marketable skills for a college or job application.		

Enduring Understanding: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	TH.K.H.3.1	TH.1.H.3.1	TH.2.H.3.1	TH.3.H.3.1	TH.4.H.3.1	TH.5.H.3.1	TH.68.H.3.1	TH.912.H.3.1			
	Describe feelings related to watching a play.	Identify similarities between plays and stories.	Create dialogue for characters from a story.	Identify interpersonal skills that are learned through participation in a play.	Describe how individuals learn about themselves and others through theatre experiences.	Identify symbolism in a play that is found in other art forms.	Identify principles and techniques that are shared between the arts and other content areas.	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.			
				TH.3.H.3.2	TH.4.H.3.2	TH.5.H.3.2	TH.68.H.3.2	TH.912.H.3.2			
				Discuss differences between stories that are presented in different modes or time periods.	Compare a historical play with actual historical events.	Compare theatre to other modes of communication.	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.	Compare the applications of various art forms used in theatre production.			
				TH.3.H.3.3	TH.4.H.3.3	TH.5.H.3.3	TH.68.H.3.3	TH.912.H.3.3			
				Plan and perform a simple performance based on a theme from another content area.	Create an original story after listening to music or viewing a work of art.	Demonstrate how the use of movement and sound enhance the telling of a story.	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.			
						TH.5.H.3.4	TH.68.H.3.4	TH.912.H.3.4			
						Act out a character learned about in another content area.	Describe the importance of wellness and care for the actor's physical being as a performance instrument.	Create a routine of wellness and care for the actor's physical being as a performance instrument.			
						TH.68.H.3.5	TH.912.H.3.5				
						Describe how social skills learned through play participation are used in other classroom and extracurricular activities.	Explain how the social interactions of daily life are manifested in theatre.				
						TH.68.H.3.6					
						Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.					

Organizational Structure

<p>Enduring Understanding: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>	TH.K.O.1.1	TH.1.O.1.1	TH.2.O.1.1	TH.3.O.1.1	TH.4.O.1.1	TH.5.O.1.1	TH.68.O.1.1	TH.912.O.1.1		
	Share opinions about a story with classmates.	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.	Compare the differences between reading a story and seeing it as a play.	Describe how an actor creates a character.	Describe what a designer and director do to support the actor in creating a performance.	Explain an actor's choices in the creation of a character for a scene or play.	Compare different processes an actor uses to prepare for a performance.	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.		
			TH.2.O.1.2	TH.3.O.1.2	TH.4.O.1.2	TH.5.O.1.2	TH.68.O.1.2	TH.912.O.1.2		
			Explain the difference between the stage, backstage, and audience areas.	Discuss why costumes and makeup are used in a play.	Identify common audience conventions used when viewing a play.	Research types of props that might be found in a play.	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.	Compare the conventions of western theatre with eastern theatre practices.		
						TH.5.O.1.3	TH.68.O.1.3	TH.912.O.1.3		
					Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.	Explain the impact of choices made by directors, designers, and actors on audience understanding.	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.			
						TH.68.O.1.4	TH.912.O.1.4			
						Discuss how the whole of a theatre performance is greater than the sum of its parts.	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.			
<p>Enduring Understanding: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>	TH.K.O.2.1	TH.1.O.2.1	TH.2.O.2.1	TH.3.O.2.1	TH.4.O.2.1	TH.5.O.2.1	TH.68.O.2.1	TH.912.O.2.1	TH.912.O.2.6	
	Draw a picture of a favorite scene from a play.	Describe in words or by drawing a picture, the most exciting part in the story line of a play.	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.	Describe what happened in a play, using age-appropriate theatre terminology.	Write a summary of dramatic events after reading or watching a play.	Create a story board of the major events in a play.	Diagram the major parts of a play and their relationships to each other.	Apply the principles of dramatic structure to the writing of a one-act play.	Deconstruct a play, using an established theory, to understand its dramatic structure.	
				TH.3.O.2.2	TH.4.O.2.2	TH.5.O.2.2	TH.68.O.2.2	TH.912.O.2.2	TH.912.O.2.7	
				Collaborate to create a collage to show the emotion(s) of a particular story or play.	Create a mask to show a comic or tragic character.	Make a list of types of props that might be found in a play.	Explain how a performance would change if depicted in a different location, time, or culture.	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.	
						TH.5.O.2.3	TH.68.O.2.3	TH.912.O.2.3	TH.912.O.2.8	
						Predict the ending of a play or performance.	Write alternate endings for a specified play.	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.	
						TH.5.O.2.4	TH.68.O.2.4	TH.912.O.2.4		
					Collaborate with others to develop and refine original scripts, and justify writing choices.	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.	Construct and perform a pantomime of a complete story, showing a full character arc.			
						TH.68.O.2.5	TH.912.O.2.5			
						Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.			
<p>Enduring Understanding: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>	TH.K.O.3.1	TH.1.O.3.1	TH.2.O.3.1	TH.3.O.3.1	TH.4.O.3.1	TH.5.O.3.1	TH.68.O.3.1	TH.912.O.3.1	TH.912.O.3.4	TH.912.O.3.7
	Compare a story that is read to one that is acted out.	Compare a play to an animated movie that tells the same story.	Identify theatrical elements and vocabulary found in everyday life.	Compare the characteristics of theatre to television and movies.	Explain how theatre and its conventions are used to communicate ideas.	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.	Compare theatre and its elements and vocabulary to other art forms.	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.	Create a performance piece to document a significant issue or event.	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
					TH.4.O.3.2	TH.5.O.3.2	TH.68.O.3.2	TH.912.O.3.2	TH.912.O.3.5	
					Explore how theatre is used to understand different cultures.	Explore how theatre can communicate universal truths across the boundaries of culture and language.	Explore how theatre and theatrical works have influenced various cultures.	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.	Design technical elements to document the progression of a character, plot, or theme.	
						TH.68.O.3.3	TH.912.O.3.3	TH.912.O.3.6		
						Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.	Analyze and demonstrate how to use various media to impact theatrical productions.	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.		

Skills, Techniques, and Processes

<p>Enduring Understanding: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>	TH.K.S.1.1	TH.1.S.1.1	TH.2.S.1.1	TH.3.S.1.1	TH.4.S.1.1	TH.5.S.1.1	TH.68.S.1.1	TH.912.S.1.1	TH.912.S.1.5	
	Demonstrate appropriate audience behavior at a live performance.	Exhibit appropriate audience etiquette and response.	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.	Demonstrate effective audience etiquette and constructive criticism for a live performance.	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.	Describe the difference in responsibilities between being an audience member at live or recorded performances.	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.	Describe the interactive effect of audience members and actors on performances.	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.	
	TH.K.S.1.2	TH.1.S.1.2	TH.2.S.1.2	TH.3.S.1.2	TH.4.S.1.2	TH.5.S.1.2	TH.68.S.1.2	TH.912.S.1.2	TH.912.S.1.6	
	Describe play-acting, pretending, and real life.	Demonstrate the differences between play-acting, pretending, and real life.	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.	Respond appropriately to directorial choices for improvised and scripted scenes.	
	TH.K.S.1.3	TH.1.S.1.3	TH.2.S.1.3	TH.3.S.1.3	TH.4.S.1.3	TH.5.S.1.3	TH.68.S.1.3	TH.912.S.1.3	TH.912.S.1.7	
Describe personal preferences related to a performance.	Explain personal preferences related to a performance.	Explain, using specific examples, why some individuals may or may not like a particular performance.	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.	Develop criteria that may be applied to the selection and performance of theatrical work.	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.		
							TH.68.S.1.4	TH.912.S.1.4	TH.912.S.1.8	
							Discuss the ways in which theatre experiences involve empathy and aesthetic distance.	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.	
<p>Enduring Understanding: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>	TH.K.S.2.1	TH.1.S.2.1	TH.2.S.2.1	TH.3.S.2.1	TH.4.S.2.1	TH.5.S.2.1	TH.68.S.2.1	TH.912.S.2.1	TH.912.S.2.5	TH.912.S.2.9
	Pretend to be a character from a given story.	Collaborate with others to present scenes from familiar stories.	Collaborate with others to perform a scene and solve challenges.	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.	Collaborate with others to share responsibilities for a production.	Collaborate with others to create productions and solve challenges.	Discuss the value of collaboration in theatre and work together to create a theatrical production.	Create one or more technical design documents for a theatrical production.	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.	Research and defend one's own artistic choices as a designer.
								TH.68.S.2.2	TH.912.S.2.2	TH.912.S.2.6
								Discuss and apply the theatrical production process to create a live performance.	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
								TH.68.S.2.3	TH.912.S.2.3	TH.912.S.2.7
							Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.	
							TH.68.S.2.4	TH.912.S.2.4	TH.912.S.2.8	
							Memorize and present a character's lines from a monologue or scene.	Sustain a character or follow technical cues in a production piece to show focus.	Strengthen acting skills by engaging in theatre games and improvisations.	

Enduring Understanding: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	TH.K.S.3.1 Use imagination to show a person at work, using the body and voice to communicate ideas.	TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.	TH.2.S.3.1 Create imagined characters, relationships, and environments using basic acting skills.	TH.3.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.	TH.4.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.	TH.5.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.	TH.68.S.3.1 Develop characterizations, using basic acting skills, appropriate for selected dramatizations.	TH.912.S.3.1 Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.	TH.912.S.3.5 Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.	TH.912.S.3.9 Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.
	TH.K.S.3.2 Describe the concept of beginning, middle, and ending in stories using dramatic play.	TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.	TH.2.S.3.2 Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.	TH.3.S.3.2 Use information gained from research to shape the creation of a character.	TH.4.S.3.2 Use information gained from research to shape acting choices in a simple, historically based scene.	TH.5.S.3.2 Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.	TH.68.S.3.2 Use the elements of dramatic form to stage a play.	TH.912.S.3.2 Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.	TH.912.S.3.6 Compare the Stanislavski Method with other acting methods to support development of a personal method.	
	TH.K.S.3.3 Demonstrate use of the stage space using dramatic play.	TH.1.S.3.3 Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.	TH.2.S.3.3 Create the stage space to communicate character and action in specific locales.	TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.	TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.	TH.5.S.3.3 Use elements of dramatic and technical performance designed to produce an emotional response in an audience.	TH.68.S.3.3 Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.	TH.912.S.3.3 Develop acting skills and techniques in the rehearsal process.	TH.912.S.3.7 Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.	
				TH.3.S.3.4 Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.	TH.4.S.3.4 Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.	TH.5.S.3.4 Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.	TH.68.S.3.4 Lead small groups to safely select and create elements of technical theatre to signify a character or setting.	TH.912.S.3.4 Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.	TH.912.S.3.8 Direct a scene or one-act play.	