

IDAHO HUMANITIES CONTENT STANDARDS K-12 THEATRE

Standard 1: Historical and Cultural Contexts

Goals:	K-3	4-5	6-8	9-12
Goal 1.1: Identify the historical and cultural contexts of theatre.	K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past or present.	4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation.	6-8.T.1.1.1 Investigate theatre's Greek roots.	9-12.T.1.1.1 Investigate representative dramatic works from a variety of cultures and historical periods.
	K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story).	4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment.	6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.	9-12.T.1.1.2 Demonstrate an understanding of cultural and historical perspectives required by a specific script.
	K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.	4-5.T.1.1.3 Create dialogue involving historical figures.	6-8.T.1.1.3 Compare and contrast various historical changes and developments in the theatre and stage.	9-12.T.1.1.3 Identify historical periods and their theatrical styles.
		4-5.T.1.1.4 Identify the value of theatre as a means of reflecting history and culture.	6-8.T.1.1.4 Delineate the differences among various acting styles, genres, and time periods.	9-12.T.1.1.4 Describe and compare stock characters, archetypes, and universal themes in dramas from various cultures and periods.
				9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.

Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.	K-3.T.1.2.1 Dramatize how theatre is enhanced by dance, visual art, and music.	4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance.	6-8.T.1.2.1 Analyze how other art forms contribute to a dramatic performance	9-12.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.
	K-3.T.1.2.2 Compare a written (oral) story with a dramatic performance of that same story.	4-5.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.	6-8.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.	9-12.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.

Standard 2: Critical Thinking

Goals	K-3	4-5	6-8	9-12
Goal 2.1: Conduct analyses of theatre.	K-3.T.2.1.1 Use theatre vocabulary to discuss a dramatic performance.	4-5.T.2.1.1 Develop and use theatre vocabulary.	6-8.T.2.1.1 Use theatrical vocabulary to critique a dramatic performance.	9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays.
	K-3.T.2.1.2 Identify and describe the character, plot, and setting in stories.	4-5.T.2.1.2 Compare and contrast film, television, and theatre as distinct genres.	6-8.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.	9-12.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.
	K-3.T.2.1.3 Use drama as a form of communication	4-5.T.2.1.3 Examine theatre as a means to communicate meaning.	6-8.T.2.1.3 Identify the theatrical elements that contribute to the meaning of a dramatic work.	9-12.T.2.1.3 Analyze how technical elements can create meaning in a dramatic performance.
		4-5.T.2.1.4 Justify reasons for personal preference concerning a dramatic performance	6-8.T.2.1.4 Compare one's interpretation of a dramatic scene with the interpretations of others.	9-12.T.2.1.4 Evaluate how well a dramatic text or production met its intended objectives.
			6-8.T.2.1.5 Compare and contrast the theatre of different cultures.	9-12.T.2.1.5. Compare and contrast traditional theatre and contemporary trends in entertainment.

Goal 2.2: Exercise sound reasoning in understanding and making choices about theatre.	K-3.T.2.2.1 Identify the beginning, middle, and ending of dramatic performances.	4-5.T.2.2.1 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.	6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.	9-12.T.2.2.1 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
	K-3.T.2.2.2 Verbalize personal preferences for various types of drama.	4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning.	6-8.T.2.2.2 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.	9-12.T.2.2.2 Analyze a character's actions and the consequences they create.
	K-3.T.2.2.3 Express preferences for the various aspects of a dramatic performance.	4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others.	6-8.T.2.2.3 Defend one's personal preferences for the various aspects of a dramatic work.	9-12.T.2.2.3 Develop and defend one's critique of a dramatic performance.
	K-3.T.2.2.4 Explain the importance of theatre in one's own life.	4-5.T.2.2.4 Identify how theatre reveals universal themes.	6-8.T.2.2.4 Utilize drama as a study of human character and personality.	9-12.T.2.2.4 Utilize drama as a study of human character and personality.
		4-5.T.2.2.5 Explain the importance of theatre in our society.	6-8.T.2.2.5 Identify roles of professional and amateur performers and theatre technicians in our society.	9-12.T.2.2.5 Analyze production and performance appropriateness of a theatrical work within a given community.
			6-8.T.2.2.6 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.	9-12.T.2.2.6 Analyze how technical elements can create meaning in a dramatic performance.
			6-8.T.2.2.7 Compare and contrast modern drama with the theatre of earlier periods.	9-12.T.2.2.7 Evaluate how theatrical participation is critical to global culture.

Standard 3: Performance

Goals:	K-3	4-5	6-8	9-12
Goal 3.1: Utilize concepts essential to theatre.	K-3.T.3.1.1 Create characters, environments, and situations for dramatization.	4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.	6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level.	9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience.
	K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters.	4-5.T.3.1.2 Vary movements, vocal pitch, tempo, and tone for different characters	6-8.T.3.1.2. Vary movements and vocal qualities to convey an interpretation of a character.	9-12.T.3.1.2 Utilize theatrical skills in appropriate settings.
		4-5.T.3.1.3 Create characters, environments, and situations for dramatization.	6-8.T.3.1.3 Create characters, environments, and situations to convey a specific idea or mood	9-12.T.3.1.3 Research and apply physical, emotional, and social dimensions in creating character.
Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.	K-3.T.3.2.1 Use dialogue to tell stories.	4-5.T.3.2.1 Use appropriate improvised or scripted dialogue in a scene.	6-8.T.3.2.1 Use pantomime to communicate an idea or tell a story.	9-12.T.3.2.1 Create imaginative scripts that convey story and meaning to an audience.
	K-3.T.3.2.2 Interact in imaginary situations.	4-5.T.3.2.2 Demonstrate basic stage movement.	6-8.T.3.2.2 Demonstrate basic stage movement.	9-12.T.3.2.2 Interpret/perform a work respecting the intent of its creator.
	K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production.	4-5.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.	6-8.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.	9-12.T.3.2.3 Plan and utilize technical theatre elements to support a dramatic text.
	K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.	4-5.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.	6-8.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.	9-12.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.

	K-3.T.3.2.5 Show respect for personal work and works of others.	4-5.T.3.2.5 Show respect for personal work and works of others.	6-8.T.3.2.5 Show respect for personal work and works of others.	9-12.T.3.2.5 Show respect for personal work and works of others.
			6-8.T.3.2.6 Identify and describe how performance and technical elements communicate the meaning and intent of a dramatic presentation.	9-12.T.3.2.6 Demonstrate how artistic choices can affect performances and formal productions.
			6-8.T.3.2.7 Demonstrate the use of physical tools for acting (voice, movement, facial expression, gestures).	9-12.T.3.2.7 Use theatrical elements to convey mood and environment.
				6-8.T.3.2.8 Create works that integrate processes and concepts of other art forms.
Goal 3.3: Communicate through theatre with creative expression.	K-3.T.3.3.1 Create spontaneous dialogue to express or create characters in a scene.	4-5.T.3.3.1 Create characters and plots from a variety of sources.	6-8.T.3.3.1 Build characters and portray situations through improvisation.	9-12.T.3.3.1 Develop and sustain a character that communicates with the audience.
	K-3.T.3.3.2 Create and present original or fictional stories.	4-5.T.3.3.2 Create a short dramatic scene from narrative literature.	6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.	9-12.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.
	K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading.	4-5.T.3.3.3 Improvise scenes collaboratively, based on relationships and social situations.	6-8.T.3.3.3 Plan and direct scripted scenes.	9-12.T.3.3.3 Organize and conduct rehearsals for production.