



## Draft 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 2.4 Theatre Standards by the End of Grade 5

### Creating

#### **Anchor Standard 1: Generating and conceptualizing ideas.**

**Enduring Understanding:** Theatre artists rely on intuition, curiosity, and critical inquiry.

**Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

**Practices:** Imagine, Envision

#### **Performance Expectations:**

- 2.4.5.CR1a: Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work.
- 2.4.5.CR1b: Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work.
- 2.4.5.CR1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

#### **Anchor Standard 2: Organizing and developing ideas.**

**Enduring Understanding:** Theatre artists work to discover different ways of communicating meaning.

**Essential Question:** How, when, and why do theatre artists' choices change?

**Practices:** Plan, Construct

#### **Performance Expectations:**

- 2.4.5.CR2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots, and their given circumstances.
- 2.4.5.CR2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

#### **Anchor Standard 3: Refining and completing products.**

**Enduring Understanding:** Theatre artists refine their work and practice their craft through rehearsal.

**Essential Question:** How do theatre artists transform and edit their initial ideas?

**Practices:** Evaluate, Clarify, Realize

**Performance Expectations:**

- 2.4.5.CR3a: Collaborate with peers to revise, refine, adapt, and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
- 2.4.5.CR3b: Use and adapt sounds and movements in a guided drama experience.
- 2.4.5.CR3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

**Performing****Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.**

**Enduring Understanding:** Theatre artists make choices to convey meaning.

**Essential Question:** How do theatre artists use tools and techniques to communicate ideas and feelings?

**Practices:** Establish, Analyze

**Performance Expectations:**

- 2.4.5.P1a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
- 2.4.5.P1b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

**Anchor Standard 5: Selecting, analyzing, and interpreting work.**

**Enduring Understanding:** Theatre artists develop personal processes and skills for a performance or design.

**Essential Question:** How do theatre artists fully prepare a performance or design?

**Practices:** Choose, Rehearse

**Performance Expectations:**

- 2.4.5.P2a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
- 2.4.5.P2b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

**Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

**Essential Question:** What happens when theatre artists and audiences share creative experiences?

**Practice:** Share

### **Performance Expectations:**

- 2.4.5.P3a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

## **Responding**

### **Anchor Standard 7: Perceiving and analyzing products.**

**Enduring Understanding:** Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**Essential Question:** How do theatre artists comprehend the essence of drama processes and theatre experiences?

**Practices:** Examine, Discern

### **Performance Expectations:**

- 2.4.5.R1a: Identify, explain, and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

### **Anchor Standard 8: Applying criteria to evaluate products.**

**Enduring Understanding:** Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**Essential Question:** How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

**Practice:** Critique

### **Performance Expectations:**

- 2.4.5.R2a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. and justify responses to drama/theatre work based on personal experience.
- 2.4.5.R2b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- 2.4.5.R2c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

### **Anchor Standard 9: Interpreting intent and meaning.**

**Enduring Understanding:** Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

**Essential Question:** How can the same work of art communicate different messages to different people?

**Practice:** Interpret

### **Performance Expectations:**

- 2.4.5.R3a: Develop and implement a plan to evaluate drama/theatre work.

- 2.4.5.R3b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
- 2.4.5.R3c: Evaluate and analyze how a character’s choices and character's circumstances impact an audience’s perspective in a drama/theatre work.

## Connecting

### **Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Enduring Understanding:** Theatre artists allow awareness of interrelationships between self and others to inform their work.

**Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

**Practice:** Incorporate

#### **Performance Expectations:**

- 2.4.5.C1a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

**Essential Question:** What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

**Practices:** Affect, Expand

#### **Performance Expectations:**

- 2.4.5.C2a: Identify, respond to, and investigate connections to global issues including climate change, and other content areas in a dramatic/theatrical work.
- 2.4.5.C2b: Compare the drama/theatre conventions of a given time period with those of the present.