

## **FINE ART STANDARDS TIED TO INQUIRY**

### **Theater**

#### **Empathize**

**Grade 1****TH:Cn10.1.1**

Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

**Grade 4****TH:Cn10.1.4**

Identify the ways drama/theatre work reflects the perspectives of a community or culture.

**Grade Hs proficient****TH:Cn10.1.HSI**

Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

#### **Interrelate**

**Grade 1****TH:Cn11.1.1**

Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).

**Grade 4****TH:Cn11.1.4**

Respond to community and social issues and incorporate other content areas in drama/theatre work.

**Grade 8****TH:Cn11.1.8**

Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

## Research

### Grade 1

#### TH:Cn11.2.1

- a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).
- b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

### Grade 4

#### TH:Cn11.2.4

- a. Investigate cross-cultural approaches to storytelling in drama/theatre work.
- b. Compare the drama/theatre conventions of a given time period with those of the present.

### Grade 8

#### TH:Cn11.2.8

- a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.
- b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

## Reflect

#### TH:Re7.1.K

- a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

### Grade 4

#### TH:Re7.1.4

- a. Identify artistic choices made in a drama/theatre work through participation and observation.

### Grade 8

#### TH:Re7.1.8

- a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

## Interpret

### **Grade 1**

#### **TH:Re8.1.1**

- a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
- b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).
- c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

### **Grade 4**

#### **TH:Re8.1.4**

- a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.
- b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
- c. Identify and discuss physiological changes connected to emotions in drama/ theatre work.

### **Grade 8**

#### **TH:Re8.1.8**

- a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
- b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.
- c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.