

# Theatre: Grade K

Adopted 2015

## Creating

### 1. Generate and conceptualize artistic ideas and work

- b. With prompting and support, interact with nonrepresentational materials such as, puppets, and costume pieces for a guided theatrical experience (e.g., process drama, story drama, creative drama).
  - a. With prompting and support, transition between imagination and reality to invent and inhabit an imaginary elsewhere in a guided theatrical place (e.g., process drama, story drama, creative drama).
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### 2. Organize and develop artistic ideas and work

- a. With prompting and support, interact with peers and contribute to a guided theatrical experience (e.g., process drama, story drama, creative drama).
  - b. With prompting and support, express original ideas in a guided theatrical experience (e.g., creative drama, process drama, story drama).
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### 3. Refine and complete artistic work

- a. With prompting and support, ask and answer questions in a guided theatrical experience (e.g., process drama, story drama, creative drama).
  - b. Using guided dramatic play, include sounds in a theatrical experience.
  - c. Identify single objects used in a guided theatrical experience (e.g., sun/circle, bus/rectangle).
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## Performing

### 4. Select, Analyze and Interpret artistic work for performance

- a. With prompting and support, identify characters and setting in a guided theatrical experience (e.g., process drama, story drama, creative drama).
  - b. Use body and voice to communicate character traits and emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama).
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### 5. Develop and refine artistic techniques and work for presentation

- b. With prompting and support, demonstrate the use of with various technical elements in a guided theatrical experience (e.g., process drama, story drama, creative drama).

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**6. Convey meaning through the presentation of artistic work**

- a. With prompting and support, perform in a guided theatrical experience (e.g., process drama, story drama, creative drama).
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**Responding****7. Perceive and analyze artistic work**

- a. With prompting and support, express an emotional response to characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).
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**8. Interpret intent and meaning in artistic work**

- a. With prompting and support, identify setting in dramatic play, a guided theatrical experience (e.g., process drama, story drama, creative drama).
  - b. With prompting and support, name and describe settings in dramatic a guided theatrical experience (e.g., process drama, story drama, creative drama).
  - c. With prompting and support, name and describe characters in a guided theatrical experience (e.g., process drama, story drama, creative drama).
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**9. Apply criteria to evaluate artistic work**

- a. With prompting and support, actively engage with others in a guided theatrical experience (e.g., process drama, story drama, creative drama).
  - b. Use imagination to transform objects
  - c. Name and describe experiences and feelings of characters in a guided theatrical experience
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**Connecting****10. Synthesize and relate knowledge and personal experiences to make art**

- a. With prompting and support, retell a personal experience in a guided theatrical experience (e.g. process drama, creative drama, story drama)
  - b. With prompting and support, identify skills and knowledge from personal experiences in a guided theatrical experience (e.g., process drama, story drama, creative drama).
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**11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

- a. With prompting and support, identify stories that are different from one another in a guided theatrical experience (e.g., process drama, story drama, creative drama).
- b. With prompting and support, tell a short story in dramatic in a guided theatrical experience (e.g., process drama, story drama, creative drama).