

# Fine Arts: Drama/Theatre (2nd Grade)

## Creating (CR) CR

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

- 1 Conceptualize and sequence a unified piece of drama/theatre by imagining variations of classroom literature or creating new, independent stories.  
2.DT.CR.1.1
- 2 Imagine and collaborate with peers to conceptualize production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, etc., and describing, illustrating, and/or physically arranging playing spaces. 2.DT.CR.1.2
- 3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements, and using clear speaking, rate, expression, and domain-appropriate vocabulary to impact the development of characters and story. 2.DT.CR.1.3

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### 2 Organize, develop, and rehearse artistic ideas and work. DT.CR.2

- 1 Create and communicate ideas, sequence events/plot, propose details, contribute dialogue, and use words and actions to refine characters that contribute to a completed story in a guided drama experience. 2.DT.CR.2.1
- 2 Demonstrate collaborative skills and interdisciplinary skills by working with peers and accepting the ideas of others to plan setting and/or production elements for dramatic play or a guided drama experience. 2.DT.CR.2.2

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### 3 Revise, refine, and complete artistic work. DT.CR.3

- 1 Prepare a unified drama/theatre work for presentation that conveys meaning by using basic theatre vocabulary and demonstrating skills of drama/theatre, which are also "skills of the mind": imagination, focus, concentration. 2.DT.CR.3.1
  - 2 Use the body to create a vivid character by manipulating energy, gestures, shape, body language, and movement; use voice to create a vivid character by manipulating volume, pitch, tone, rate, and clarity; and justify character choices.  
2.DT.CR.3.2
  - 3 Integrate design elements that create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters and selecting or creating materials to be used for scenery, props, costumes, and sound effects that support the story and add to its emotional impact and meaning.  
2.DT.CR.3.3
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## Performing (PR) PR

### 1 Select, analyze, and interpret artistic work for presentation. DT.PR.1

- 1 Demonstrate that there are multiple choices for every aspect of drama/theatre work (character, character traits, locomotor/non-locomotor movement, speaking voice, facial expressions, set, props, costumes, etc.) and select the most supportable choice for the moment. 2.DT.PR.1.1
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### 2 Develop and refine artistic techniques and work for presentation. DT.PR.2

- 1 Develop expertise by assuming roles in a variety of dramatic forms and experimenting with the body and voice while making choices for setting, props, costumes, and technical elements to convey meaning and create an emotional impact. 2.DT.PR.2.1
  - 2 Explore the basic technical elements that can be used in a drama/theatre work to create the most effective emotional impact and to convey meaning. 2.DT.PR.2.2
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### 3 Convey meaning through the presentation of an artistic work. DT.PR.3

- 1 Present a non-exhibitional drama work with a defined purpose or intent with characters that represent a diversity of people/cultures; use personal and partner space to convey meaning about characters, relationships, mood, and story. 2.DT.PR.3.1
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## Responding (RE) RE

### 1 Perceive and analyze artistic work. DT.RE.1

- 1 Demonstrate audience skills of observing attentively, responding appropriately, and sharing personal responses about artistic choices made in classroom dramatizations and developmentally appropriate theatrical performances viewed. 2.DT.RE.1.1
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### 2 Interpret intent and meaning in artistic work. DT.RE.2

- 1 Use personal experience and background knowledge to create or interpret a drama/theatre work by summarizing, exploring, expressing, and explaining personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. 2.DT.RE.2.1
- 2 Interact with others to compare and contrast personal feelings about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. 2.DT.RE.2.2
- 3 Identify personal aesthetics to create and interpret a drama/theatre work by examining what is seen, heard, and felt in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed. 2.DT.RE.2.3

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**3 Apply criteria to evaluate artistic work.** DT.RE.3

- 1 Develop and implement a plan for making informed evaluations of a drama/theatre work. 2.DT.RE.3.1
  - 2 Analyze the appropriateness and effectiveness of the technical/production elements (e.g., costumes, props, sets, sound effects, etc.) in a drama/theatre work. 2.DT.RE.3.2
  - 3 Identify, discuss, and demonstrate appropriate audience or performer etiquette and analyze problems and situations for a variety of drama/theatre experiences. 2.DT.RE.3.3
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**Connecting (CN)** CN**1 Synthesize and relate knowledge and personal experiences to art.** DT.CN.1

- 1 Relate character experiences and emotions to personal experiences and emotions through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed. 2.DT.CN.1.1
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**2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** DT.CN.2

- 1 Explore drama/theatre works that connect artistic ideas to personal, societal, cultural, or historical context. 2.DT.CN.2.1
  - 2 Recognize that the stories and storytelling contributions of the thirty nine present day tribes that call Oklahoma home can influence the creation and understanding of drama/theatre works. 2.DT.CN.2.2
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**3 Research and relate artistic ideas/works and societal, cultural, and historical context to deepen understanding.** DT.CN.3

- 1 Research and identify grade-appropriate historic and culturally diverse stories and texts as sources for guided drama, devised drama, and theatrical works. 2.DT.CN.3.1
- 2 Collaborate and research visual elements to add meaning to dramatic play or guided drama experiences. 2.DT.CN.3.2