

Fine Arts: Drama/Theatre (Kindergarten)

Creating (CR) CR

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

- 1 With guidance, engage in planning a series of events for dramatic play or a guided drama experience (e.g., play plans, creative drama, story drama, process drama) based on existing stories or creating new stories. K.DT.CR.1.1
 - 2 Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, masks, and/or costume pieces for dramatic play or guided drama experiences (e.g., play plans, creative drama, story drama, process drama). K.DT.CR.1.2
 - 3 Develop characters authentic to the drama/theatre work by demonstrating ideas concerning voice, gestures, and movements appropriate to the characters and story developed. K.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 to advance the beginning, middle, end [plot] and use words and actions to refine characters that contribute to a completed story in a guided drama experience (e.g., process drama, story drama, creative drama). K.DT.CR.2.1
 - 2 Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play and playing appropriately with others. K.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 demonstrating skills of drama/theatre, which are also "skills of the mind": imagination, focus, concentration. K.DT.CR.3.1
 - 2 Use the body to create a vivid character with energy, movement, and gestures and use voice to create a vivid character by changing volume, pitch, tone, rate, and clarity. K.DT.CR.3.2
 - 3 Integrate design elements that create an emotional impact or convey meaning by choosing a single object for multiple, imaginative representations and creating puppets, masks, and costume pieces that support the story. K.DT.CR.3.3
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Performing (PR) PR

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

- 1 Understand and demonstrate that there are multiple choices for every aspect of drama/theatre work (movement, speaking voice, etc.) and select the most supportable choice for the moment through identification of essential events.

1.DT.PR.1.1

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, modifying body (energy, body language, etc.) and modifying voice (volume, pitch, etc.) to convey meaning and create an emotional impact. K.DT.PR.2.1
 - 2 Explore and experiment with various technical elements for multiple aspects of drama/theatre work. K.DT.PR.2.2
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3 Convey meaning through the presentation of an artistic work. DT.PR.3

- 1 Perform a non exhibitional drama/theatre work (play plans, dramatic play, and guided drama) with characters that are part of recognizable and shared human experiences (e.g. family, workers, community helpers, etc.). K.DT.PR.3.1
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Responding (RE) RE

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

- 1 Understand personal reactions as a participant in a drama/theatre work by recalling an emotional response in dramatic play or guided drama experiences; and/or, in developmentally appropriate theatrical performances during which there was active and appropriate engagement as an audience member. K.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 (play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances) by asking questions, sharing personal responses, and reflecting upon performances viewed. K.DT.RE.2.1
 - 2 Ask questions, answer questions, and reflect upon play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. K.DT.RE.2.2
 - 3 Explore and express personal likes and dislikes about play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed and listen to/respect the references of others. K.DT.RE.2.3
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3 Apply criteria to evaluate artistic work. DT.RE.3

- 1 With guidance, identify favorite or least favorite parts of a drama/theatre experience and explain why these parts elicited those responses. K.DT.RE.3.1
 - 2 Describe and recognize production elements (e.g., costumes, props, sets, sound effects, etc.) and discuss likes/dislikes. K.DT.RE.3.2
 - 3 Recognize and practice appropriate audience or performer behavior for a variety of drama/theatre experiences. K.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 Identify similarities between characters, oneself, and classmates in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed. K.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 Identify connections between drama/theatre and personal and societal contexts, such as family, workers, and community helpers. K.DT.CN.2.1
 - 2 Explore the stories of the thirty-nine present day tribes that call Oklahoma home. K.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 Identify and dramatize recognizable universal experiences from grade-appropriate historic and culturally diverse stories and texts. K.DT.CN.3.1
- 2 Identify visual elements that can add meaning to dramatic play or guided drama experiences. K.DT.CN.3.2