

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Foundations: Inquiry and Understanding</b>					
<b>The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to do the following:</b>					
<b>K.1A</b> Develop self-awareness through dramatic play.	<b>1.1A</b> Develop confidence and self-awareness through dramatic play.	<b>2.1A</b> React to sensory experiences, such as sight or sound through dramatic play.	<b>3.1A</b> React to sensory and emotional experiences, such as sight or sound and happiness or sadness through creative play.	<b>4.1A</b> Integrate sensory and emotional response in dramatic play.	<b>5.1A</b> Develop characterization using sensory and emotional recall.
<b>K.1B</b> Explore space using expressive movement.	<b>1.1B</b> Develop spatial awareness in dramatic play using expressive and rhythmic movement.	<b>2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.	<b>3.1B</b> Create playing space using expressive and rhythmic movement.	<b>4.1B</b> Develop body awareness and spatial perception using rhythmic and expressive movement.	<b>5.1B</b> Develop body awareness and spatial perceptions using pantomime.
<b>K.1C</b> Imitate sounds.	<b>1.1C</b> Imitate actions and sounds.	<b>2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.	<b>3.1C</b> Respond to sounds, music, images, language, and literature using movement.	<b>4.1C</b> Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.	<b>5.1C</b> Respond to sounds, music, images, languages, and literature using movement.
<b>K.1D</b> Imitate and recreate objects in dramatic play.	<b>1.1D</b> Imitate and create animate and inanimate objects in dramatic play.	<b>2.1D</b> Role play, imitate and recreate dialogue.	<b>3.1D</b> Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.	<b>4.1D</b> Express emotions and ideas using interpretive movements, sounds, and dialogue.	<b>5.1D</b> Express emotions and relate ideas using interpretive and planned movement and dialogue.
				<b>4.1E</b> Imitate and synthesize life experiences in dramatic play.	<b>5.1E</b> Integrate life experiences in dramatic play.
				<b>4.1F</b> Use common objects to represent the setting, enhance characterization, and clarify actions.	<b>5.1F</b> Portray environment, character, and actions.
				<b>4.1G</b> Define and demonstrate correct use of basic theatrical terms, such as dialogue, character, scene, prop, costumes, setting, and theme.	<b>5.1G</b> Demonstrate correct use of basic theatrical terminology.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Creative Expression: Performance</b>					
<b>The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to do the following:</b>					
<b>K.2A</b> Demonstrate safe use of movement and voice.	<b>1.2A</b> Demonstrate safe use of movement and voice.	<b>2.2A</b> Demonstrate safe use of movement and voice.	<b>3.2A</b> Demonstrate safe use of movement and voice.	<b>4.2A</b> Demonstrate safe use of movement and voice.	<b>5.2A</b> Demonstrate safe use of movement and voice.
<b>K.1B</b> Explore space using expressive movement.	<b>1.1B</b> Develop spatial awareness in dramatic play using expressive and rhythmic movement.	<b>2.1B</b> Expand spatial awareness in dramatic play using expressive and rhythmic movement.	<b>3.1B</b> Create playing space using expressive and rhythmic movement.	<b>4.1B</b> Develop body awareness and spatial perception using rhythmic and expressive movement.	<b>5.1B</b> Develop body awareness and spatial perceptions using pantomime.
<b>K.1C</b> <b>Imitate sounds.</b>	<b>1.1C</b> Imitate actions and sounds.	<b>2.1C</b> Participate in dramatic play using actions, sounds, and dialogue.	<b>3.1C</b> Respond to sounds, music, images, language, and literature using movement.	<b>4.1C</b> Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.	<b>5.1C</b> Respond to sounds, music, images, languages, and literature using movement.
<b>K.2C</b> Identify the characteristics of dramatic play.	<b>1.2C</b> Dramatize simple stories.	<b>2.2C</b> Create dramatizations of limited-action stories using simple pantomime or puppetry.	<b>3.2C</b> Dramatize literary selections using shadow play or puppetry.	<b>4.2C</b> Develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history.	<b>5.2C</b> Create movements and portray a character using dialogue appropriately.
<b>K.2D</b> Participate in dramatic play.	<b>1.2D</b> Dramatize poems and songs.	<b>2.2D</b> Dramatize poems and songs using simple pantomime or puppetry.	<b>3.2D</b> Dramatize literary selections using pantomime and imitative dialogue.	<b>4.2D</b> Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.	<b>5.2D</b> Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.
				<b>4.2E</b> Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.	<b>5.2E</b> Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Creative Expression: Production</b>					
<b>The student applies design, directing, and theatre production concepts and skills. The student is expected to do the following:</b>					
<b>K.3A</b> Create playing space using common objects, such as tables or chairs.	<b>1.3A</b> Discuss aspects of the environment for use in dramatic play, such as location or climate.	<b>2.3A</b> Select aspects of the environment, such as location, climate, or time for use in dramatic play.	<b>3.3A</b> Identify technical theatre elements, such as props, costumes, sound, and visual elements that define character, environment, action and theme.	<b>4.3A</b> Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme	<b>5.3A</b> Demonstrate character, environment, action, and theme using props, costumes, and visual elements.
<b>K.3B</b> Create costumes using simple materials, such as cardboard, newspaper or fabric.	<b>1.3B</b> Adapt the environment for dramatic play using common objects, such as tables or chairs.	<b>2.3B</b> Adapt the environment for dramatic play using common objects, such as tables or chairs.	<b>3.3B</b> Use simple technical theatre elements, such as props, costumes, sound and visual elements that define character, environment, action, and theme.	<b>4.3B</b> Alter space to create suitable performance environments for playmaking.	<b>5.3B</b> Alter space appropriately to create a suitable performance environment for playmaking.
<b>K.3C</b> Rehearse dramatic play.	<b>1.3C</b> Rehearse dramatic play.	<b>2.3C</b> Plan dramatic play.	<b>3.3C</b> Plan dramatic play.	<b>4.3C</b> Plan brief dramatizations collaboratively.	<b>5.3C</b> Plan dramatizations collaboratively.
<b>K.3D</b> Cooperate with others in dramatic play.	<b>1.3D</b> Cooperate with others in dramatic play.	<b>2.3D</b> Cooperate and interact with others in dramatic play.	<b>3.3D</b> Cooperate and interact with others in dramatic play.	<b>4.3D</b> Interact cooperatively with others in brief dramatizations.	<b>5.3D</b> Interact cooperatively with others in dramatizations.
			<b>3.3E</b> Observe live or multimedia theatrical performances.		

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Historical and Cultural Relevance</b>					
<b>The student relates theatre to history, society, and culture. The student is expected to do the following:</b>					
<b>K.4A</b> Rehearse and perform real and imaginative situations of family cultures of students in the class.	<b>1.4A</b> Imitate life experiences from school and community cultures in dramatic play.	<b>2.4A</b> Imitate life experiences from school and community cultures in dramatic play.	<b>3.4A</b> Explore historical and diverse cultural influences from a variety of sources through dramatic activities.	<b>4.4A</b> Explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas.	<b>5.4A</b> Explain theatre as a reflection of life in particular times, place, cultures, and oral traditions specific to American history.
<b>K.4B</b> Rehearse and perform stories from American history.	<b>1.4B</b> Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.	<b>2.4B</b> Explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.	<b>3.4B</b> Illustrate similarities and differences between life and theatre, television, and film through dramatic play.	<b>4.4B</b> Identify the roles of live theatre, film, television, and electronic media in American society.	<b>5.4B</b> Examine the role of live theatre, film, television, or electronic media throughout American history.
				<b>4.4C</b> Compare theatre artists and their contributions to theatre and society.	<b>5.4C</b> Analyze and compare theatre artists and their contributions to theatre and society.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Critical Evaluation and Response</b>					
<b>The student responds to and evaluates theatre and theatrical performances. The student is expected to do the following:</b>					
<b>K.5A</b> Discuss, practice, and display appropriate audience behavior.	<b>1.5A</b> Discuss practice, and display appropriate audience behavior.	<b>2.5A</b> Discuss, practice, and display appropriate audience behavior.	<b>3.5A</b> Apply appropriate audience behavior consistently.	<b>4.5A</b> Apply appropriate audience behavior at formal and informal performances.	<b>5.5A</b> Analyze and apply appropriate audience behavior at a variety of performances.
<b>K.5B</b> Respond to dramatic activities through discussion.	<b>1.5B</b> Discuss dramatic activities.	<b>2.5B</b> React to and discuss dramatic activities.	<b>3.5B</b> Discuss and evaluate simple dramatic activities and performances.	<b>4.5B</b> Compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre.	<b>5.5B</b> Compare visual, aural, oral, and kinetic aspects of informal and formal theatre with the elements of art, dance, or music.
	<b>1.5C</b> Discuss the use of music, creative movement, and visual components in dramatic play.	<b>2.5C</b> Integrate music, creative movement, and visual components in dramatic play.	<b>3.5C</b> Discuss the use of music, movement, and visual components in dramatic activities and performances.	<b>4.5C</b> Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.	<b>5.5C</b> Identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.