

Strand	Level 1	Level 2	Level 3
Strand 1: Foundations / Inquiry and Understanding	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:		
	THEATRE.1.1.A develop characterization based on sensory and emotional recall	THEATRE.2.1.A explore characterization using sensory and emotional recall	THEATRE.3.1.A evaluate characterization using emotional and sensory recall;
	THEATRE.1.1.B expand body awareness and spatial perceptions using mime;	THEATRE.2.1.B develop and apply theatre preparation and warm-up techniques;	THEATRE.3.1.B explore preparation and warm-up techniques
	THEATRE.1.1.C respond to sounds, music, images, and the written word, incorporating movement;	THEATRE.2.1.C create expressive and rhythmic movements	THEATRE.3.1.C create expressive movement and mime to define space and characters;
	THEATRE.1.1.D develop an understanding of the mechanisms of vocal production;	THEATRE.2.1.D develop an increased understanding of the mechanisms of vocal production;	THEATRE.3.1.D demonstrate an increased understanding of the mechanisms of vocal production;
	THEATRE.1.1.E identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces	THEATRE.2.1.E demonstrate knowledge of theatrical vocabulary and terminology	THEATRE.3.1.E apply knowledge of theatrical vocabulary and terminology
		THEATRE.2.1.F analyze and evaluate the structure and form of dramatic literature.	THEATRE.3.1.F explore and evaluate the structure and form of dramatic literature.
Strand 2: Creative Expression / Performance	The student applies design, directing, and theatre production concepts and skills. The student is expected to do the following:		
	THEATRE.1.2.A demonstrate safe use of the voice and body;	THEATRE.2.2.A demonstrate safe use of the voice and body	THEATRE.3.2.A demonstrate safe use of the voice and body;
	THEATRE.1.2.B imagine and clearly describe characters, their relationships, and their surroundings;	THEATRE.2.2.B define characters by what they do, what they say, and what others say about them	THEATRE.3.2.B portray characters through familiar movements and dialogue
	THEATRE.1.2.C select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, cultural heritage, literature, and history;	THEATRE.2.2.C select movements and dialogue to portray a character appropriately;	THEATRE.3.2.C create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively
	THEATRE.1.2.D dramatize literary selections and imitate life experiences through dramatic play	THEATRE.2.2.D create stories collaboratively and individually that have dramatic structure	THEATRE.3.2.D express thoughts and feelings using effective voice and diction
	THEATRE.1.2.E express emotions and ideas using interpretive movements and dialogue;	THEATRE.2.2.E apply knowledge of effective voice and diction techniques to express thoughts and feelings.	
		THEATRE.2.2.F compare and contrast dramatic performances to life	
Strand 3: Creative Expression / Production	The student relates theatre to history, society, and culture. The student is expected to do the following:		
	THEATRE.1.3.A create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements;	THEATRE.2.3.A determine specific technical elements to provide a safe setting and to support character and action in improvised and scripted scenes;	THEATRE.3.3.A recognize and select specific technical elements to suggest environment, establish mood, and support character and actions for performance;
	THEATRE.1.3.B create suitable environments for dramatizations;	THEATRE.2.3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances;	THEATRE.3.3.B create theatrical elements such as scenery, properties, lighting, sound, costume, makeup, and publicity using the principles of design

Strand	Level 1	Level 2	Level 3
	THEATRE.1.3.C collaborate to plan brief dramatizations;	THEATRE.2.3.C define the role of the director	THEATRE.3.3.C explore the director's role as a unifying force, problem solver, interpreter of script, and collaborator
	THEATRE.1.3.D use technology in theatrical applications such as live theatre, video, and film.	THEATRE.2.3.D use technology in theatrical applications such as live theatre, video, and film	THEATRE.3.3.D use technology in theatrical applications such as live theatre, video, and film
Strand 4: Historical and Cultural Relevance	The student responds to and evaluates theatre and theatrical performances. The student is expected to do the following:		
	THEATRE.1.4.A demonstrate the role of theatre as a reflection of history, society, and culture through participation in dramatic activities;	THEATRE.2.4.A demonstrate knowledge of theatre as a reflection of life in particular times, places, and cultures;	THEATRE.3.4.A demonstrate theatre as a reflection of life in particular times, places, and cultures through performance
	THEATRE.1.4.B explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society.	THEATRE.2.4.B explore the relevance and influence of theatre heritage and dramatic texts on the student's daily life;	THEATRE.3.4.B explore theatre heritage such as historical and cultural influences as it is preserved in dramatic text, traditions, and conventions
		THEATRE.2.4.C explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society	THEATRE.3.4.C explore the roles of theatre, film, television, and electronic media such as key developments, figures, and works on American society
Strand 5: Critical Evaluation and Response	The student responds to and evaluates theatre and theatrical performances. The student is expected to do the following:		
	THEATRE.1.5.A identify and apply audience etiquette at all performances;	THEATRE.2.5.A understand and demonstrate appropriate audience etiquette at various types of performances;	THEATRE.3.5.A understand and demonstrate appropriate audience etiquette at various types of live performances;
	THEATRE.1.5.B develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre;	THEATRE.2.5.B evaluate the effectiveness of selected film and television performances;	THEATRE.3.5.B develop a knowledge of the terminology and process of evaluation such as intent, structure, effectiveness, and value and apply this process to performances using appropriate theatre vocabulary;
	THEATRE.1.5.C identify production elements of theatre, film, television, and other media;	THEATRE.2.5.C demonstrate knowledge of production elements in theatre, film, television, and other media;	THEATRE.3.5.C demonstrate knowledge of production elements in theatre, film, television, and other media
	THEATRE.1.5.D examine selected occupations in theatre such as director, stage manager, actor, designer, running crew, front of house, and educator.	THEATRE.2.5.D explore career and vocational opportunities in theatre.	THEATRE.3.5.D explore career and vocational opportunities in theatre