

Theatre | T

The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive everyday to offer our students. Theatre offers an especially unique opportunity for students of all ages—from pre-K through 12th grade—to gain a necessary understanding of themselves and of the world around them in order to be positive and productive citizens. The skills offered through the arts, and in theatre specifically, are exactly those we in Tennessee strive to teach our students in all disciplines: positive self-expression, productive communication, teamwork and collaboration, critical analysis and evaluation, meaningful dialogue, a functional world view, and even the ability to improvise and be comfortable with public speaking. To that end, these new teaching standards for theatre serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community—a rigorous and effective tool to facilitate theatre education in our schools.

When writing these new standards, the writing team relied heavily on the National Core Arts Standards (NCAS,) a voluntary framework to guide arts education across America. (Read more about the NCAS, [here.](#)) In the foreword to the NCAS it states,

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large.

With this explanation in mind, we adopted the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in theatre arts. By keeping the domains and foundations of the NCAS, we were able to maintain continuity not only across fine arts in Tennessee, but also across the US.

Each domain houses standards for each grade level through grade 8; we then offer standards for varying levels of theatrical proficiency in high school; beginner, intermediate, advanced, and pre-professional. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and allowing us to keep many of the positive elements from the original Tennessee state standards. Below is an outline for a suggested progression through the foundations, intended to help guide instructors through the new format and language of the theatre standards.

Overall, this new set of standards is designed for teacher flexibility. We know that teachers are the best judges of how to plan, build, implement, assess, and differentiate their instruction. We know that teachers have access to and support from a variety of resources and should be able to use those resources how they see fit in order to best facilitate their instruction. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district and every teacher be given autonomy to design a curriculum that is authentic to their population.

Grade Level	Domain: Create	
Kindergarten	Identify characters	Foundations: Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work
First Grade	Invent Characters	
	Adapt Characters	
Second Grade	Enhance Story	
	Identify Setting	
	Adapt Setting	
Third Grade	Imagine Setting & Characters	
	Identify Plot Structure	
	Adapt Plot	
Fourth Grade	Improvise Dialogue	
	Imagine & Adapt Dialogue	
	Participate Vocally & Physically through design based on given parameters	
	Imagine the World of a Character	
	Collaborate with a Group on Original Ideas	
	Refine Improv Vocally & Physically	
	Fifth Grade	Analyze Character Thoughts
Originate Roles Based On Character Analysis		
Evaluate & Revise Contributions		

Grade Level	Domain: Perform	
Kindergarten	Analyze Text	Foundations: Select, analyze, & interpret artistic work for presentation, performance, production. Develop and refine artistic techniques and work for presentation, performance, production. Express meaning through the presentation, performance, production of artistic work.
First Grade	Characterize Physically	
	Characterize Verbally/Audibly	
	Express Characters Physically	
	Express Characters Emotionally	
Second Grade	Communicate Story Elements	
	Demonstrate Voice & Body Awareness	
	Express Discoveries with Others	
Third Grade	Explore Using Body & Voice	
	Explore Using Mind Body & Voice	

	Reflect on Discoveries	
Fourth Grade	Adapt Dialogue & Body	
	Practice Acting Exercises	
	Explore Audience Etiquette	
Fifth Grade	Explore Internal & External Characteristics	
	Select Acting Exercises	
	Present Informally	
Sixth Grade	Articulate Physical, Emotional & Psychological Factors	
	Participate Actively in Acting Exercises	
	Incorporate Mind, Body, and Voice	
Seventh Grade	Analyze Choices	
	Participate in and/or Lead Acting Exercises	
	Perform in Guided Informal Presentation	
Eighth Grade	Analyze Given Circumstances	
	Practice Acting Techniques in a Rehearsal	
	Perform a Rehearsed Work in a Specific Setting	
Beginner	Perform Improvisation	
	Demonstrate Acting Techniques	
	Perform Rehearsed Work Adapted for a Specific Stage	
Intermediate	Apply Analysis to Overcome Obstacles	
	Expand Acting Techniques	
	Perform a Scripted Work for a Specific Stage Type	
Advanced	Research to Create a Specific Character	
	Refine Acting Techniques	
	Perform for a Specific Audience	
Pre-Professional	Direct Using Research & Acting Techniques	
	Apply & Justify Specific Acting Techniques	
	Apply & Justify Specific Acting Techniques in a Believable Performance	
	Present Work Based Upon	

	Thorough Analysis of Production Roles	
Grade Level	Domain: Respond	Foundations: Perceive and analyze artistic work. Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work.
Kindergarten	Express Emotion with Support	
	Express Characters & Setting with Support	
	Engage Actively with Others	
First Grade	Remember Choices	
	Express Character & Emotion	
	Compare & Contrast Character Experiences	
Second Grade	Recognize Choices	
	Compare & Contrast Character Emotions & Personal Emotions	
	Contribute to a Scene	
Third Grade	Determine Artistic Choices	
	Consider Multiple Emotional & Cultural Perspectives	
	Recognize Merit of Analysis & Problem Solving	
Fourth Grade	Identify Choices	
Fifth Grade	Explain Reactions	
	Explain Response Rationale	
	Incorporate Circumstances in Evaluation	
Sixth Grade	Describe & Record Reactions	
Seventh Grade	Compare Impact of Artistic Choices on Self & Others	
	Explain Impact of Personal Experiences on Artistic Choices	
	Assess Production Elements Based Upon Given Circumstances	

Eighth Grade	Evaluate Based Upon Given Circumstances	Foundations: Synthesize and relate knowledge and personal experiences to make art. Relate artistic works with societal, cultural and historical context.
	Analyze Impact of Perspectives	
	Respond Based Upon Artistic Criteria	
Beginner		
Intermediate	Respond to and Evaluate Experiences Based Upon Given Criteria	
Grade Level	Domain: Connect	
Kindergarten	Retell Personal Story	
First Grade	Express Character Emotions	
Second Grade	Express Character Experiences	
Third Grade	Incorporate Personal Experiences	
Fourth Grade	Incorporate Cultural Experiences	
Fifth Grade	Explain Theatrical Connections Between Self & Others	
Sixth Grade	Compare & Contrast Theatrical Works	

Theatre K-5 | T

The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive every day to offer our students. Theatre offers an especially unique opportunity for students of all ages—from pre-K through 12th grade—to gain a necessary understanding of themselves and of the world around them in order to be positive and productive citizens. The skills offered through the arts, and in theatre specifically, are exactly those we in Tennessee strive to teach our students in all disciplines: positive self-expression, productive communication, teamwork and collaboration, critical analysis and evaluation, meaningful dialogue, a functional world view, and even the ability to improvise and be comfortable with public speaking. To that end, these new teaching standards for theatre serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community—a rigorous and effective tool to facilitate theatre education in our schools.

When writing these new standards, the writing team relied heavily on the National Core Arts Standards (NCAS,) a voluntary framework to guide arts education across America. (Read more about the NCAS, [here.](#)) the foreword to the NCAS states,

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large.

With this explanation in mind, we adopted the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in theatre arts. By keeping the domains and foundations of the NCAS, we were able to maintain continuity not only across fine arts in Tennessee, but also across the U.S.

Each domain houses standards for each grade level through grade 8; we then offer standards for varying levels of theatrical proficiency in high school; beginner, intermediate, advanced, and pre-professional. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and allowing us to keep many of the positive elements from the 1994 Tennessee state standards.

Overall, this new set of standards is designed for teacher flexibility. We know that teachers are the best judges of how to plan, build, implement, assess, and differentiate their instruction. We know that teachers have access to and support from a variety of resources and should be able to use those resources how they see fit in order to best facilitate their instruction. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district and all teachers be given autonomy to design a curriculum that is authentic to their population.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard T.P1.A

Grade Level	Standards
K	K.T.P1.A With prompting and support, identify characters, setting and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.P1.A Describe a story's character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.P1.A Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.P1.A Apply the elements of dramatic structure to a story and create a theatrical work.
4	4.T.P1.A Modify the dialogue and action to change the story in a theatrical work.
5	5.T.P1.A Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard T.P1.B

Grade Level	Standards
K	K.T.P1.B
1	1.T.P1.B With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.P1.B Alter voice and/or body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)
3	3.T.P1.B Investigate how movement and voice are incorporated into theatrical work.
4	4.T.P1.B Replicate a character based upon physical attributes presented in a theatrical work.
5	5.T.P1.B Use physical choices to create meaning in a theatrical work

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard T.P2.A

Grade Level	Standards
K	K.T.P2.A With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama, etc.).
1	1.T. P2.A With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama, etc.).
2	2.T. P2.A Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T. P2.A Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for theatrical work.
4	4.T. P2.A Practice selected exercises that can be used in a group setting for theatrical work.
5	5.T. P2.A With support, choose acting exercises that can be applied to a theatrical work.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard T.P2.B

Grade Level	Standards
K	K.T.P2.B With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T. P2.B With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T. P2.B Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T. P2.B Identify the basic technical elements that can be used in theatrical work
4	4.T. P2.B Propose the use of technical elements in a theatrical work.
5	5.T. P2.B Demonstrate the use of technical elements in a theatrical work.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard T.P3.A

Grade Level	Standards
K	K.T.P2.A Use body, face, gestures, and /or voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.P2.A With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.P2.A Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally share with peers.
3	3.T.P2.A Practice theatrical work and share reflections individually and in small groups.
4	4.T.P2.A Share small-group theatrical work, with peers as audience.
5	5.T.P2.A Present theatrical work informally to an audience.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.A

Grade Level	Standards
K	K.T.Cr1.A With prompting and support, observe, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)
1	1.T.Cr1.A Develop a character in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cr1.A Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cr1.A Create roles, imagined worlds, and improvised stories in a theatrical work.
4	4.T.Cr1.A Articulate and/or demonstrate the visual details of imagined worlds, and improvised stories that support the given circumstances in a theatrical work.
5	5.T.Cr1.A Identify physical qualities that might reveal a character's inner traits in the imagined world of a theatrical work.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.B

Grade Level	Standards
K	K.T.Cr1.B With prompting and support, safely use materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.Cr1.B Collaborate with peers to incorporate safe and appropriate use of costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cr1.B Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cr1.B Imagine articulate and/or artistically express ideas for costumes, props and sets for the environment and characters in a theatrical work.
4	4.T.Cr1.B Visualize and design technical elements that support the story and given circumstances in a theatrical work.
5	5.T.Cr1.B Propose design ideas that support the story and given circumstances in a theatrical work.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.C

Grade Level	Standards
K	K.T.Cr1.C
1	1.T.Cr1.C Identify and demonstrate ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cr1.C Identify and/or demonstrate ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cr1.C Discuss and/or demonstrate how characters might move and speak to support a story.
4	4.T.Cr1.C imagine and articulate and/or demonstrate how a character might move to support the story and given circumstances in theatre work.
5	5.T.Cr1.C Imagine and explain how a character's inner thoughts impact the story and given circumstances in a theatrical work

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard T.Cr2.A

Grade Level	Standards
K	K.T.Cr2.A With prompting and support, appropriately interact with peers and contribute to dramatic play/theatrical work or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.Cr2.A Recognize the role of other characters' contributions to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cr2.A Demonstrate basic understanding of setting in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cr2.A Demonstrate basic understanding of plot structure in order to contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
4	4.T.Cr2.A With peers contribute to the development of meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
5	5.T.Cr2.A Devise original ideas for a theatrical work that reflect collective inquiry about characters and their given circumstances.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard T.Cr2.B

Grade Level	Standards
K	K.T.Cr2.B With prompting and support, express original ideas in dramatic play/theatrical work or a guided drama experience (e.g., creative drama, process drama, story drama, etc.)
1	1.T.Cr2.B With prompting and support, participate in group character decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cr2.B With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cr2.B With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
4	4.T.Cr2.B Contribute ideas and compare ideas with peers to make selections that will enhance and deepen a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
5	5.T.Cr2.B Participate in defined roles required to present a theatrical work informally to an audience.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.A

Grade Level	Standards
K	K.T.Cr3.A With prompting and support, identify the <i>who</i> , <i>what</i> , and <i>where</i> of a story in order to ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.)
1	1.T.Cr3.A Adapt a character from literature or other source in order to contribute to the development of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cr3.A Demonstrate basic understanding of various settings to the adaptation of a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cr3.A Demonstrate basic understanding of a specific plot in order to contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
4	4.T.Cr3.A Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
5	5.T.Cr3.A Revise and improve an improvised or scripted theatre work through repetition and collaborative and/or self-review.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.B

Grade Level	Standards
K	K.T.Cr3.B
1	1.T.Cr3.B Incorporate different appropriate sounds and movements as characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)
2	2.T.Cr3.B Incorporate different appropriate sounds and movements to create setting in a guided drama experience (e.g., process drama, story drama, creative drama, etc.). Note appropriate and safe are developmentally important & reflect current standards.
3	3.T.Cr3.B Incorporate different appropriate sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)
4	4.T.Cr3.B Use, and/or adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
5	5.T.Cr3.B Participate and contribute to physical and vocal exercise techniques for an improvised or scripted theatrical work.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.C

Grade Level	Standards
K	K.T.Cr3.C
1	1.T.Cr3.C Imagine multiple representations of a single object in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cr3.C Incorporate a single object through multiple representations in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cr3.C Incorporate the use of objects through multiple representations in a guided drama experience in an ensemble environment (e.g., process drama, story drama, creative drama, etc.).
4	4.T.Cr3.C Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
5	5.T.Cr3.C Create innovative solutions to design and technical problems that arise in rehearsal for a theatrical work.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard T.R1.A

Grade Level	Standards
K	K.T.R1.A With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.R1.A Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.R1.A Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.R1.A : Understand why artistic choices are made in a theatrical work.
4	4.T.R1.A Identify artistic choices made in a theatrical work through participation and observation.
5	5.T.R1.A Explain personal reactions to artistic choices made in a theatrical work through participation and observation.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.A

Grade Level	Standards
K	K.T.R2.A With prompting and support, explore and identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama, etc.), or age-appropriate theatre performance.
1	1.T.R2.A Explain preferences and/or emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.
2	2.T.R2.A Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama, etc.), or age-appropriate theatre performance.
3	3.T.R2.A Consider multiple personal experiences when participating in or observing a theatrical work.
4	4.T.R2.A Compare and contrast multiple personal experiences when participating in or observing a theatrical work.
5	5.T.R2.A Justify responses based on personal experiences when participating in or observing a theatrical work.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.B

Grade Level	Standards
K	K.T.R2.B With prompting and support, name and describe characters, settings and/or plot in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.R2.B Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).
2	2.T.R2.B Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama, etc.).
3	3.T.R2.B Consider multiple ways to develop a character using physical characteristics, prop and/ or costume design choices that reflect cultural perspectives in theatrical work.
4	4.T.R2.B Compare and contrast the qualities of characters in a theatrical work through physical characteristics and prop or costume design choices that reflect cultural perspectives.
5	5.T.R2.B Explain responses to characters based on cultural perspectives when participating in or observing theatrical work.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.C

Grade Level	Standards
K	K.T.R2.C
1	1.T.R2.C Explain or use text and/or pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.R2.C Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.R2.C Examine how connections are made between oneself and a character's emotions in theatrical work.
4	4.T.R2.C Identify and discuss physiological changes connected to emotions in theatrical work.
5	5.T.R2.C Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.A

Grade Level	Standards
K	K.T.R3.A With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.R3.A Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.R3.A Contribute to a scene in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.R3.A Understand how and why groups evaluate theatrical work.
4	4.T.R3.A Propose a plan to evaluate theatrical work.
5	5.T.R3.A Develop and implement a plan to evaluate theatrical work.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.B

Grade Level	Standards
K	K.T. R3.B
1	1.T.R3.B Identify props and/or costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.R3.B Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) to describe characters, settings, or events.
3	3.T.R3.B Consider and analyze technical elements from multiple theatrical works.
4	4.T.R3.B Investigate how technical elements may support a theme or idea in a theatrical work.
5	5.T.R3.B Assess how technical elements represent the theme of a theatrical work.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.C

Grade Level	Standards
K	K.T. R3.C
1	1.T.R3.C Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.R3.C Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.R3.C Evaluate and analyze problems and situations in a theatrical work from an audience perspective.
4	4.T.R3.C Observe how a character's choices impact an audience's perspective in a theatrical work.
5	5.T.R3.C Recognize how a character's circumstances impact an audience's perspective in a theatrical work.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard T.Cn1.A

Grade Level	Standards
K	K.T.Cn1.A With prompting and support, retell a personal experience or story in a guided theatrical experience (e.g. process drama, story drama, creative drama, etc.).
1	1.T.Cn1.A Identify and express character emotions in a guided drama experience (e.g., process drama, story drama, creative drama, etc.) and relate it to personal experience.
2	2.T.Cn1.A Relate character experiences to personal experiences and express them in a guided drama experience (e.g., process drama, story drama, creative drama, etc.)
3	3.T.Cn1.A Use personal experiences and knowledge to make connections to community and culture in a theatrical work
4	4.T.Cn1.A Identify the ways theatrical work reflects the perspectives of a community or culture.
5	5.T.Cn1.A Explain how drama/theatre connects oneself to a community or culture.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard T.Cn2.A

Grade Level	Standards
K	K.T.Cn2.A With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
1	1.T.Cn2.A Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
2	2.T.Cn2.A Identify appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
3	3.T.Cn2.A Identify connections to community, social issues and other content areas in theatrical work.
4	4.T.Cn2.A Respond to community and social issues and incorporate other content areas in theatrical work.
5	5.T.Cn2.A Investigate historical, global and social issues expressed in theatrical work.

Theatre 6-8 | T

The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive every day to offer our students. Theatre offers an especially unique opportunity for students of all ages—from pre-K through 12th grade—to gain a necessary understanding of themselves and of the world around them in order to be positive and productive citizens. The skills offered through the arts, and in theatre specifically, are exactly those we in Tennessee strive to teach our students in all disciplines: positive self-expression, productive communication, teamwork and collaboration, critical analysis and evaluation, meaningful dialogue, a functional world view, and even the ability to improvise and be comfortable with public speaking. To that end, these new teaching standards for theatre serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community—a rigorous and effective tool to facilitate theatre education in our schools.

When writing these new standards, the writing team relied heavily on the National Core Arts Standards (NCAS,) a voluntary framework to guide arts education across America. (Read more about the NCAS, [here.](#)) the foreword to the NCAS states,

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large.

With this explanation in mind, we adopted the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in theatre arts. By keeping the domains and foundations of the NCAS, we were able to maintain continuity not only across fine arts in Tennessee, but also across the U.S.

Each domain houses standards for each grade level through grade 8; we then offer standards for varying levels of theatrical proficiency in high school; beginner, intermediate, advanced, and pre-professional. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and allowing us to keep many of the positive elements from the 1994 Tennessee state standards.

Overall, this new set of standards is designed for teacher flexibility. We know that teachers are the best judges of how to plan, build, implement, assess, and differentiate their instruction. We know that teachers have access to and support from a variety of resources and should be able to use those resources how they see fit in order to best facilitate their instruction. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district and all teachers be given autonomy to design a curriculum that is authentic to their population.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard T.P1.A

Grade Level	Standards
6	6.T.P1.A Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.
7	7.T.P1.A Discuss and justify various character objectives (choices) in a theatrical work.
8	8.T.P1.A Demonstrate and justify various character choices using given circumstances in a theatrical work.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard T.P1.B

Grade Level	Standards
6	6.T.P1.B Demonstrate physical choices which help create meaning in a theatrical work.
7	7.T.P1.B Discuss and justify various staging choices to enhance the story in a theatrical work.
8	8.T.P1.B Describe and justify how character relationships assist in telling a story of a theatrical work.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard T.P2.A

Grade Level	Standards
6	6.T.P2.A Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
7	7.T.P2.A Participate in and/or lead a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
8	8.T.P2.A Practice various acting techniques to expand skills in a rehearsal or theatrical performance.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard T.P2.B

Grade Level	Standards
6	6.T.P2.B Choose multiple technical elements that can be applied to a design in a theatrical work.
7	7.T.P2.B Demonstrate the use of multiple technical elements in a theatrical work.
8	8.T.P2.B Use multiple technical elements to create a design for a rehearsal or theatrical work.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard T.P3.A

Grade Level	Standards
6	6.T.P3.A Incorporate voice, movement and gestures to communicate emotions in a guided theatrical experience (e.g. process drama, story drama, creative drama, etc.).
7	7.T.P3.A Perform in a group-guided or teacher-guided theatrical experience and present it informally to an audience.
8	8.T.P3.A Perform a rehearsed theatrical work for an audience.

DOMAIN: Perform

Foundation P3

Express meaning through the presentation/performance/production of artistic work.

Standard T.P3.B

Grade Level	Standards
6	6.T.P3.B
7	7.T.P3.B
8	8.T.P3.B Perform in a specific stage space (proscenium, thrust, etc.). Acknowledge impact of stage style on the performance.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.A

Grade Level	Standards
6	6.T.Cr1.A Identify solutions to staging challenges in a theatrical work.
7	7.T.Cr1.A Investigate multiple perspectives and solutions to staging challenges in a theatrical work.
8	8.T.Cr1.A Investigate and justify multiple perspectives and solutions to staging problems in a theatrical work.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.B

Grade Level	Standards
6	6.T.Cr1.B Identify solutions to design challenges in a theatrical work.
7	7.T.Cr1.B Present and explain solutions to design challenges in a theatrical work.
8	8.T.Cr1.B Discuss and justify solutions to design challenges of a performance space for a theatrical work.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.C

Grade Level	Standards
6	6.T.Cr1.C Explore a scripted or improvised character by imagining possible given circumstances in a theatrical work.
7	7.T.Cr1.C Envision and describe a scripted or improvised character's inner thoughts and objectives in a theatrical work.
8	8.T.Cr1.C Develop a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard T.Cr2.A

Grade Level	Standards
6	6.T.Cr2.A Analyze original ideas and artistic choices and incorporate the ideas of others to improve, refine, and edit a devised or scripted theatrical work.
7	7.T.Cr2.A Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.
8	8.T.Cr2.A Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard T.Cr2.B

Grade Level	Standards
6	6.T.Cr2.B Demonstrate appropriate theatre etiquette during a theatrical work.
7	7.T.Cr2.B Demonstrate appropriate theatrical etiquette toward self and others, and their roles in preparing or devising a theatrical work.
8	8.T.Cr2.B Share responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.A

Grade Level	Standards
6	6.T.Cr3.A Discuss and identify artistic choices in order to refine a devised or scripted theatrical work.
7	7.T.Cr3.A Analyze and refine artistic choices in a devised or scripted theatrical work.
8	8.T.Cr3.A Use analysis and rehearsal to refine a devised or scripted theatrical work.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.B

Grade Level	Standards
6	6.T.Cr3.B Identify the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g. lighting, sound, scenery, props, costumes, makeup, etc.).
7	7.T.Cr3.B Research multiple technical design elements for a devised or scripted theatrical work (e.g. lighting, sound, scenery, props, costumes, makeup, etc.).
8	8.T.Cr3.B Implement a planned technical design using technology for a devised or scripted theatrical work (e.g. lighting, sound, scenery, props, costumes, makeup, etc.).

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.C

Grade Level	Standards
6	6.T.Cr3.C Explore various physical and vocal techniques for character development in an improvised or scripted theatrical work.
7	7.T.Cr3.C Demonstrate effective physical and vocal traits of characters in an improvised or scripted theatrical work.
8	8.T.Cr3.C Refine effective physical and vocal traits of characters in an improvised or scripted theatrical work.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard T.R1.A

Grade Level	Standards
6	6.T.R1.A Describe and record personal reactions to artistic choices in a theatrical work.
7	7.T.R1.A Compare and contrast recorded personal and peer reactions to artistic choices in a theatrical work.
8	8.T.R1.A Use artistic criteria to evaluate artistic choices in a theatrical work.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.A

Grade Level	Standards
6	6.T.R2.A Make personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.
7	7.T.R2.A Discuss how personal experiences may influence other artists' character choices in a theatrical work.
8	8.T.R2.A Justify responses based on personal experiences when participating in or observing a theatrical work.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.B

Grade Level	Standards
6	6.T.R2.B Identify multiple cultural perspectives that may influence a theatrical work.
7	7.T.R2.B Describe how specific cultural perspectives can influence a theatrical work.
8	8.T.R2.B Analyze how perspectives (e.g. social, cultural, historical, etc.) influence the evaluation of a theatrical work.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.C

Grade Level	Standards
6	6.T.R2.C Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.
7	7.T.R2.C Interpret and discuss how personal aesthetics, preferences, and beliefs are used in a theatrical work.
8	8.T.R2.C Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.A

Grade Level	Standards
6	6.T.R3.A Use supporting evidence and artistic criteria to evaluate a theatrical work.
7	7.T.R3.A Use supporting evidence and criteria to evaluate a theatrical work.
8	8.T.R3.A Respond to and evaluate a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.B

Grade Level	Standards
6	6.T.R3.B Use knowledge of multiple production elements to assess aesthetic choices in a theatrical work.
7	7.T.R3.B Use knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.
8	8.T.R3.B Assess aesthetic choices by evaluating the production elements used in a theatrical work.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.C

Grade Level	Standards
6	6.T.R3.C Identify and evaluate issues and situations in a theatrical work from an audience member's perspective.
7	7.T.R3.C Identify how the intended or supposed purpose of a theatrical work appeals to a specific audience.
8	8.T.R3.C Use audience reaction to assess the impact of a theatrical work on that specific audience.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard T.Cn1.A

Grade Level	Standards
6	6.T.Cn1.A Explain how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.
7	7.T.Cn1.A Incorporate multiple perspectives and/or diverse community ideas in a theatrical work.
8	8.T.Cn1.A Examine a community issue through a theatrical work.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard T.Cn1.B

Grade Level	Standards
6	6.T.Cn1.B Identify universal themes or common social issues and express them through a theatrical work.
7	7.T.Cn1.B Use various theatrical works to examine contemporary social, cultural, or global issues.
8	8.T.Cn1.B Incorporate other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard T.Cn2.A

Grade Level	Standards
6	6.T.Cn2.A Analyze two different versions of the same theatrical work to determine differences and similarities in each story.
7	7.T.Cn2.A Research and discuss how a playwright might have intended a theatrical work to be produced.
8	8.T.Cn2.A Research the story elements of a staged theatrical work and compare them to another production of the same work.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard T.Cn2.B

Grade Level	Standards
6	6.T.Cn2.B Investigate the time period and place of a theatrical work to understand performance and design choices.
7	7.T.Cn2.B Examine artifacts (e.g. music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.
8	8.T.Cn2.B Identify and use artifacts (e.g. music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.

Theatre 9-12 | T

The fine arts have always been an intrinsic part of a quality, well-rounded education—the kind of education Tennessee educators strive every day to offer our students. Theatre offers an especially unique opportunity for students of all ages—from pre-K through 12th grade—to gain a necessary understanding of themselves and of the world around them in order to be positive and productive citizens. The skills offered through the arts, and in theatre specifically, are exactly those we in Tennessee strive to teach our students in all disciplines: positive self-expression, productive communication, teamwork and collaboration, critical analysis and evaluation, meaningful dialogue, a functional world view, and even the ability to improvise and be comfortable with public speaking. To that end, these new teaching standards for theatre serve to give all stakeholders in our students' education—teachers, parents, administrators, students, and community—a rigorous and effective tool to facilitate theatre education in our schools.

When writing these new standards, the writing team relied heavily on the National Core Arts Standards (NCAS,) a voluntary framework to guide arts education across America. (Read more about the NCAS, [here.](#)) the foreword to the NCAS states,

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large.

With this explanation in mind, we adopted the framework of the NCAS which is built on four key domains: Creating, Performing/Presenting/Producing, Connecting, and Responding. Within each of these domains are foundations and standards to support the development of curriculum, programs, and learning in theatre arts. By keeping the domains and foundations of the NCAS, we were able to maintain continuity not only across fine arts in Tennessee, but also across the U.S.

Each domain houses standards for each grade level through grade 8; we then offer standards for varying levels of theatrical proficiency in high school; beginner, intermediate, advanced, and PP. This framework allows for greater teacher flexibility while also increasing rigor in the discipline and allowing us to keep many of the positive elements from the 1994 Tennessee state standards.

Overall, this new set of standards is designed for teacher flexibility. We know that teachers are the best judges of how to plan, build, implement, assess, and differentiate their instruction. We know that teachers have access to and support from a variety of resources and should be able to use those resources how they see fit in order to best facilitate their instruction. Tennessee is a broad and diverse state with many cultures, practices, and values. It is important that every district and all teachers be given autonomy to design a curriculum that is authentic to their population.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard T.P1.A

Level	Standards
Beginner	B.T.P1.A Perform an improvised theatrical work for an audience.
Intermediate	I.T.P1.A Use researched character objectives and tactics in a theatrical work to overcome an obstacle.
Advanced	A.T.P1.A Analyze and apply unique choices to create believable and sustainable characters in a theatrical work.
Pre-Professional	PP.T.P1.A Apply reliable research of directors' styles to influence and make unique choices for a directorial concept in a theatrical work.

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation/performance/production.

Standard T.P1.B

Level	Standards
Beginner	B.T.P1.B
Intermediate	I.T.P1.B Explore uses of various pacing techniques to better communicate the story in a theatrical work.
Advanced	A.T.P1.B Identify essential text information, research from various sources, and the director's concepts that influence character choices and apply those in a theatrical work.
Pre-Professional	PP.T.P1.B Apply a variety of researched acting techniques to character choices in a theatrical work.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard T.P2.A

Level	Standards
Beginner	B.T.P2.A Demonstrate various acting techniques in a rehearsal or scripted theatrical work.
Intermediate	I.T.P2.A Use a variety of acting techniques to expand skills in a rehearsal or theatrical performance.
Advanced	A.T.P2.A Refine a range of acting skills to build a believable and sustainable character in theatrical work.
Pre-Professional	PP.T.P2.A Apply and justify a collection of acting techniques from reliable resources to prepare a believable and sustainable performance.

DOMAIN: Perform

Foundation P2

Develop and refine artistic techniques and work for presentation/performance/production.

Standard T.P2.B

Level	Standards
Beginner	B.T.P2.B Select and apply specific technical elements to create a design for a theatrical work.
Intermediate	I.T.P2.B Use multiple researched technical elements to increase the impact of design in a theatrical work.
Advanced	A.T.P2.B Apply multiple technical elements and research to create a design that communicates the concept and theme of a theatrical work.
Pre-Professional	PP.T.P2.B Explain and justify the selection of multiple technical elements used to build a design that communicates the concept of a theatrical work.

DOMAIN: Perform	
Foundation P3 Express meaning through the presentation/performance/production of artistic work.	
Standard T.P3.A	
Level	Standards
Beginner	B.T.P2.A Perform a rehearsed theatrical work for an audience.
Intermediate	I.T. P2.A Perform a scripted theatrical work for a specific audience.
Advanced	2.T. P2.A Present a theatrical work for a specific audience using creative processes that shape the production.
Pre-Professional	2.T. P2.A Present a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

DOMAIN: Perform	
Foundation P3 Express meaning through the presentation/performance/production of artistic work.	
Standard T.P3.B	
Level	Standards
Beginner	B.T.P2.B Adapt performance for a specific stage type (proscenium, thrust, etc.) based upon knowledge of stage styles.
Intermediate	I.T.P2.B Create performance for a specific stage type (proscenium, thrust, etc.)
Advanced	A.T.P2.B Conduct research to make directorial choices for a production.
Pre-Professional	PP.T.P2.B

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.A

Level	Standards
Beginner	B.T.Cr1.A Create roles, imagined worlds, and improvised stories in a theatrical work.
Intermediate	I.T.Cr1.A Investigate historical and/or cultural conventions and their impact on the visual composition of a theatrical work.
Advanced	A.T.Cr1.A Conduct and apply basic research to construct ideas about the visual composition of a theatrical work.
Pre-Professional	PP.T.Cr1.A Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including rights and royalties to create the visual composition of a theatrical work.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.B

Level	Standards
Beginner	B.T.Cr1.B Apply basic research to construct ideas about the visual composition and technical elements (i.e. costumes, props, sets, etc.) of a theatrical work.
Intermediate	I.T.Cr1.B Create and justify technical design choices which support the story and emotional impact of a theatrical work and which incorporate multiple elements of technology.
Advanced	A.T.Cr1.B Design and implement a design for a theatrical work that incorporates multiple elements of technology. (e.g. lighting, scenery, sound, props, costumes and makeup).
Pre-Professional	PP.T.Cr1.B Design and implement a complete design for a theatrical work that incorporates all elements of technology necessary for a production (e.g. lighting, scenery, sound, props, costumes, makeup, etc.).

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard T.Cr1.C

Level	Standards
Beginner	B.T.Cr1.C Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.
Intermediate	I.T.Cr1.C Use personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.
Advanced	A.T.Cr1.C Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic in a theatrical work.
Pre-Professional	PP.T.Cr1.C Integrate cultural and historical contexts with personal experiences to create a believable and authentic character in a theatrical work.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard T.Cr2.A

Level	Standards
Beginner	B.T.Cr2.A Collaborate with peers as the actor, director, playwright, designer, etc. in preparing or devising theatrical work.
Intermediate	I.T.Cr2.A Devise and refine a dramatic concept to demonstrate a critical understanding of historical and/or cultural influences of original ideas applied to a theatrical work.
Advanced	A.T.Cr2.A Use critical analysis of original ideas to explore the function of history and culture in the development of a dramatic concept in a theatrical work.
Pre-Professional	PP.T.Cr2.A Develop and synthesize original ideas in a theatrical work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

DOMAIN: Create

Foundation Cr2

Organize and develop artistic ideas and work.

Standard T.Cr2.B

Level	Standards
Beginner	B.T.Cr2.B Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and/or historical and cultural context.
Intermediate	I.T.Cr2.B Cooperate as a creative team to make interpretive choices for a theatrical work.
Advanced	A.T.Cr2.B Develop and refine a dramatic concept or character to demonstrate a critical understanding of the historical and cultural influences of original ideas applied to a theatrical work.
Pre-Professional	PP.T.Cr2.B Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.A

Level	Standards
Beginner	B.T.Cr3.A Create and implement design solutions for a theatrical work which support the story and given circumstance.
Intermediate	I.T.Cr3.A Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement).
Advanced	A.T.Cr3.A Analyze and critique the dramatic concept of a devised or scripted theatrical work.
Pre-Professional	PP.T.Cr3.A Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work, and to refine, transform, and re-imagine a devised or scripted theatrical work to invent or re-imagine style, genre, form, and conventions.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.B

Level	Standards
Beginner	B.T.Cr3.B Revise and improve an improvised or scripted theatrical work through repetition, collaboration, and self-review.
Intermediate	I.T.Cr3.B Devise and refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.
Advanced	A.T.Cr3.B Research, analyze, and demonstrate effective physical, vocal and physiological choices to develop a believable, authentic, and relevant performance in a theatrical work.
Pre-Professional	PP.T.Cr3.B Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a theatrical work, as well as to demonstrate a critical understanding of historical and cultural influences.

DOMAIN: Create

Foundation Cr3

Refine and complete artistic work.

Standard T.Cr3.C

Level	Standards
Beginner	B.T.Cr3.C Explore and use physical, vocal, and/or psychological traits to develop a performance that is believable, authentic, and relevant to a theatrical work.
Intermediate	I.T.Cr3.C Cooperate as a creative team to implement and refine a planned technical design using technology during the rehearsal process for devised or scripted theatrical work.
Advanced	A.T.Cr3.C Conceptualize and construct technical design choices to enhance the story and emotional impact of a devised or scripted theatrical work (e.g. lighting, sound, scenery, props, costumes, makeup).
Pre-Professional	PP.T.Cr3.C Re-imagine and revise technical design choices and apply a high level of technical proficiencies during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard T.R1.A

Level	Standards
Beginner	B.T.R1.A Using participation and/or observation, identify artistic choices made in a theatrical work.
Intermediate	I.T.R1.A Apply criteria to the evaluation of artistic choices in a theatrical work.
Advanced	A.T.R1.A Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.
Pre-Professional	PP.T. R1.A Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a theatrical work.

DOMAIN: Respond

Foundation R1

Perceive and analyze artistic work.

Standard T.R1.B

Level	Standards
Beginner	B.T.R1.B Using participation and observation, describe and explain personal reactions to artistic choices made in a theatrical work.
Intermediate	I.T.R1.B Respond to and evaluate what is seen, felt, and heard in during a theatrical work to develop criteria for artistic choices.
Advanced	A.T.R1.B Analyze and assess peer work using artistic criteria, knowledge of various production and performance elements.
Pre-Professional	PP.T.R1.B Analyze, assess, and critique peer work using artistic criteria, knowledge of various production and performance elements.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.A

Level	Standards
Beginner	B.T.R2.A Consider multiple ways to develop a character using physical characteristics, prop and/or costume design choices that reflect cultural perspectives in theatrical work.
Intermediate	I.T.R2.A Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a theatrical work.
Advanced	A.T.R2.A Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a theatrical work.
Pre-Professional	A.T.R2.A Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.B

Level	Standards
Beginner	B.T.R2.B Identify cultural perspectives, personal aesthetics, preferences, and beliefs that may influence the evaluation of a theatrical work.
Intermediate	I.T.R2.B Analyze, compare, and contrast artistic choices developed from personal experiences in multiple theatrical works.
Advanced	A.T.R2.B Apply concepts from a theatrical work for personal realization about cultural perspectives and understanding of those perspectives.
Pre-Professional	A.T.R2.B Use new understandings of cultures and contexts to shape personal responses to theatrical work.

DOMAIN: Respond

Foundation R2

Interpret intent and meaning in artistic work.

Standard T.R2.C

Level	Standards
Beginner	B.T.R2.C Recognize and share ideas about artistic choices when participating in and/or observing a theatrical work.
Intermediate	I.T.R2.C
Advanced	A.T.R2.C Debate and distinguish between multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.
Pre-Professional	A.T.R2.C Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.A

Level	Standards
Beginner	B.T.R3.A Develop and implement a plan to evaluate a theatrical work.
Intermediate	I.T.R3.A Identify various ways in which the intended purpose of a theatrical work appeals to a specific audience.
Advanced	A.T.R3.A Analyze and assess a theatrical work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and artistic criteria.
Pre-Professional	PP.T.R3.A Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.B

Level	Standards
Beginner	B.T.R3.B Investigate and assess how technical elements may support and/or represent a theme or idea in a theatrical work.
Intermediate	I.T.R3.B Use knowledge of the production elements to respond to and assess a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.
Advanced	A.T.R3.B Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
Pre-Professional	PP.T.R3.B Analyze and evaluate varied aesthetic interpretations of production elements for the same theatrical work.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard T.R3.C

Level	Standards
Beginner	B.T.R3.C When evaluating a theatrical work, explain preferences using supporting evidence and criteria.
Intermediate	I.T.R3.C
Advanced	A.T.R3.C Assess how a theatrical work communicates to a specific audience for a specific purpose.
Pre-Professional	PP.T.R3.C Compare and debate the connection between a theatrical work and contemporary issues that may impact audiences.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard T.Cn1.A

Level	Standards
Beginner	B.T.Cn1.A Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.
Intermediate	I.T.Cn1.A Explain how the actions and motivations of characters in a theatrical work reflect perspectives of a community or culture.
Advanced	A.T.Cn1.A Examine a community issue through multiple perspectives in a theatrical work.
Pre-Professional	PP.T.Cn1.A Develop a theatrical work that identifies and questions cultural, global, and historic belief systems.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard T.Cn1.B

Level	Standards
Beginner	B.T.Cn1.B Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.
Intermediate	I.T.Cn1.B Incorporate multiple perspectives and diverse community ideas in a theatrical work.
Advanced	A.T.Cn1.B Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.
Pre-Professional	PP.T.Cn1.B Collaborate on a theatrical work that examines a critical global issue using multiple personal, community, and cultural perspectives.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard T.Cn2.A

Level	Standards
Beginner	B.T.Cn2.A Investigate historical, global and social issues expressed in theatrical work.
Intermediate	I.T.Cn2.A Identify universal themes or common social issues and express them through a theatrical work.
Advanced	A.T.Cn2.A Use different forms of theatrical work to examine contemporary social, cultural, or global issues.
Pre-Professional	PP.T.Cn2.A Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural theatrical work.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard T.Cn2.B

Level	Standards
Beginner	B.T.Cn2.B Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work.
Intermediate	I.T.Cn2.B Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a theatrical work with a particular cultural, global, or historic context.
Advanced	A.T.Cn2.B Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.
Pre-Professional	PP.T.Cn2.B Develop a theatrical work that identifies and questions cultural, global, and historic belief systems.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural and historical text.

Standard T.Cn2.C

Level	Standards
Beginner	B.T.Cn2.C
Intermediate	I.T.Cn2.C Research and analyze two different versions of the same theatrical work to determine differences and similarities in the visual and aural world of each story.
Advanced	A.T.Cn2.C Formulate creative choices for a devised or scripted theatrical work based on research about the selected topic.
Pre-Professional	PP.T.Cn2.C Present and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on critical research.