

Theatre: Grade 2

Adopted 2016

Creating

1: Generate and conceptualize artistic ideas and work.

- a. Propose potential new details to plot and story in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR1.1.2.A
 - b. Collaborate with peers to conceptualize scenery in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR1.1.2.B
 - c. Demonstrate ways in which voice/sound and gesture/movement may be used to create a character in a drama/theatre work. TH:CR1.1.2.C
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2: Organize and develop artistic ideas and work.

- a. Collaborate with peers to contribute to a sequential plot in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR2.1.2.A
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3: Revise, refine, and complete artistic work.

- a. Demonstrate concentration while participating in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR3.1.2.A
 - b. Use and adapt sounds and movements in a guided drama experience (for example, process drama, story drama, creative drama). TH:CR3.1.2.B
 - c. Independently transform the performance space into an imagined world for a guided drama experience (for example, process drama, story drama, creative drama). TH:CR3.1.2.C
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Performing

4: Select, analyze, and interpret artistic work for presentation.

- a. Apply original story elements in a guided drama experience (for example, process drama, story drama, creative drama). TH:PR4.1.2.A
 - b. Make physical and vocal choices to develop a character in a guided drama experience (for example, process drama, story drama, creative drama). TH:PR4.1.2.B
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5: Develop and refine artistic techniques and work for presentation.

- b. Explore technical elements (costumes, lights, props, set, sound) in a guided drama experience. TH:PR5.1.2.B

6: Convey meaning through the presentation of artistic work.

- a. With prompting and support, use movement and gestures to communicate in an informal drama. TH:PR6.1.2.A
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Responding

7: Perceive and analyze artistic work.

- a. Recognize when artistic choices are made in a guided drama experience (for example, process drama, story drama, creative drama). TH:RE7.1.2.A
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8: Construct meaningful interpretations of artistic work.

- a. Explain personal feelings and emotions in a guided drama experience. TH:RE8.1.2.A
 - b. Compare a folk tale or story from a culture other than the student's to a story from the student's culture through a guided drama experience (for example, process drama, story drama, or creative drama). TH:RE8.1.2.B
 - 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 (for example, process drama, story drama, creative drama). TH:RE8.1.2.C
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9: Apply criteria to evaluate artistic work.

- a. Understand how and why groups evaluate drama/theatre work. TH:RE9.1.2.A
 - b. Use a prop or costume in a guided drama experience (for example, process drama, story drama, creative drama) to describe characters, settings, or events. TH:RE9.1.2.B
 - c. Investigate how audience behavior impacts a performance. TH:RE9.1.2.C
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Connecting

10: Synthesize and relate knowledge and personal experiences to make art.

- a. Identify character emotions in a guided drama experience (for example, process drama, story drama, creative drama) and relate it to personal experience. TH:CN10.1.2.A
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11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- a. Integrate skills and knowledge from different art forms and content areas to make connections with community and social issues in a guided drama experience. TH:CN11.1.2.A
- a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (for example, process drama, story drama, creative drama). TH:CN11.2.2.A
- b. Collaborate on the creation of a short scene based on a nonfiction literary source in a guided drama experience based on research. TH:CN11.2.2.B