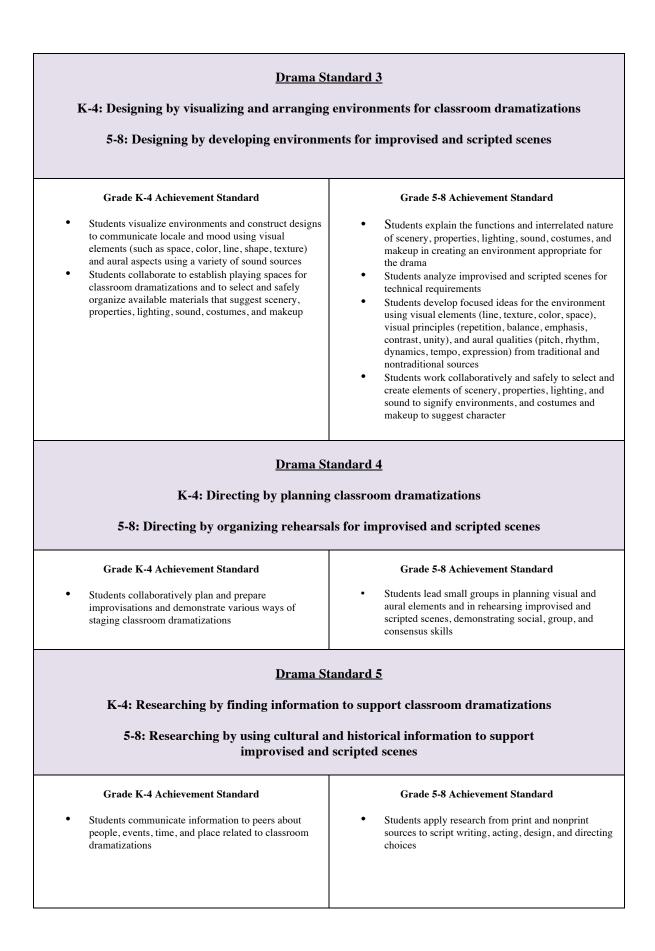
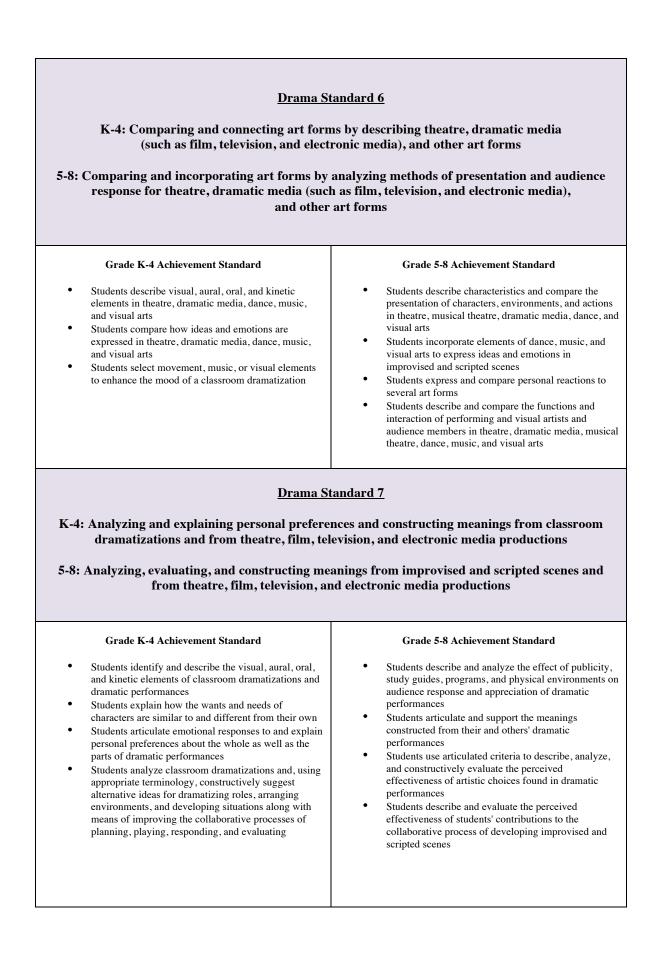
National Stand	ards for Drama	
Drama S	tandard <u>1</u>	
	g improvisations based on personal experience n, literature, and history	
5-8: Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history		
Grade K-4 Achievement Standard	Grade 5-8 Achievement Standard	
 Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue 	 Students individually and in groups, create characters, environments, and actions that create tension and suspense Students refine and record dialogue and action 	
<u>Drama Standard 2</u> K-4: Acting by assuming roles and interacting in improvisations 5-8: Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes		
Grade K-4 Achievement Standard	Grade 5-8 Achievement Standard	
 Students imagine and clearly describe characters, their relationships, and their environments Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history 	 Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices Students in an ensemble, interact as the invented characters 	





Drama Standard 8 K-4: Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life 5-8: Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	
 Grade K-4 Achievement Standard Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions 	 Grade 5-8 Achievement Standard Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life

K-4 National Standards Based Report Cards for Drama		
Creating:		
Researches information and visualizes designs and arranges environments to support classroom dramatizations		
1 2 3 4		
Constructs scripts by planning and recording improvisations based on personal experience, heritage, imagination, literature, and history		
1 2 3 4		
Performing: Directs and/or acts by assuming roles and interacting in improvisations		
1 2 3 4		
Responding: Expresses personal preferences and constructs meanings for classroom dramatizations from theatre, film, television, and electronic media productions		
1 2 3 4		
Connecting: Compares art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms and recognizes the role of theatre, film, television, and electronic media in daily life		
1 2 3 4		
National Standards Compiled from the Kennedy Center's ArtsEdge Digital Resource National Standards Report Cards Arranged by Katia Marzolf Borione, AACA Director of Arts & Culture More information can be found at <u>http://artsedge.kennedy-center.org/educators/standards.aspx</u>		

5-8 National Standards Based Report Cards for Drama	
Creating:	
Researches cultural and historical information and designs environments to support improvised and scripted scenes	
1 2 3 4	
Constructs scripts by creating improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history	
1 2 3 4	
Performing: Directs and/or acts by organizing rehearsals, assuming roles and interacting in improvised and scripted scenes	
1 2 3 4	
Responding: Evaluates and constructs meaning of improvised and scripted scenes from theatre, film, television, and electronic media productions	
1 2 3 4	
Connecting: Compares and incorporates other art forms by describing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and recognizes the role of theatre, film, television, and electronic media in the community and in other cultures	
1 2 3 4	
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