

# National Standards for Drama

## Drama Standard 1

**K-4: Script writing by planning and recording improvisations based on personal experience and heritage, imagination, 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**

- 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

### **Grade 5-8 Achievement Standard**

- Students individually and in groups, create characters, environments, and actions that create tension and suspense
- Students refine and record dialogue and action

## Drama Standard 2

**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**

- 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

### **Grade 5-8 Achievement Standard**

- 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 3**

#### **K-4: Designing by visualizing and arranging environments for classroom dramatizations**

#### **5-8: Designing by developing environments for improvised and scripted scenes**

##### **Grade K-4 Achievement Standard**

- Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources
- Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup

##### **Grade 5-8 Achievement Standard**

- Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama
- Students analyze improvised and scripted scenes for technical requirements
- Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources
- Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character

### **Drama Standard 4**

#### **K-4: Directing by planning classroom dramatizations**

#### **5-8: Directing by organizing rehearsals for improvised and scripted scenes**

##### **Grade K-4 Achievement Standard**

- Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations

##### **Grade 5-8 Achievement Standard**

- Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills

### **Drama Standard 5**

#### **K-4: Researching by finding information to support classroom dramatizations**

#### **5-8: Researching by using cultural and historical information to support improvised and scripted scenes**

##### **Grade K-4 Achievement Standard**

- Students communicate information to peers about people, events, time, and place related to classroom dramatizations

##### **Grade 5-8 Achievement Standard**

- Students apply research from print and nonprint sources to script writing, acting, design, and directing choices

### **Drama Standard 6**

**K-4: Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms**

**5-8: Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms**

#### **Grade K-4 Achievement Standard**

- Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
- Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
- Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

#### **Grade 5-8 Achievement Standard**

- Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
- Students express and compare personal reactions to several art forms
- Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

### **Drama Standard 7**

**K-4: Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions**

**5-8: Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions**

#### **Grade K-4 Achievement Standard**

- Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances
- Students explain how the wants and needs of characters are similar to and different from their own
- Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances
- Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating

#### **Grade 5-8 Achievement Standard**

- Students describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
- Students articulate and support the meanings constructed from their and others' dramatic performances
- Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances
- Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes

### **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 culture affects the content and production values of dramatic performances
- 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 <http://artsedge.kennedy-center.org/educators/standards.aspx>*

## 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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