

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

Strand: CREATIVE THINKING

Grade	Learning Outcomes Students will be able to...	Benchmarks Evidence will be shown by... Benchmarks Evidence will be shown by... (taken/adapted from HS Proficient Benchmarks in NAEA)
10	<p>demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>demonstrate a range and depth of creative-thinking behaviours.</p> <p>develop a feasible, clear, imaginative and coherent artistic intention.</p>	<p>...investigating historical and cultural conventions and their impact on the visual composition of a drama/theatre work.</p> <p>...understanding and applying technology to design solutions for a drama/theatre work.</p> <p>...using personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.</p> <p>...refining a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>...cooperating as a creative team to make interpretive choices for a drama/theatre work.</p> <p>...using the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</p> <p>...using research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

		<p>...re-imagining and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.</p>
<p>9</p>	<p>demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>demonstrate a range and depth of creative-thinking behaviours.</p> <p>develop a feasible, clear, imaginative and coherent artistic intention.</p>	<p>...applying basic research to construct ideas about the visual composition of a drama/theatre work</p> <p>...exploring the impact of technology on design choices in a drama/theatre work.</p> <p>...using script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</p> <p>...exploring the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>...investigating the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.</p> <p>...practicing and revising a devised or scripted drama/theatre work using theatrical staging conventions.</p> <p>...exploring physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>..refining technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.</p>

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OUTCOMES AND BENCHMARKS (NEW)

8	<p>Outline a clear and feasible artistic intention</p> <p>Outline alternative, perspectives and imaginative solutions</p> <p>Demonstrate the exploration of ideas through the developmental process to a point of realisation</p>	<p>...imagining and exploring multiple perspectives and solutions to staging problems in a drama/ theatre work.</p> <p>...imagining and exploring solutions to design challenges of a performance space in a drama/theatre work.</p> <p>...developing a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p> <p>...articulating and applying critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.</p> <p>...sharing leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</p> <p>...using repetition and analysis in order to revise devised or scripted drama/theatre work.</p> <p>...refining effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.</p> <p>...implementing and refining a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.</p>

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<p>7</p>	<p>Outline a clear and feasible artistic intention</p> <p>Outline alternative, perspectives and imaginative solutions</p> <p>Demonstrate the exploration of ideas through the developmental process to a point of realisation</p>	<p>...investigating multiple perspectives and solutions to staging challenges in a drama/theatre work.</p> <p>...explaining and presenting solutions to design challenges in a drama/ theatre work.</p> <p>...envisioning and describing a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.</p> <p>...examining and justifying original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.</p> <p>...demonstrating mutual respect for self and others and their roles in preparing or devising drama/theatre work.</p> <p>...demonstrating focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.</p> <p>...developing effective physical and vocal traits of characters in an improvised or scripted drama/theatre work</p> <p>...considering multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.</p>
<p>6</p>	<p>Identify an artistic intention</p> <p>Identify alternatives and perspectives</p> <p>Demonstrate the exploration of ideas</p>	<p>...identifying possible solutions to staging challenges in a drama/theatre work.</p> <p>...identifying solutions to design challenges in a drama/theatre work.</p>

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		<p>...exploring a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p> <p>...usings critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.</p> <p>...contributing ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.</p> <p>...articulating and examining choices to refine a devised or scripted drama/theatre work.</p> <p>..identifying effective physical and vocal traits of characters in an improvised or scripted drama/theatre work</p> <p>...exploring a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.</p>
5	<p>Use responses to drama to adapt and improve work, considering the original intention.</p> <p>Work to develop each others ideas during the creative process</p> <p>Show an awareness of audience and adapt performances accordingly</p> <p>Consider the advice and feedback of others as an essential part of the creative process.</p>	<p>...identifying physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work</p> <p>...proposing design ideas that support the story and given circumstances in a drama/theatre work.</p> <p>...imagining how a character’s inner thoughts impact the story and given circumstances in a drama/ theatre work</p> <p>...devising original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.</p>

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		<p>...participating in defined responsibilities required to present a drama/theatre work informally to an audience.</p> <p>...revising and improving an improvised or scripted drama/theatre work through repetition and self-review.</p> <p>...using physical and vocal exploration for character development in an improvised or scripted drama/theatre work.</p> <p>...creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>
4	<p>Make artistic choices about role, situation and context.</p> <p>Find appropriate ways to communicate specific meaning using dramatic action</p> <p>Reflect on achievement and challenges and how they can incorporate these influences in future work.</p>	<p>...articulating the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.</p> <p>...visualizing and designing technical elements that support the story and given circumstances in a drama/theatre work.</p> <p>...imagining how a character might move to support the story and given circumstances in a drama/theatre work.</p> <p>...collaborating to devise original ideas for a drama/theatre work by asking questions about characters and plots.</p> <p>...making and discussing group decisions and identify responsibilities required to present a drama/theatre work to peers.</p> <p>...revising and improving an improvised or scripted drama/theatre work through repetition and collaborative review.</p>

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		<p>...developing physical and vocal exercise techniques for an improvised or scripted drama/theatre work.</p> <p>...collaborating on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>
3	<p>Make artistic choices about role, situation and context.</p> <p>Find appropriate ways to communicate specific meaning using dramatic action</p> <p>Reflect on achievement and challenges and how they can incorporate these influences in future work.</p>	<p>...creating roles, imagined worlds, and improvised stories in a drama/theatre work.</p> <p>...imagining and articulating ideas for costumes, props and sets for the environment and characters in a drama/theatre work.</p> <p>...collaborating to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</p> <p>...participate in methods of investigation to devise original ideas for a drama/theatre work</p> <p>...comparing ideas with peers and make selections that will enhance and deepen group drama/theatre work</p> <p>...collaborating with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.</p> <p>...participating and contributing to physical and vocal exploration in an improvised or scripted drama/theatre work.</p> <p>...practicing and refining design and technical choices to support a devised or scripted drama/theatre work.</p>

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OUTCOMES AND BENCHMARKS (NEW)

<p>2</p>	<p>Use performance as a problem-solving tool</p> <p>Work cooperatively towards a common goal, taking an active part in a creative experience</p> <p>Discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance.</p> <p>Describe and evaluate the learning and understandings developed through their exploration of drama</p>	<p>...proposing potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...collaborating with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...identifying 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).</p> <p>...collaborating with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...contributing ideas and making decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...contributing to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...using and adapting sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>... independently generating multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama)</p>
<p>1</p>	<p>Use performance as a problem-solving tool</p> <p>Work cooperatively towards a common goal, taking an active part in a creative experience</p>	<p>....proposing potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).</p>

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	<p>Discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance.</p> <p>Describe and evaluate the learning and understandings developed through their exploration of drama</p>	<p>...collaborating with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...identifying 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)</p> <p>...contributing to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support) participating in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...contributing to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...identifying similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...collaborating to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
k2	<p>Engage in imaginative play using a range of stimuli</p> <p>Explore familiar roles, themes and stories dramatically</p> <p>Create roles in response to props, set and costumes.</p>	<p>...(with prompting and support) asking and answering questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

k1	<p>Engage in imaginative play using a range of stimuli</p> <p>Explore familiar roles, themes and stories dramatically</p> <p>Create roles in response to props, set and costumes.</p>	<p>...(with prompting and support) answering questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>
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Strand: PRODUCING/PERFORMING

Grade	Learning Outcomes Students will be able to...	Benchmarks Evidence will be shown by...
10	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>...discovering how unique choices shape believable and sustainable drama/ theatre work.</p> <p>...identifying essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.</p> <p>...refining a range of acting skills to build a believable and sustainable drama/theatre performance.</p> <p>...applying technical elements and research to create a design that communicates the concept of a drama/theatre production.</p> <p>...presenting a drama/theatre work using creative processes that shape the production for a specific audience.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

<p>9</p>	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>...examining how character relationships assist in telling the story of a drama/theatre work.</p> <p>...shaping character choices using given circumstances in a drama/theatre work.</p> <p>...practicing various acting techniques to expand skills in a rehearsal or drama/theatre performance.</p> <p>...using researched technical elements to increase the impact of design for a drama/theatre production.</p> <p>...performing a scripted drama/theatre work for a specific audience.</p>
<p>8</p>	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>...exploring different pacing to better communicate the story in a drama/theatre work.</p> <p>...using various character objectives and tactics in a drama/theatre work to overcome an obstacle.</p> <p>...using a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.</p> <p>...using a variety of technical elements to create a design for a rehearsal or drama/theatre production.</p> <p>...performing a rehearsed drama/theatre work for an audience.</p>

DRAMA
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7	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>...considering various staging choices to enhance the story in a drama/theatre work.</p> <p>...usings various character objectives in a drama/theatre work.</p> <p>...participating in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.</p> <p>...choosing a variety of technical elements that can be applied to a design in a drama/theatre work.</p> <p>...participating in rehearsals for a drama/theatre work that will be shared with an audience.</p>
6	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>...identifying the essential events in a story or script that make up the dramatic structure in a drama/theatre work.</p> <p>...experimenting with various physical choices to communicate character in a drama/theatre work</p> <p>...recognising how acting exercises and techniques can be applied to a drama/theatre work.</p> <p>...articulating how technical elements are integrated into a drama/ theatre work.</p> <p>..adapting a drama/theatre work and present it informally for an audience.</p>
5	<p>Manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations, and contexts.</p>	<p>...describing the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms.</p> <p>Consider the skills and techniques used by a range of drama practitioners in the performing arts</p> <p>Explore writing for performance</p>	<p>...using physical choices to create meaning in a drama/theatre work.</p> <p>...choosing acting exercises that can be applied to a drama/theatre work.</p> <p>...demonstrating the use of technical elements in a drama/theatre work.</p> <p>...presenting drama/theatre work informally to an audience</p>
4	<p>Create a devised or scripted performance for a particular audience or purpose</p> <p>Identify and develop the personal and related skills encountered through the drama experience.</p>	<p>...modifying the dialogue and action to change the story in a drama/theatre work</p> <p>...making physical choices to develop a character in a drama/theatre work.</p> <p>...practicing selected exercises that can be used in a group setting for drama/theatre work.</p> <p>...proposing the use of technical elements in a drama/theatre work.</p> <p>...sharing small-group drama/theatre work, with peers as audience.</p>
3	<p>Create a devised or scripted performance for a particular audience or purpose</p> <p>Identify and develop the personal and related skills encountered through the drama experience.</p>	<p>...applying the elements of dramatic structure to a story and create a drama/theatre work.</p> <p>...investigating how movement and voice are incorporated into drama/theatre work</p> <p>...participating in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p> <p>...identifying the basic technical elements that can be used in drama/theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

		...practicing drama/theatre work and share reflections individually and in small groups.
2	<p>Identify with characters developed through the role- play development</p> <p>Make use of simple performance conventions to share ideas</p> <p>Consider and maintain appropriate behaviours in drama, as an audience member or as a performer.</p> <p>Value and develop imaginary roles or situations</p>	<p>...interpreting story elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...altering voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., (e.g., process drama, story drama, creative drama).</p> <p>...demonstrating the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...exploring technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...contributing to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.</p>
1	<p>Identify with characters developed through the role- play development</p> <p>Make use of simple performance conventions to share ideas</p> <p>Consider and maintain appropriate behaviours in drama, as an audience member or as a performer.</p>	<p>...describing a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...using body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support) identifying and understanding that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

		<p>...(with prompting and support) identifying technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support) using movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>
k2	<p>Develop the ability to cooperate and communicate with others in creating drama</p> <p>Explore basic bodily movements and the use of space</p> <p>Work individually or in groups with confidence</p> <p>Use materials to symbolically show location and character.</p>	<p>...(with prompting and support) identifying characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...(with prompting and support) understanding that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support) exploring and experimenting with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support) using voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)</p>
k1	<p>Develop the ability to cooperate and communicate with others in creating drama</p> <p>Explore basic bodily movements and the use of space</p>	<p>....(with prompting and support) identifying characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Critique the artwork of self and others.</p>	<p>...applying concepts from a drama/theatre work for personal realization about cultural perspectives and understanding</p> <p>...developing detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.</p> <p>...constructing meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations</p> <p>...debating and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.</p> <p>...demonstrating an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.</p>
<p>9</p>	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology.</p>	<p>...examining a drama/ theatre work using supporting evidence and criteria, while considering theatre forms/styles, history, culture, and other disciplines.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Create an artistic response that intends to reflect or impact on the world around them.</p> <p>Critique the artwork of self and others.</p>	<p>...describing the defining features of specific a theatre form.</p> <p>...identifying and comparing cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.</p> <p>...formulating a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.</p> <p>...justifying personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p>...responding to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</p>
8	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>Create an artistic response inspired by the world around them</p> <p>Evaluate the artwork of self and others</p>	<p>...describing a theatre form or style and identifying what makes it unique</p> <p>...analyzing how cultural perspectives influence the creation and perception of a drama/theatre work.</p> <p>...applying personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

		<p>...assessing the impact of a drama/theatre work on a specific audience</p> <p>...applying criteria to the evaluation of artistic choices in a drama/theatre work.</p> <p>...applying the production elements used in a drama/theatre work to assess aesthetic choices.</p> <p>...responding to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.</p>
7	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>Create an artistic response inspired by the world around them</p> <p>Evaluate the artwork of self and others</p>	<p>...considering the aesthetics of the production elements in a drama/theatre work.</p> <p>...identifying the artistic choices made based on personal experience in a drama/theatre work.</p> <p>...identifying how the intended purpose of a drama/theatre work appeals to a specific audience.</p> <p>...interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.</p> <p>...explaining preferences, using supporting evidence and criteria to evaluate drama/theatre work</p> <p>...describe how cultural perspectives can influence the evaluation of drama/theatre work</p> <p>...comparing recorded personal and peer reactions to artistic choices in a drama/ theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

<p>6</p>	<p>Demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>Recognise that the world contains inspiration or influence for art</p> <p>Evaluate certain elements or principles of artwork</p>	<p>...identifying production elements that are used within a specific drama/theatre work.</p> <p>...explaining how artists make choices based on personal experience in a drama/theatre work.</p> <p>...identifying how cultural perspectives influence the creation and evaluation of a drama/theatre work.</p> <p>... identifying a specific audience or purpose for a drama/theatre work.</p> <p>...describing and recording personal reactions to artistic choices in a drama/theatre work.</p> <p>..identifying personal aesthetics, preferences, and beliefs through observation of drama/theatre work.</p> <p>...using supporting evidence and criteria to evaluate drama/theatre work.</p>
<p>5</p>	<p>Understand the role and relevance of drama in their own society through exposure to a variety of performance styles.</p> <p>Recognise and explore some of the different roles of theatre.</p>	<p>...explaining responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</p> <p>...justifying responses based on personal experiences when participating in or observing a drama/theatre work.</p> <p>...assessing how technical elements represent the theme of a drama/theatre work</p> <p>...investigating the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Evaluate certain elements or principles of Drama</p>	<p>..recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.</p> <p>...developing and implementing a plan to evaluate drama/theatre work.</p> <p>..explaining personal reactions to artistic choices made in a drama/theatre work through participation and observation.</p>
<p>4</p>	<p>Interpret written dialogues or scenarios</p> <p>Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community.</p> <p>Consider the composition of an audience when preparing an effective formal and/or informal presentation</p>	<p>...identifying the artistic choices made by a playwright in a drama/theatre work through script analysis (comprehension), participation and observation.</p> <p>..identifying and discussing physiological changes connected to emotions in drama/theatre work.</p> <p>..comparing and contrasting the multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>...compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.</p> <p>...investigating how technical elements create dramatic meaning and may support a theme or idea in a drama/theatre work.</p> <p>...observing how a character's choices impact an audience's perspective in a drama/theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Evaluate selected elements of Drama (role, time, place, situation)</p>	<p>...proposing a plan to evaluate drama/theatre work.</p>
<p>3</p>	<p>Interpret written dialogues or scenarios</p> <p>Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community.</p> <p>Consider the composition of an audience when preparing an effective formal and/or informal presentation</p> <p>Evaluate selected elements of Drama (role, time, place, situation)</p>	<p>...understanding why artistic choices are made in a drama/theatre work.</p> <p>...considering multiple personal experiences when participating in or observing a drama/theatre work.</p> <p>...considering the multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.</p> <p>...examining how connections are made between oneself and a character's emotions in drama/theatre work.</p> <p>...considering and analysing how the technical elements from drama/theatre works to create meaning</p> <p>...developing characters in a drama/theatre work through physical characteristics and prop or costume design choices that are appropriate for the intended audience.</p> <p>...understanding how and why groups evaluate drama/theatre work.</p> <p>...evaluating and analyzing successes and problems in a drama/theatre work from an audience perspective.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Share dramatic ideas with different others (peers and audiences) by watching and listening to dramas</p>	<p>characters in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...identifying props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...identifying causes of character actions when watching a piece of drama.</p> <p>...compare and contrast the actions of characters in a drama.</p>
<p>k2</p>	<p>Talk about ideas and feelings in response to dramatic performances.</p> <p>Respond to live performances, stories and plays from other times and/or places.</p> <p>Realise that dramatic conventions are used to craft performances.</p> <p>Display appropriate collaboration skills, audience etiquette and responses.</p>	<p>...(with prompting and support)expressing an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support) identifying preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>...(with prompting and support) naming and describing settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...(With prompting and support) actively engaging with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama)</p> <p>...watching performances attentively and responding to questions about the performance.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

k1	<p>Respond to live performances, stories and plays from other times and/or places.</p> <p>Realise that dramatic conventions are used to craft performances.</p> <p>Talk about ideas and feelings in response to dramatic performances.</p> <p>Display an ability to work with others, audience etiquette and appropriate responses.</p>	<p>...(with prompting and support) naming and describing characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support) identifying the different roles and places in a drama</p> <p>...(with prompting and support), exploring preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>...(with prompting and support), actively engaging in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>... listening and watching a drama closely and responding to teacher prompts.</p>
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Strand: CONNECTING

Grade	<p>Learning Outcomes Students will be able to...</p>	<p>Benchmarks Evidence will be shown by...</p> <p>Benchmarks Evidence will be shown by... (taken/adapted from HS Proficient Benchmarks in NAEA)</p>
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DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Construct meaning and transfer learning to new settings.</p> <p>Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p>	<p>...using basic theatre research methods to better understand the social and cultural background of a drama/theatre work.</p> <p>...researching how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.</p> <p>...using theatre artists/companies/theorists creative processes to tell stories in a devised or scripted drama/theatre work, using their specific theatre research methods.</p>
8	<p>Demonstrate knowledge of the role of the art form in original and displaced contexts</p> <p>Outline connections and transfer learning to new settings</p> <p>Use acquired knowledge to inform their artwork</p>	<p>...examining a community issue through multiple perspectives in a drama/theatre work</p> <p>...usings different forms of drama/theatre work to examine contemporary social, cultural, or global issues.</p> <p>...researching the drama elements of a staged drama/theatre work and comparing them to another production.</p> <p>...identifying and using artifacts from a time period and place to develop performance and design choices in a drama/theatre work.</p>
7	<p>Demonstrate knowledge of the role of the art form in original and displaced contexts</p> <p>Outline connections and transfer learning to new settings</p>	<p>...researching and discussing how a playwright might have intended a drama/theatre work to be produced originally.</p> <p>...incorporating music, dance, art, and/or media to strengthen the meaning and conflict</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Use acquired knowledge to inform their artwork</p>	<p>in a drama/theatre work with a particular cultural, global, or historic context.</p> <p>...incorporating multiple perspectives and diverse community ideas in a drama/theatre work.</p> <p>...examining artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.</p>
<p>6</p>	<p>Demonstrate an awareness of the relationship between the art form studied and its context</p> <p>Demonstrate awareness of the links between the knowledge acquired and the artwork created</p> <p>Identify connections between art forms, art and context, or art and prior learning</p>	<p>...explaining how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture</p> <p>...investigating the time period and place of a drama/theatre work to better understand performance and design choices.</p> <p>...using knowledge of the original context of a performance to inform the creation of the drama (scripted or devised).</p> <p>...identifying universal themes or common social issues and express them through a drama/theatre work.</p> <p>...researching and analyzing two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.</p>
<p>5</p>	<p>Describe how drama plays an innovative role in communicating ideas within cultures and societies.</p>	<p>...explaining how drama/theatre connects oneself to a community or culture.</p> <p>...investigating how historical, global and social issues are expressed in drama/theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Reflect on a variety of dramatic forms to identify new understandings within the arts</p>	<p>...analysing commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.</p> <p>...identifying sources that explain drama/theatre terminology and conventions.</p>
4	<p>Identify how cultural connections can be made with different types of dramas</p> <p>Express their unique values, beliefs and interests through a dramatic form.</p> <p>Discuss aspects that illustrate relationships between culture, history and location.</p> <p>Recognise and discuss how the consequences and actions of a performance teach audience members and performer life lessons.</p>	<p>...identifying the ways drama/theatre work reflects the perspectives of a community or culture.</p> <p>...investigate cross-cultural approaches to storytelling in drama/theatre work.</p> <p>...comparing the drama/theatre conventions of a given time period with those of the present.</p> <p>..responding to community and social issues and incorporate other content areas in drama/theatre work.</p>
3	<p>Identify how cultural connections can be made with different types of dramas</p> <p>Express their unique values, beliefs and interests through a dramatic form.</p> <p>Discuss aspects that illustrate relationships between culture, history and location.</p>	<p>...examining how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.</p> <p>...using personal experiences and knowledge to make connections to community and culture in a drama/theatre work.</p> <p>...exploring how stories are adapted from stories and literature to drama/theatre work.</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	<p>Recognise and discuss how the consequences and actions of a performance teach audience members and performer life lessons.</p>	<p>...identifying connections to community, social issues and other content areas in drama/theatre work.</p>
2	<p>Compare varied styles of performance with drama from their own culture</p> <p>Use drama performance to tell stories about people and events from various cultures, including their own.</p> <p>Describe the dynamic connection between the audience and the performer.</p>	<p>...identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...relating character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...determining appropriate skills and cultural knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...participating in either performing for an audience or being an audience member, and (using teacher prompts) compare the roles of performer and audience.</p>
1	<p>Compare varied styles of performance with drama from their own culture</p> <p>Use drama performance to tell stories about people and events from various cultures, including their own.</p>	<p>...identifying character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience/culture.</p> <p>...identifying similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...applying skills and knowledge of simple drama elements (role, time, place, situation) and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

	Describe the dynamic connection between the audience and the performer.	...participating in either performing for an audience or being an audience member, and (using teacher prompts) identify the roles of performer and audience.
k2	Use drama performance to tell stories about people and events from various cultures.	<p>...(with prompting and support), identifying similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...(with prompting and support), identifying skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support), identifying stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support), tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>
k1	Use drama performance to tell stories about people and events from various cultures.	<p>...(with prompting and support), identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support), using skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)</p> <p>...(with prompting and support), identify stories that are similar to one another in</p>

DRAMA
OUTCOMES AND BENCHMARKS (NEW)

		<p>dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>...(with prompting and support), tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>
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