

Utah Core Standard for Drama Grades K-6

CREATE

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works.

1. Develop imagination to create artistic ideas and work.
2. Arrange the physical playing space to communicate mood, time, and locale.
3. **Grades K-2:** Create a scene or play with a beginning, middle, and end. **Grades 3 and up:** Write or record simple dramas that include the five W's of who, what, where, when and why.
4. Define roles and responsibilities and participate in group decision making.
5. Create character through physical movement, gesture, sound, and/or speech and facial expression based on stories or improvisation.
6. **Grades 3 and up:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.
7. **Grades 3 and up:** Recognize that participating in the rehearsal process is necessary to refine and revise.

PERFORM

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

1. Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable dramatic work.
2. **Grades K-4:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble. **Grades 5-6:** Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.
3. **Grades K-3:** Observe, listen, and respond in character to other actors. **Grades 4 and up:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
3. Use body to communicate meaning through space, shape, energy, and gesture.
4. Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
5. Use imagination to support artistic choices.
6. Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
7. **Grades K-2:** Develop audience awareness in dramatic play and experiences. **Grades 3-4:** Develop audience awareness using and understanding stage directions and basic blocking techniques. **Grade 5-6:** Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and basic blocking techniques.
8. **Grades K-4:** Share dramatic play and guided drama experiences within the classroom or with invited guests. **Grade 5-6:** Perform a variety of dramatic works for peers or invited audiences.

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RESPOND

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Demonstrate audience skills of observing attentively and responding appropriately.
2. **Grades K-4:** Share personal responses about classroom dramatizations and performances. **Grades 5-6:** Justify responses based on personal experiences when participating in or observing a drama/theatre work.
3. **Grades K-4:** Identify what drama is and how it happens. **Grades 5-6:** Identify how the intended purpose of a drama/theatre work appeals to a specific audience.
4. **Grades K-3:** Give and accept constructive feedback. **Grades 4 and up:** Give and accept constructive feedback; describe strengths and weaknesses of own work.
5. **Grades K-4:** Use selective criteria to evaluate what is seen, heard, and understood in dramatizations. **Grades 5-6:** Articulate and justify criteria to evaluate what is seen, heard, and understood in dramatizations.
6. **Grades 5-6:** Recognize and share artistic choices when participating in or observing a drama/theatre work.
7. **Grade 6:** Identify and explain why artistic choices are made in a drama/theatre work.

CONNECT

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. **Grades K-4:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences. **Grades 5-6:** Explain how drama connects oneself to one's community or culture.
2. **Grades K-1:** Identify connections to other content areas in dramatic play or guided drama experiences.
Grade 2: Read, listen to, and tell stories from a variety of cultures, genres and styles, and identify connections to other content areas in dramatic play and guided drama experiences.
Grade 3: Read, listen to, and tell stories from a variety of cultures, genres, and styles; and identify historical, global, and social issues and connect them through a drama/theatre work.
Grade 4: Read, listen to, and tell stories from a variety of cultures, genres, and styles; identify the characters, setting, plot, theme and conflict in these plays and stories; and identify historical, global, and social issues connecting them through a drama/theatre work.
Grades 5-6: Read plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices.
3. **Grades 5-6:** Investigate universal or common social issues and express them through a drama/theatre work.

Condensed and arranged for quick reference by Sarah Meservy, Education Coordinator for Plan-B Theatre Company.

Utah's Core State Standards for Fine Arts can be found in full at <https://www.schools.utah.gov/curr/finearts>