



Oklahoma Academic Standards

FINE ARTS

Elementary Drama/Theatre





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Introduction

The Oklahoma Standards for Fine Arts encompass dance, drama/theatre, music, and visual art. The standards are the result of the contributions of hundreds of fine arts educators, arts administrators, and representatives of higher education, arts organizations, and community members. This document reflects a balanced synthesis of the work of all committee members of the Oklahoma standards for dance, drama/theatre, music, and visual art.

The standards specify what students should know and be able to do as learners in their discipline at the end of each grade level or course. Students have different levels of experience within a discipline so teachers can attend to both grade-level standards and meet the individual needs of students who may be performing at levels above or below grade level. The order of the standards at any grade level is not meant to imply a sequence of topics and should be considered flexible for the organization of any course.

The Oklahoma Standards for dance, drama/theatre, music, and visual art were informed by the National Coalition for Core Arts Standards (NCCAS), the Opportunity-to-Learn Standards for Dance, the Opportunity-to-Learn Standards for Music, the Opportunity-to-Learn Standards for Theatre Education, the Purposes, Principles, and Standards for School Art Programs, and other states' standards documents.

Standards Overview

The Oklahoma Standards for Fine Arts are designed to support all Oklahoma students to develop and achieve artistic literacy and to promote access and equity in the arts. Study of the arts enrich the quality of life. Dance, drama/theatre, music, and visual art are used by and have shaped every culture and individual on earth. They provide a means for experiencing the world and give form to our innermost thoughts, feelings, and sensibilities. They also give students an opportunity to use metacognitive skills as they plan, monitor, revise, and assess their art work in dance, drama/theatre, music, or visual art.

A well-rounded education addresses the development of all the realms of human behavior—the physical, emotional, social, and intellectual. Neglecting any of the areas weakens all the rest; therefore, Oklahoma students must have access to arts education that includes dance, drama/theatre, music, and visual art. Schools that provide quality arts experiences, based on sequential skill development, supplemented with carefully selected arts resources, can help students cultivate a positive attitude towards themselves and toward learning—an attitude that carries over to their entire education and life. In short, access to arts education prepares students to be creative, persistent, and compassionate adults.

The standards are comprised of four artistic processes:

- Creating/Creative Process
- Performing/Production,
- Connecting/Cultural and Historical Perspectives, and
- Responding/Aesthetic Response and Critique Methodologies.



Oklahoma Academic Standards for Fine Arts Introduction

Each artistic process has a discipline-specific definition found in the discipline overview. The artistic processes branch into anchor standards in each discipline. The anchor standards designate specific learning targets at each grade or learning level.

In **dance, drama/theatre, and visual art**, there are elementary grade level standards through grade eight. At the secondary level in these disciplines, there are three proficiency levels: proficient, advanced, and accomplished. The proficiency levels may apply to high school students at any grade level and prepare students for a career or college life.

The **elementary music standards** extend through grade six. The **ensemble and/or secondary music standards** have five proficiency levels:

- Novice
- Intermediate
- Proficient
- Advanced
- Accomplished

Novice proficiency level is assigned to students who have started specialization and are developing artistic understanding and technique and may participate in performance opportunities as they are able. Intermediate proficiency level is for students who are continuing study in their art form, perhaps at the middle school level. Proficient, advanced, and accomplished may apply to students at any grade level. In a middle or high school class or ensemble, it is expected that the teacher will develop an understanding of their students' proficiency levels and utilize the corresponding level from the standards for each student.



Reading the Oklahoma Academic Standards for Fine Arts



Artistic Process



Performing (PR)

Grade Level



Second Grade (2)

Standard	Pre-Kindergarten (PK)	Kindergarten (K)	Grade Level	Second Grade (2)
D.PR.1: Develop and refine artistic techniques and work for presentation.	PK.D.PR.1.1 Identify and move body parts and imitate movements upon request.	K.D.PR.1.1 Isolate body parts in relation to other body parts and imitate and recall movements upon request.	1.D.PR.1.1 Imitate movements and spatial arrangements of body parts.	2.D.PR.1.1 Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
	PK.D.PR.1.2 Imitate basic locomotor and non-locomotor movements.	K.D.PR.1.2 Imitate same-side and cross-body patterning and demonstrate locomotor and non-locomotor movements.	1.D.PR.1.2 Imitate a range of locomotor and non-locomotor movements, body patterning, body shapes, and body pathways.	2.D.PR.1.2 Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences using a variety of levels and body pathways.
	PK.D.PR.1.3 Move in general space and start and stop on cue while maintaining personal space.	K.D.PR.1.3 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	1.D.PR.1.3 Move safely in general space through a range of activities and group formations while maintaining personal space.	2.D.PR.1.3 Utilize spatial awareness to coordinate other levels, directions, and pathway designs.
	PK.D.PR.1.4 Recognize that food provides energy for physical activity.	K.D.PR.1.4 Differentiate between healthy and unhealthy foods and drinks.	1.D.PR.1.4 Discuss the importance of hydration and hydration choices relative to physical activities.	2.D.PR.1.4 Recognize the good health balance of nutrition and physical activity.

Standards



Objectives



Drama/Theatre Overview

Drama and theatre are essential to the well-rounded education of all students because they lay the foundation for a critical understanding of human culture. Drama and theatre are uniquely qualified for this purpose. Drama and theatre do not exist within a vacuum, but rather comment on our world, history, philosophy, science, and understanding of our fellow human beings. Therefore, drama and theatre are a unique vehicle for transporting us to an infinite variety of integrated knowledge, understanding, and cross-curricular engagement. Drama and theatre reach out and connect to countless positive educational outcomes and support college and career preparedness.

“The terms drama and theatre are used throughout the document to represent two ends of a continuum in theatre education. Drama is any informal dramatic element that is designed not for presentation but rather for the experience or educational value. Theatre is a more formal study of the discipline which culminates in dramatic interpretation by actors and technicians on a stage before an audience.”

American Alliance for Theatre & Education

The drama/theatre standards are intended to inspire educators to integrate drama/theatre into other academic programming as well as to allow the subject to stand on its own as a component of a well-rounded education. The standards prepare students for a life-long immersion in drama/theatre, as well as the learning and enjoyment that creating, performing, and viewing drama/theatre can bring. A glossary for teachers and administrators is provided in **Appendix B: Drama/Theatre Glossary**. The glossary is not intended for student use; it contains educational terms for those reading the standards.

Drama/Theatre Artistic Processes

The drama/theatre standards emerge from the artistic processes of creating, presenting, responding, and connecting. Each artistic process branches into multiple anchor standards. The anchor standards further divide into objectives, which describe student learning in drama/theatre.

Creating

Drama/theatre gives students a chance to create and interact with others through the art form. Students are able to generate, organize, develop, and rehearse artistic ideas that may culminate in an organized activity within the classroom or a performance for peers or an audience.

Performing

Drama/theatre experiences require students to interpret and share artistic work. They are able to analyze and select work for presentation. As they work towards performance, they develop and refine techniques and convey meaning through the presentation.

Responding

In drama/theatre, students work to understand and evaluate how the arts convey meaning. This process begins with students perceiving and analyzing artistic work. Students then interpret the work and use criteria to evaluate performance.

Connecting

Students connect in drama/theatre by relating artistic ideas or work with personal meaning and external context. This is accomplished by synthesizing and relating knowledge and personal experiences to art. Students also relate artistic works with societal, cultural, and historical context to deepen understanding.



Creating (CR)

Standard	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)	Second Grade (2)
DT.CR.1: Generate and conceptualize artistic ideas and work.	PK.DT.CR.1.1 With guidance, retell stories, and/or imagine variations of existing stories utilizing developmentally appropriate culturally diverse literature.	K.DT.CR.1.1 With guidance, engage in planning a series of events for dramatic play or a guided drama experience (e.g., play plans, creative drama, story drama, process drama) based on existing stories or creating new stories.	1.DT.CR.1.1 Conceptualize a unified piece of drama/theatre by imagining variations of classroom literature or creating new, independent stories.	2.DT.CR.1.1 Conceptualize and sequence a unified piece of drama/theatre by imagining variations of classroom literature or creating new, independent stories.
	PK.DT.CR.1.2 Imagine production elements for a unified drama/theatre concept by using simple everyday objects to create costumes, props, and puppets.	K.DT.CR.1.2 Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, masks, and/or costume pieces for dramatic play or guided drama experiences (e.g., play plans, creative drama, story drama, process drama).	1.DT.CR.1.2 Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, etc., for dramatic play or guided drama experiences and describing, illustrating, and/or physically arranging playing spaces.	2.DT.CR.1.2 Imagine and collaborate with peers to conceptualize production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, etc., and describing, illustrating, and/or physically arranging playing spaces.



	PK.DT.CR.1.3 Develop characters authentic to the drama/theatre work by using the body and voice to create vivid characters appropriate to the story.	K.DT.CR.1.3 Develop characters authentic to the drama/theatre work by demonstrating ideas concerning voice, gestures, and movements appropriate to the characters and story developed.	1.DT.CR.1.3 Develop characters authentic to the drama/theatre work by expressing and demonstrating voice, body language, gestures, and movements and clear speaking rate and expression for the characters developed.	2.DT.CR.1.3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements, and using clear speaking, rate, expression, and domain-appropriate vocabulary to impact the development of characters and story.
DT.CR.2: Organize, develop, and rehearse artistic ideas and work.	PK.DT.CR.2.1 Sequence plot events in a play plan, dramatic play, or guided drama experience.	K.DT.CR.2.1 Create and communicate ideas to advance the beginning, middle, end [plot] and use words and actions to refine characters that contribute to a completed story in a guided drama experience (e.g., process drama, story drama, creative drama).	1.DT.CR.2.1 Create and communicate ideas, sequence events/plot, propose details, and use words and actions to refine characters that contribute to a completed story in a guided drama experience.	2.DT.CR.2.1 Create and communicate ideas, sequence events/plot, propose details, contribute dialogue, and use words and actions to refine characters that contribute to a completed story in a guided drama experience.
	PK.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play (e.g. individual, personal, projected, and collaborative play) and playing appropriately with others.	K.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play and playing appropriately with others.	1.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play and plan setting and/or production elements for dramatic play or a guided drama experience (e.g., process	2.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by working with peers and accepting the ideas of others to plan setting and/or production elements for dramatic play or a guided drama experience.



			drama, story drama, creative drama).	
DT.CR.3: Revise, refine, and complete artistic work.	PK.DT.CR.3.1 Prepare a unified drama/theatre work for presentation by demonstrating skills of drama/theatre, which are also “skills of the mind”: imagination, focus, concentration.	K.DT.CR.3.1 Prepare a unified drama/theatre work for presentation demonstrating skills of drama/theatre, which are also “skills of the mind”: imagination, focus, concentration.	1.DT.CR.3.1 Prepare a unified drama/theatre work for presentation that conveys meaning by using basic theatre vocabulary and demonstrating skills of drama/theatre, which are also “skills of the mind”: imagination, focus, concentration.	2.DT.CR.3.1 Prepare a unified drama/theatre work for presentation that conveys meaning by using basic theatre vocabulary and demonstrating skills of drama/theatre, which are also “skills of the mind”: imagination, focus, concentration.
	PK.DT.CR.3.2 Use the body to create a vivid character with energy and movement and use the voice to create a vivid character with volume, pitch, and tone.	K.DT.CR.3.2 Use the body to create a vivid character with energy, movement, and gestures and use voice to create a vivid character by changing volume, pitch, tone, rate, and clarity.	1.DT.CR.3.2 Use the body to create a vivid character using energy, gestures, shape, body language, and movement and use voice to create a vivid character by manipulating volume, pitch, tone, rate, and clarity.	2.DT.CR.3.2 Use the body to create a vivid character by manipulating energy, gestures, shape, body language, and movement; use voice to create a vivid character by manipulating volume, pitch, tone, rate, and clarity; and justify character choices.
	PK.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning by imaginatively transforming common objects (e.g., fabric, blocks, kitchen utensils, etc.) into scenery and	K.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning by choosing a single object for multiple, imaginative representations and creating puppets, masks,	1.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning in play plans, dramatic play, or guided drama by choosing a single object for multiple, imaginative representations; creating puppets, masks, and	2.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters and selecting or creating materials to be used for scenery, props,



	props that support the story.	and costume pieces that support the story.	costume pieces; and creating sound effects that support the story.	costumes, and sound effects that support the story and add to its emotional impact and meaning.
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Performing (PR)				
Standard	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)	Second Grade (2)
DT.PR.1: Select, analyze, and interpret artistic work for presentation.	PK.DT.PR.1.1 Demonstrate that there are multiple choices for every aspect of drama/theatre work (movement, speaking voice, etc.) and select the most supportable choice for the moment through identification of essential events.	K.DT.PR.1.1 Understand and demonstrate that there are multiple choices for every aspect of drama/theatre work (movement, speaking voice, etc.) and select the most supportable choice for the moment through identification of essential events.	1.DT.PR.1.1 Understand and demonstrate that there are multiple choices for every aspect of drama/theatre work (movement, speaking voice, facial expressions, etc.) and select the most supportable choice for the moment through identification of essential events.	2.DT.PR.1.1 Demonstrate that there are multiple choices for every aspect of drama/theatre work (character, character traits, locomotor/non-locomotor movement, speaking voice, facial expressions, set, props, costumes, etc.) and select the most supportable choice for the moment.
DT.PR.2: Develop and refine artistic techniques and work for presentation.	PK.DT.PR.2.1 Develop expertise through a personalization of techniques by assuming roles in a variety of dramatic forms (e.g.: play plans, dramatic play, guided drama, pantomime, tableau, puppetry, story enactment, etc.) and by observing, listening, and	K.DT.PR.2.1 Develop expertise by assuming roles in a variety of dramatic forms, modifying body (energy, body language, etc.) and modifying voice (volume, pitch, etc.) to convey meaning and create an emotional impact.	1.DT.PR.2.1 Develop expertise by assuming roles in a variety of dramatic forms and selecting the most supportable choices of body, voice, and production elements to convey meaning and create an emotional impact.	2.DT.PR.2.1 Develop expertise by assuming roles in a variety of dramatic forms and experimenting with the body and voice while making choices for setting, props, costumes, and technical elements to convey meaning and create an emotional impact.



	responding to the work of others.			
	PK.DT.PR.2.2 Make choices for multiple aspects of drama/theatre work (including design elements of playing space).	K.DT.PR.2.2 Explore and experiment with various technical elements for multiple aspects of drama/theatre work.	1.DT.PR.2.2 Identify technical elements that can be used in a guided drama experience to create the most effective emotional impact and to convey meaning.	2.DT.PR.2.2 Explore the basic technical elements that can be used in a drama/theatre work to create the most effective emotional impact and to convey meaning.
DT.PR.3: Convey meaning through the presentation of an artistic work.	PK.DT.PR.3.1 Perform a non-exhibitional drama/theatre work (play plans, dramatic play, and guided drama) with characters that are part of recognizable and shared human experiences (e.g. family, workers, community helpers, etc.).	K.DT.PR.3.1 Perform a non-exhibitional drama/theatre work (play plans, dramatic play, and guided drama) with characters that are part of recognizable and shared human experiences (e.g. family, workers, community helpers, etc.).	1.DT.PR.3.1 Perform a non-exhibitional drama/theatre work (play plans, dramatic play, and guided drama) with characters that are recognizable and part of shared human experiences; use personal and partner space to convey meaning about characters, relationships, and mood.	2.DT.PR.3.1 Present a non-exhibitional drama work with a defined purpose or intent with characters that represent a diversity of people/cultures; use personal and partner space to convey meaning about characters, relationships, mood, and story.

Responding (RE)

Standard	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)	Second Grade (2)
DT.RE.1: Perceive and analyze artistic work.	PK.DT.RE.1.1 Identify choices in a drama/theatre work to understand personal reactions as a participant in a drama/theatre event (e.g. play plans, dramatic play, guided drama, and/or in	K.DT.RE.1.1 Understand personal reactions as a participant in a drama/theatre work by recalling an emotional response in dramatic play or guided drama experiences; and/or, in	1.DT.RE.1.1 Demonstrate audience skills of observing attentively and responding appropriately while viewing the work of classmates in guided drama experiences (e.g., process drama, story	2.DT.RE.1.1 Demonstrate audience skills of observing attentively, responding appropriately, and sharing personal responses about artistic choices made in classroom dramatizations



	developmentally appropriate live or recorded theatrical performances) through discussion or drawing.	developmentally appropriate theatrical performances during which there was active and appropriate engagement as an audience member.	drama, creative drama) and/or developmentally appropriate theatrical performances viewed.	and developmentally appropriate theatrical performances viewed.
DT.RE.2: Interpret intent and meaning in artistic work.	PK.DT.RE.2.1 With prompting and support, create or interpret a drama/theatre work (play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances) by asking questions, sharing personal responses, and reflecting upon performances viewed.	K.DT.RE.2.1 Use personal experience and background knowledge to create or interpret a drama/theatre work (play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances) by asking questions, sharing personal responses, and reflecting upon performances viewed.	1.DT.RE.2.1 Use personal experience and background knowledge to create or interpret a drama/theatre work by exploring and expressing personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.	2.DT.RE.2.1 Use personal experience and background knowledge to create or interpret a drama/theatre work by summarizing, exploring, expressing, and explaining personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.
	PK.DT.RE.2.2 Discuss feelings about and reactions to what was enacted, seen, heard, and felt in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	K.DT.RE.2.2 Ask questions, answer questions, and reflect upon play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.	1.DT.RE.2.2 Explore, express, and explain personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.	2.DT.RE.2.2 Interact with others to compare and contrast personal feelings about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.
	PK.DT.RE.2.3 Explore and express personal likes and dislikes about play plans,	K.DT.RE.2.3 Explore and express personal likes and dislikes about play plans,	1.DT.RE.2.3 Identify personal aesthetics by describing likes and	2.DT.RE.2.3 Identify personal aesthetics to create and interpret a



	dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.	dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed and listen to/respect the preferences of others.	dislikes about play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed and listen to/respect the preferences of others.	drama/theatre work by examining what is seen, heard, and felt in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.
DT.RE.3: Apply criteria to evaluate artistic work.	PK.DT.RE.3.1 With guidance, identify favorite or least favorite parts of a drama/theatre experience (play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed).	K.DT.RE.3.1 With guidance, identify favorite or least favorite parts of a drama/theatre experience and explain why these parts elicited those responses.	1.DT.RE.3.1 With guidance, develop and apply criteria to evaluate a drama/theatre work by describing and analyzing favorite or least favorite parts of a drama/theatre experience.	2.DT.RE.3.1 Develop and implement a plan for making informed evaluations of a drama/theatre work.
DT.RE.3: Apply criteria to evaluate artistic work.	PK.DT.RE.3.2 Describe and recognize production elements (e.g., costumes, props, sets, sound effects, etc.).	K.DT.RE.3.2 Describe and recognize production elements (e.g., costumes, props, sets, sound effects, etc.) and discuss likes/dislikes.	1.DT.RE.3.2 Describe and recognize production elements (e.g., costumes, props, sets, sound effects, etc.) and discuss how those elements helped define a character.	2.DT.RE.3.2 Analyze the appropriateness and effectiveness of the technical/production elements (e.g., costumes, props, sets, sound effects, etc.) in a drama/theatre work.
	PK.DT.RE.3.3 Practice audience etiquette and appropriate audience behavior for a variety of drama/theatre experiences.	K.DT.RE.3.3 Recognize and practice appropriate audience or performer behavior for a variety of drama/theatre experiences.	1.DT.RE.3.3 Identify, discuss, and demonstrate appropriate audience or performer etiquette for a variety of drama/theatre experiences.	2.DT.RE.3.3 Identify, discuss, and demonstrate appropriate audience or performer etiquette and analyze problems and situations for a variety of drama/theatre experiences.



Connecting (CN)

Standard	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)	Second Grade (2)
DT.CN.1: Synthesize and relate knowledge and personal experiences to art.	PK.DT.CN.1.1 With guidance, identify similarities between characters and stories and personal experiences in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	K.DT.CN.1.1 Identify similarities between characters, oneself, and classmates in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	1.DT.CN.1.1 Identify similarities between stories, personal experiences and classmates' experiences through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.	2.DT.CN.1.1 Relate character experiences and emotions to personal experiences and emotions through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.
DT.CN.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding .	PK.DT.CN.2.1 With guidance, understand that drama/theatre works influence and are influenced by personal and societal contexts, such as family, workers, and community helpers.	K.DT.CN.2.1 Identify connections between drama/theatre and personal and societal contexts, such as family, workers, and community helpers.	1.DT.CN.2.1 Recognize that drama/theatre works influence and are influenced by personal, societal, cultural, and historical context.	2.DT.CN.2.1 Explore drama/theatre works that connect artistic ideas to personal, societal, cultural, or historical context.
	PK.DT.CN.2.2 With prompting and support, explore the stories of the thirty-nine present day tribes that call Oklahoma home.	K.DT.CN.2.2 Explore the stories of the thirty-nine present day tribes that call Oklahoma home.	1.DT.CN.2.2 Explore the stories and storytelling abilities of the thirty-nine present day tribes that call Oklahoma home.	2.DT.CN.2.2 Recognize that the stories and storytelling contributions of the thirty-nine present day tribes that call Oklahoma home can influence the creation and understanding of drama/theatre works.
DT.CN.3: Research and relate artistic	PK.DT.CN.3.1 With prompting and support, identify pictures, grade-	K.DT.CN.3.1 Identify and dramatize recognizable universal experiences	1.DT.CN.3.1 Identify similarities and differences in grade-	2.DT.CN.3.1 Research and identify grade-appropriate historic and



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ideas/works and societal, cultural, and historical context to deepen understanding	appropriate multicultural stories, and real people or fictional characters as sources for play plans, dramatic play or guided drama.	from grade-appropriate historic and culturally diverse stories and texts.	appropriate historic and culturally diverse stories and texts for guided drama, devised drama, and theatrical works.	culturally diverse stories and texts as sources for guided drama, devised drama, and theatrical works.
	PK.DT.CN.3.2 With prompting and support, explore visual elements that can add meaning to dramatic play or guided drama experiences.	K.DT.CN.3.2 Identify visual elements that can add meaning to dramatic play or guided drama experiences.	1.DT.CN.3.2 Select and utilize appropriate visual elements to add meaning to dramatic play or guided drama experiences.	2.DT.CN.3.2 Collaborate and research visual elements to add meaning to dramatic play or guided drama experiences.



Creating (CR)

Standard	Third Grade (3)	Fourth Grade (4)	Fifth Grade (5)
DT.CR.1: Generate and conceptualize artistic ideas and work.	3.DT.CR.1.1 Conceptualize and sequence a unified piece of drama/theatre by engaging in guided drama experiences that use developmentally appropriate literature and propose choices that could enrich and help unify dramatic play or a guided drama experience.	4.DT.CR.1.1 Conceptualize and sequence a unified piece of drama/theatre by engaging in guided drama experiences and refine and apply concentration and cooperation to demonstrate an understanding of plot, character, and main idea/theme in a creative, story or process drama/theatre experiences with developmentally appropriate literature.	5.DT.CR.1.1 Conceptualize and sequence a unified piece of drama/theatre by engaging in guided drama experiences and refine and apply concentration and cooperation to demonstrate an understanding of plot, character, and main idea/theme, and dialogue in a creative, story or process drama/theatre experiences with developmentally appropriate literature.
	3.DT.CR.1.2 Imagine and collaborate with peers to conceptualize production elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, etc., and describe, illustrate, and/or physically arrange playing spaces.	4.DT.CR.1.2 Imagine and collaborate with peers to conceptualize production elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, masks, costume pieces and/or other production elements and describe, illustrate, and/or physically arrange playing spaces for drama/theatre experiences.	5.DT.CR.1.2 Imagine and collaborate with peers to conceptualize progressively more detailed production elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, masks, costume pieces and/or other production elements and describe, illustrate, physically arrange or create playing spaces for drama/theatre experiences.
	3.DT.CR.1.3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements and using clear speaking, rate, fluency, expression, and domain-appropriate vocabulary to impact	4.DT.CR.1.3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements and using clear speaking, rate, fluency, expression, domain-appropriate vocabulary to impact	5.DT.CR.1.3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, facial expressions, movements and using clear speaking, rate, fluency, expression, domain-appropriate



	the development of characters and story.	the development of characters and express ideas concerning character through a combination of drawing, writing, and/or discussion.	vocabulary to impact the development of characters and express ideas concerning character through a combination of drawing, writing, and/or discussion.
DT.CR.2: Organize, develop, and rehearse artistic ideas and work.	3.DT.CR.2.1 Create and communicate ideas, sequence events/plot, propose details, contribute dialogue, and use words and actions to refine characters that contribute to a completed story in a guided drama experience.	4.CR.2.1 Create and communicate ideas, sequence events/plot, propose details and design elements, and develop words/dialogue and actions to gradually develop a completed story.	5.CR.2.1 Create and communicate ideas, sequence events/plot and synthesize ideas to create plot points, propose details and design elements, and create words/dialogue and actions to refine characters and gradually develop a completed story.
	3.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by working with peers and accepting the ideas of others to plan setting, production elements, and other details for dramatic play or a guided drama experience.	4.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by cooperating with others to plan setting, production elements, and other details for drama/theatre experience by engaging with peers, defining roles/responsibilities, and participating in group decision making with guidance and support.	5.DT.CR.2.2 Demonstrate collaborative skills and interdisciplinary skills by cooperating with others to plan setting, production elements, and other details for drama/theatre experience by engaging with peers, defining roles/responsibilities, and participating in group decision making to develop and practice an original piece of drama/theatre.
DT.CR.3: Revise, refine, and complete artistic work.	3.DT.CR.3.1 Prepare a unified drama/theatre work for presentation that conveys meaning by using basic theatre vocabulary and demonstrating skills of drama/theatre, which are also “skills of the mind”: imagination, focus, concentration.	4.DT.CR.3.1 Prepare a unified drama/theatre work for presentation that conveys meaning by using basic theatre vocabulary and demonstrating skills of drama/theatre, which are also “skills of the mind”: imagination, focus, concentration.	5.DT.CR.3.1 Prepare a unified drama/theatre work for presentation that conveys meaning by using theatre vocabulary, creating, revising, and appropriately adding to ideas, and demonstrating skills of drama/theatre: imagination, focus, concentration.



	<p>3.DT.CR.3.2 Use the body to create and refine a vivid character by manipulating energy, gestures, shape, body language, and movement; use voice to create and refine a vivid character by manipulating volume, pitch, tone, rate, and clarity; and justify character choices.</p>	<p>4.DT.CR.3.2 Use the body to create and refine a vivid character by manipulating energy, gestures, etc.; use voice to create and refine a vivid character by manipulating volume, pitch, etc.; justify character choices and identify similarities between characters and oneself in a drama/theatre experience.</p>	<p>5.DT.CR.3.2 Use the body to create and refine a vivid character by manipulating energy, gestures, etc.; use voice to create and refine a vivid character by manipulating volume, pitch, etc.; justify character choices and identify similarities between characters and oneself in a drama/theatre experience.</p>
	<p>3.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters and selecting or creating materials to be used for scenery, props, costumes, and sound effects that support the story and add to its emotional impact and meaning.</p>	<p>4.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters, creating scenery, props, sound effects, and multimedia that support the story and add to emotional impact and meaning in drama/theatre experiences.</p>	<p>5.DT.CR.3.3 Integrate design elements that create an emotional impact or convey meaning by working creatively and collaborating with others to conceptualize and create settings, costumes, and props for drama/theatre experiences.</p>

Performing (PR)

Standard	Third Grade (3)	Fourth Grade (4)	Fifth Grade (5)
<p>DT.PR.1: Select, analyze, and interpret artistic work for presentation.</p>	<p>3.DT.PR.1.1 Demonstrate that there are multiple choices for aspects of drama/theatre work (movement, voice, set, etc.) and select supportable choices for setting, character, and production elements.</p>	<p>4.DT.PR.1.1 Demonstrate that there are multiple choices for every drama/theatre work and select supportable choices for story/plot, character, setting, design and production elements (e.g. playing space, audience space, props, sound).</p>	<p>5.DT.PR.1.1 Select and demonstrate supportable choices for plot, character, setting, design and production elements, and listen to, accept, and build on the ideas of others to incorporate the most supportable choices for each aspect of drama/theatre work.</p>
<p>DT.PR.2: Develop and</p>	<p>3.DT.PR.2.1 Develop expertise by assuming roles in a variety of</p>	<p>4.DT.PR.2.1 Assume roles in a variety of dramatic forms and</p>	<p>5.DT.PR.2.1 Assume roles in a variety of dramatic forms and</p>



refine artistic techniques and work for presentation.	dramatic forms (e.g.: dramatic play, guided drama, pantomime, tableau, puppetry, story enactment, reader's theatre, musical theatre, developing and voicing characters using animation, etc.).	manipulate the body and voice while making choices for multiple aspects of drama/theatre work (including acting, design, design elements of playing space and audience space, playwriting, etc.) to convey meaning and create an emotional impact.	manipulate the body and voice while developing and defending choices for multiple aspects of drama/theatre work to convey meaning and create an emotional impact.
	3.DT.PR.2.2 Identify the basic technical elements that can be used in a drama/theatre work to create the most effective emotional impact and to convey meaning.	4.DT.PR.2.2 Propose the use of technical elements in a drama/theatre work to create the most effective emotional impact and to convey meaning.	5.DT.PR.2.2 Demonstrate the use of technical elements in a drama/theatre work to create the most effective emotional impact and to convey meaning.
DT.PR.3: Convey meaning through the presentation of an artistic work.	3.DT.PR.3.1 Present a non-exhibitional drama/theatre work with a defined purpose or intent and cooperate with peers to explore the main idea/theme through setting, costume and other design elements.	4.DT.PR.3.1 Present a non-exhibitional drama/theatre work with a defined purpose or intent and cooperate with peers to demonstrate an understanding of main idea/theme through setting, costume and other design elements.	5.DT.PR.3.1 Present a non-exhibitional drama/theatre work with a defined purpose or intent and collaborate and contribute to the rehearsal/presentation as a productive and responsible member of the ensemble.

Responding (RE)

Standard	Third Grade (3)	Fourth Grade (4)	Fifth Grade (5)
DT.RE.1: Perceive and analyze artistic work.	3.DT.RE.1.1 Demonstrate audience skills of observing attentively, responding appropriately, understanding why artistic choices are made, and sharing personal responses in classroom dramatizations and developmentally appropriate live or	4.DT.RE.1.1 Demonstrate audience skills of observing attentively, responding appropriately, identifying artistic choices made, and sharing personal responses in classroom dramatizations and developmentally appropriate live or recorded theatrical performances.	5.DT.RE.1.1 Demonstrate audience skills of observing attentively, responding appropriately, and explain personal reactions to artistic choices in classroom dramatizations and developmentally appropriate live or recorded theatrical



	recorded theatrical performances viewed.		performances, clearly stating opinions supported with details.
DT.RE.2: Interpret intent and meaning in artistic work.	3.DT.RE.2.1 Use personal experience and background knowledge to create or interpret a drama/theatre work by exploring, expressing, explaining, and summarizing personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.	4.DT.RE.2.1 Use personal experience and background knowledge to create or interpret a drama/theatre work by exploring, expressing, and justifying personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.	5.DT.RE.2.1 Use personal experiences and background knowledge to create or interpret drama/theatre work by explaining personal preference, contrasting personal experiences relevant to plot events, and examining how the feelings and actions of characters are the same or different from the student's own feelings and actions.
	3.DT.RE.2.2 Identify the similarities and differences shared about what was enacted, seen, heard, and felt in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	4.DT.RE.2.2 Compare and contrast characters and events and describe the similarities and differences between them in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	5.DT.RE.2.2 Apply critical thinking and examine multiple perspectives to explain why different people enacted, saw, heard, and felt similar/different things in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.
	3.DT.RE.2.3 Identify personal aesthetics to create and interpret a drama/theatre work by describing, asking questions, and writing about what is seen, heard, and felt in dramatic play, guided drama, and/or in developmentally appropriate live or recorded theatrical performances viewed.	4.DT.RE.2.3 Identify personal aesthetics to create and interpret a drama/theatre work by exploring the meaning of a personal aesthetic and how to apply it to a drama/theatre work.	5.DT.RE.2.3 Identify personal aesthetics to create and interpret a drama/theatre work by recognizing and sharing artistic preferences and choices when contributing to or observing drama/theatre works.
DT.RE.3: Apply criteria to evaluate artistic work.	3.DT.RE.3.1 Decide as a classroom community what makes a successful performance by developing and applying criteria to evaluate a	4.DT.RE.3.1 Decide as a small group or as an individual what makes a successful performance by exploring the application of criteria	5.DT.RE.3.1 Make informed evaluations of and recommendations for drama/theatre work by applying



	drama/theatre work; explore the creation of a rubric.	for making informed evaluations and dramatic and theatrical choices in a drama/theatre work.	criteria to evaluate dramatic and theatrical choices.
	3.DT.RE.3.2 Investigate how technical/production elements (e.g., costumes, props, sets, sound effects, etc.) may support a theme or idea in a drama/theatre work.	4.DT.RE.3.2 Ask questions about what is seen and heard as a result of the design and execution of technical/production elements (e.g., costumes, props, sets, sound effects, etc.) in drama/theatre work.	5.DT.RE.3.2 Evaluate the contributions and effectiveness of the technical/production elements in supporting environment, mood, and meaning in a drama/theatre work.
	3.DT.RE.3.3 Identify, discuss, and demonstrate appropriate audience or performer etiquette and by give/receive constructive feedback for a variety of live or recorded drama/theatre experiences.	4.DT.RE.3.3 Observe and discuss how characters' circumstances and choices impact audience members' perspectives and reactions in a live or recorded drama/theatre work.	5.DT.RE.3.3 Observe, discuss, and assess how characters' circumstances and choices impact audience members' perspectives and reactions in a live or recorded drama/theatre work.

Connecting (CN)

Standard	Third Grade (3)	Fourth Grade (4)	Fifth Grade (5)
DT.CN.1: Synthesize and relate knowledge and personal experiences to art.	3.DT.CN.1.1 Use personal experiences and knowledge to make connections to community by reading, listening to, and performing stories from a variety of cultures through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.	4.DT.CN.1.1 Identify similarities between story elements and personal experiences, peer experiences, and culture comparisons (i.e., Oklahoman culture compared with other cultures) in dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.	5.DT.CN.1.1 Identify and explain similarities between story elements and personal experiences, peer experiences, and culture comparisons (i.e., Oklahoman culture compared with other cultures) in dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.
DT.CN.2: Relate artistic ideas and works with	3.DT.CN.2.1 Identify and explain connections between drama/theatre works and personal,	4.DT.CN.2.1 Create drama/theatre works by connecting artistic ideas to personal, societal, cultural, or historical contexts.	5.DT.CN.2.1 Create drama/theatre works by connecting artistic ideas to personal, societal, cultural, or historical contexts and



societal, cultural, and historical context to deepen understanding	societal, cultural, and historical context.		incorporating other content areas in drama/theatre work.
	3.DT.CN.2.2 Identify and explain connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the thirty-nine present day tribes that call Oklahoma home.	4.DT.CN.2.2 Develop connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the thirty-nine present day tribes that call Oklahoma home.	5.DT.CN.2.2 Contribute to drama/theatre works that develop connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the thirty-nine present day tribes that call Oklahoma home.
DT.CN.3: Research and relate artistic ideas/works and societal, cultural, and historical context to deepen understanding	3.DT.CN.3.1 Adapt grade-appropriate stories, texts, pictures, and real people or fictional characters as sources for guided drama, devised drama, and theatrical works.	4.DT.CN.3.1 Adapt grade-appropriate stories, texts, pictures, real people or fictional characters and research Oklahoma history and culture as sources for guided drama, devised drama, and theatrical works.	5.DT.CN.3.1 Research societal, historical, and cultural context for a performance by analyzing commonalities and uniqueness between stories/plays set in different cultures in preparation for a drama/theatre work.
	3.DT.CN.3.2 Research and select visual elements and compare choices with others through dramatic play or guided drama experiences.	4.DT.CN.3.2 Research visual elements and conventions of a given time period and compare with those of the present.	5.DT.CN.3.2 Identify historical and multicultural visual element sources to add meaning to the diverse stories shared through dramatic play or guided drama experiences.



Drama/Theatre Glossary

Aesthetics Unique to each individual, aesthetics refers to a set of principles concerned with the nature and appreciation of beauty.

Aristotle's Six Elements of Drama Spectacle, Character, Fable (Plot), Diction, Melody, and Thought.

Artistic Criteria The criteria for judging the work of particular artists. These may include intent, focus, skill, form, representation, imagination, authenticity, engagement, pleasure, universal significance, context, criticism, and limitations of time, space, and finances.

Audience Etiquette The social norms appropriate to a group participating as spectators. These norms may vary greatly depending on the particular event; however, respect and consideration for other audience members is always the key. Behavior and voices should be appropriate to the venue and considerate of others ability to see and hear the event.

Character Analysis Evaluation of specific traits of a character.

Character Morgue A collection of reference works and files used by actors, directors and designers to develop particular aspects of a character. Character morgues often feature pictures, mementos and writing to demonstrate or explore aspects of a character.

Character Traits Observable embodied actions that illustrate a character's personality, values, beliefs, and history.

Creative Drama A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama.

Culture The customs, arts, social institutions, history and achievements of a particular nation, people, or other social group.

Dialect A particular form of a language which is peculiar to a specific region or social group.

Dramatic Play Make-believe where children naturally assign and accept roles, then act them out.

Documentary theatre Documentary Theatre is a theatre primarily of social and political change; it often seeks to present an entire picture and individual perspectives on issues while also trying to give emotional insights into a theme or issue.

Guided Drama Experience A leader guides participants during a process drama, story drama, or creative drama experience through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role.

Focus Commitment by a participant (e.g., actor, technician, director) to remain in the scope of the project or to stay within the world of the play.

Improvise The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between



spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed.

International Phonetic Alphabet (IPA) An internationally recognized set of phonetic symbols developed in the late 19th century, based on the principle of strict one-to-one correspondence between sounds and symbols.

Locomotor/Non-locomotor Movement Movements that travel through space or carry weight from one location to another or a movement that a person performs while remaining stationary.

Musical theatre A form of theatre that combines spoken dialogue, music, songs, and dance.

Non-representational Materials Objects which can be transformed into specific props through the imagination.

Oklahoma Culture The customs, arts, social institutions, history, and achievements unique to Oklahoma; including, but not limited to, Will Rogers, Woody Guthrie, The Dust Bowl, and the 39 present day tribes that call Oklahoma home.

Pantomime The art of portraying a character or a story solely by means of body movement, realistic and symbolic gestures, and facial expressions. Pantomime (and mime) is not charades, but has been described as "the art of expressing feelings by attitudes and not a means of expressing words through gestures."

Personal Aesthetics An individual's criteria or set of principles which establishes criteria and nature of beauty.

Play Plan Describes the role and actions a child will engage in during the first few minutes of intentional make-believe play. This initial plan helps children act purposefully, the first step to becoming self-regulated learners.

Plot A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action.

Process Drama A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves.

Production Elements The areas of technical theatre are scenery, lighting, properties, costuming, and sound. All of these areas work together in a production to establish the place, time period, and mood of the production.

Puppetry A unique and ancient art form in which students create, personify, story-build, and perform using puppets.

Reader's Theatre Reader's Theatre is a creative oral reading of any type of literature - play, prose, or poetry. Students may assume multiple roles, as long as their characters appear in different scenes. Students should study of the entire play so that they are aware of relationships, issues, and of the contribution of each scene to the total effect of the play.

Staging Patterns of movement in a scene or play (e.g., stage crosses, entrances, exits, etc.) which help to convey meaning.

Staging Choices Choices made about the way to play the scene.



Story Drama Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves.

Story Enactment Using the literary plot line as the guiding force to create an informal play.

Style The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor.

Supportable Choices Choices for which a student can supply facts, proof, or evidence.

Synergy A combined action between actors, actors and audience, etc.

Tableau A dramatic and theatrical technique in which actors freeze in poses (with an expression on their faces and energy in their bodies) to create a picture of one important moment in or associated with the dramatic activity or play. This requires deeper reading, research, thinking, and rehearsing (focus and commitment), as well as an exploration of the idea or text and experimentation with a variety of alternatives before choosing final poses.

Technical Elements The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production.