

DIGITAL THEATRE+

Washington State K–12 Arts Learning Standards for Theatre

Very high	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

PROFICIENT

	Anchor Standard	Standards	Strength
CREATING - Conceiving and developing new artistic ideas and work.	1: Generate and conceptualize artistic ideas and work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	High
		b. Explore the impact of technology on design choices in a drama/theatre work	Medium
		c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work	Medium
	2: Organize and develop artistic ideas and work.	A. Explore 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.	High
		b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work	Very High
	3: Refine and complete artistic work	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions	Medium
		b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work	High
		c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work	Medium

	Anchor Standard	Standards	Strength
PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	4: Select, analyze, and interpret artistic work for presentation.	a. Examine how character relationships assist in telling the story of a drama/theatre work.	High
		b. Shape character choices using given circumstances in a drama/theatre work.	High
	5: Develop and refine artistic techniques and work for presentation.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	Medium
		b. Use researched technical elements to increase the impact of design for a drama/theatre production.	Medium
	6: Convey meaning through the presentation of artistic work	a. Perform a scripted drama/theatre work for a specific audience.	Medium

	Anchor Standard	Standards	Strength
RESPONDING - Understanding and evaluating how the arts convey meaning	7: Perceive and analyze artistic work	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	Very High
	8: Interpret meaning in artistic work.	a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works	High
		b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work	Medium
		c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	High
	9: Apply criteria to evaluate artistic work	a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines	High
		b. Consider the aesthetics of the production elements in a drama/ theatre work	High
		c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	Very High

	Anchor Standard	Standards	Strength
CONNECTING - Relating artistic ideas and work with personal meaning and external context.	10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	High
	11.1: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	Medium
	11.2: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	Very High

ACCOMPLISHED

	Anchor Standard	Standards	Strength
CREATING - Conceiving and developing new artistic ideas and work.	1: Generate and conceptualize artistic ideas and work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	Medium
		b. Understand and apply technology to design solutions for a drama/theatre work.	Low
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	Medium
	2: Organize and develop artistic ideas and work.	A. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	High
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work	Low
	3: Refine and complete artistic work	a. Use the rehearsal process to analyse the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	Medium
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	High
		c.. Re-imagine 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.	Medium

	Anchor Standard	Standards	Strength
PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	4: Select, analyze, and interpret artistic work for presentation.	a. Discover how unique choices shape believable and sustainable drama/ theatre work.	Very High
		b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	High
	5: Develop and refine artistic techniques and work for presentation.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	Medium
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	Medium
	6: Convey meaning through the presentation of artistic work	a. Present a drama/theatre work using creative processes that shape the production for a specific audience	High

	Anchor Standard	Standards	Strength
RESPONDING - Understanding and evaluating how the arts convey meaning	7: Perceive and analyze artistic work	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	Very High
	8: Interpret meaning in artistic work.	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work	High
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	Medium
		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	High
	9: Apply criteria to evaluate artistic work	A. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	High
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations	High
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.	Very High

	Anchor Standard	Standards	Strength
CONNECTING - Relating artistic ideas and work with personal meaning and external context.	10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	High
	11.1: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work	Medium
		11.2: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.
	b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work		High

ADVANCED

	Anchor Standard	Standards	Strength
CREATING - Conceiving and developing new artistic ideas and work.	1: Generate and conceptualize artistic ideas and work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.	High
		b. Create a complete design for a drama/theatre work that incorporates all elements of technology.	Low
		c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/ theatre work.	Medium
	2: Organize and develop artistic ideas and work.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions	Very High
		b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	Low
	3: Refine and complete artistic work	a. Refine, transform and re-imagine a devised or scripted drama/ theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Medium
		b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	High
		c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	Medium

	Anchor Standard	Standards	Strength
PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.	4: Select, analyze, and interpret artistic work for presentation.	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.	High
		b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	High
	5: Develop and refine artistic techniques and work for presentation.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	High
		b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production	Medium
	6: Convey meaning through the presentation of artistic work	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	High
		Our resources provide you with multiple opportunities for research and analysis in preparation for the production	

	Anchor Standard	Standards	Strength
RESPONDING - Understanding and evaluating how the arts convey meaning	7: Perceive and analyze artistic work	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	High
	8: Interpret meaning in artistic work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.	Very High
		b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.	High
		c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/ theatre work.	High
	9: Apply criteria to evaluate artistic work	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.	High
		b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.	High
		c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences	Medium

	Anchor Standard	Standards	Strength
CONNECTING - Relating artistic ideas and work with personal meaning and external context.	10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	Low
		our resources provide you with several examples and can guide you as you begin your collaborations	
	11.1: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems	Medium
	11.2: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	a. Justify the creative choices made in a devised or scripted drama/ theatre work, based on a critical interpretation of specific data from theatre research.	Very High
		b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research	Very High